

Diagnostic Assessment for Native Americans



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Diagnostic Assessment Instructions

Native Americans – Speaking Survey, KWL Diagnostic Pre-Assessment, and Board Activity Constructed Response, Performance Response/Day One

Duration: 30 minutes

Standard (s) Assessed: SS.A.1.1.1.2.1, SS.A.3.1.2.2.1, SS.B.2.1.1.2.1, LA.A.2.1.3.2.1, LA.C.3.1.1.2.1, LA.C.3.1.1.2.2, LA.C.3.1.4.2.1, Information Managers, Effective Communicators, and Critical and Creative Thinkers.

Description of Assessment Activity: Students will be given a survey on how they feel about speaking orally to large and small groups. The survey will also ask students what speaking to inform means, what speaking to express ideas means, and what they think are important skills for good speakers.

The KWL chart will be given to students to assess their knowledge of the social studies unit standards. The teacher will ask some guiding questions to help the students get started. Students fill out their KWLs independently. (Use the back of the page if more space is needed.) Then the teacher takes this information and fills out the class KWL in order to use the information gained from the diagnostic assessment to adjust instruction of this unit.

Finally, students are asked to read informational text on the board to perform a task.

Teacher Directions:

1. Download and make copies of the Speaking Survey and KWL Diagnostic Pre-Assessment, one copy per student (in associated file).
2. Distribute copies of the Speaking Survey and KWL Diagnostic Pre-Assessment to the students.
3. Have students write their names on their papers.
4. Begin with the Speaking Survey. Explain to students that this is a survey. The survey will give you some idea about how much the students know about speaking skills. Tell the students they will not receive grades on this survey. It is only to provide information about what they already know and what you need to teach them. Read the directions for the survey to the students and guide them in completing them. Take up the surveys.
5. Direct student attention to the Native Americans KWL Diagnostic Pre-Assessment.
6. Explain that this activity will give you an idea of what they already know about Native Americans. Make sure students understand you will use this information to guide your instruction and they will not receive grades on it.
7. Begin by posing some of the Guiding Questions for KWL Diagnostic Pre-Assessment (in associated file).
8. Tell students they are to write what they know and what they want to know about Native Americans.
9. Take up papers when students are finished.
10. Explain that there is one more activity.

11. Ask students to take out a piece of paper.
12. Tell students you are going to write some directions on the board.
13. They are to read the directions and do what they say to do.
14. Write the following directions on the board:
 - Take out a piece of paper.
 - Write your name on the paper.
 - Write this sentence: Indians were the first Americans.
 - Draw a picture of an Indian.
15. Take up papers when students have completed the task.
16. Study the diagnostic assessment data collected and use it to guide instruction for the unit.
17. Store student papers for the Speaking Survey, KWL Diagnostic Pretest, and Board Activity in a folder or other “safe place.” They will be used again for the final review and self-evaluation on Day 13 of the unit.

Student Directions:

Speaking Survey

1. Put your name on your paper. Look at the first sentence. Read the sentence. Put an X on the smiley face if you **do** like to speak to large groups. Put an X on the frown face if you **do not** like to speak to large groups. X only one picture.
2. Look at the second sentence. Read the sentence. Put an X on the smiley face if you **do** like to speak to small groups. Put an X on the frown face if you **do not** like to speak to small groups. X only one picture.
3. Look at number 3. Listen as I read the directions. Circle the correct answer. Speaking to inform means to ____.
4. Look at number 4. Circle the correct answer. Speaking to express ideas means to ____.
5. Turn to the next page. Look at the pictures and words under them. Listen as I read the words under the pictures and phrases: eye contact, gestures, volume, tone, and when you group the words he, went, to, the, and store together they make the sentence “He went to the store.” This is called phrasing. Now, put an X on the ones that you think are important when you speak to large or small groups.

Native Americans KWL Diagnostic Pre-Assessment

1. Now let’s look at the papers that have the Indian headdresses on them.
2. These are to help me know what you already know about Native Americans and what you want to learn.
3. First, put your name and today’s date on both papers.
4. Look at the first paper.
5. Think about what you already know about Native Americans. (Teacher reads some of the Guiding Questions for the KWL Diagnostic Pre-Assessment – in associated file.) Write the facts you know under the writing heading. If you need to draw a picture, draw it under the picture heading.
6. On the next page you are to think about what you would like to know about Native Americans. Is there something you’ve always wondered about Native Americans? Think about what you’d like to know and write your questions under the writing heading. If you need to draw a picture, draw it under the picture heading.

Board Activity – Reading informational text for a specific purpose

1. After the KWL is completed, go to the board and write:
 1. Take out a piece of paper.
 2. Write your name on the paper.
 3. Write this sentence: Indians were the first Americans.
 4. Draw a picture of an Indian.
2. Tell the class in the next few weeks they will learn more about Indians or Native Americans, but right now we want to see how well they can read directions and follow them.
3. Instruct them to read and follow the directions on the board. Do not read the directions to them, as it would defeat the purpose of this activity.

Scoring Method and Criteria: This is a diagnostic assessment. Use the Speaking Survey to see how students feel about speaking to large and small groups and to determine prior knowledge concerning volume, phrasing, intonation, eye contact, and gestures for speaking for different purposes. The information from Questions 1&2 can be used to provide extra encouragement and help to those who do not like to speak.

Use the Native Americans KWL Diagnostic Pre-Assessment as a means of diagnosing what students already know and want to learn about Native Americans. Compile the information onto a class KWL chart. Use the information to guide instruction.

Student papers for the board activity are used to diagnose students' abilities to read informational text for a specific purpose. The teacher will use the results to guide instruction.

Native Americans KWL Diagnostic Post-Assessment

Duration: 30 minutes

Standard (s) Assessed: SS.A.1.1.1.2.1, SS.A.3.1.2.2.1, SS.B.2.1.1.2.1, LA.A.2.1.3.2.1, LA.C.3.1.1.2.1, LA.C.3.1.1.2.2, and LA.C.3.1.4.2.1.

Description of Assessment Activity:

The KWL chart will be given to students on Day 13 of the Native American Unit to assess their knowledge of the social studies unit standards. Ask some guiding questions to help the students get started. Students fill out their KWLs independently. Use the back of the page if more space is needed. The information is used to formatively assess student understanding of the social studies concepts, clear up any misconceptions students might have, and serve as a review for the final summative assessment.

Teacher Directions:

1. Download and make copies of the KWL Diagnostic Post-Assessment, one per student.
2. Distribute KWL Diagnostic Post-Assessment papers to students.
3. Explain that as a means of review, students will use the Post-Assessment to record what they have learned about Native Americans and good speaking skills. They will not receive a grade on this activity.

4. Instruct students to record what they have learned. If they need more writing space, they can turn their papers over and write on the back.
5. Allow ample time for students to record what they have learned.
6. Take up papers and use them to formatively assess student progress. Provide positive and constructive feedback, clearing up any misconceptions students might have.

Student Directions:

1. Write your name on your paper.
2. Think about all we have learned about good speaking skills and about Native Americans.
3. Record what you have learned on the KWL Diagnostic Post-Assessment.
4. Turn in your paper.

Scoring Method and Criteria:

This Diagnostic Post-Assessment will be used as a means of review and self-reflection. Students will record what they have learned. The teacher will review student papers to provide formative feedback in preparation for the final summative and to clear up any misconceptions the students might express. This activity will not be scored or graded. The teacher can compile student responses and add them to the class KWL chart to emphasize what students have learned. Another option might be to allow students to share their responses orally, provide formative feedback orally, and then record responses on the class KWL.

Speaking Survey

LA.C.3.1.1.2.1, LA.C.3.1.1.2.2, LA.C.3.1.4.2.1

Name _____ Date _____

Put an **X** on the picture that tells how you feel.

1. I like to speak to large groups of people.



2. I like to speak to small groups of people.



3. Circle the correct answer. Speaking to inform means to:

- A. Tell others information about something.
- B. Entertain others.
- C. Tell how you feel about something.

4. Circle the correct answer.

Speaking to express ideas means to:

- A. Send a note to your friend.
- B. Tell your ideas about something.
- C. Write a report.

Put an **X** on the things you think are important for **good speaking**:



eye contact



gestures



volume



tone

He + went + to + the + store. =

He went to the store.

phrasing



Native Americans
KWL Diagnostic Pre-Assessment

Name _____ Date _____

What do I **Know** about Native Americans?
(SS.A.1.1.1.2.1, SS.A.3.1.2.2.1, SS.B.2.1.1.2.1)

Writing	Picture

Guiding Questions for KWL Diagnostic Pre-Assessment

- Here are guiding questions the teacher should read aloud as the students fill in the KWL chart.
 1. What country do we live in?
 2. Who were the first people who lived here?
 3. How do you think the first people got here?
 4. Do you think they lived like we live today?
 5. What was it like where they lived?
 6. Did they live all over North America or just in certain places?
 7. Were they all alike?
 8. What was their way of life?
 9. How do you think they got their food?
 10. What kind of homes did they have?
 11. Did they all eat the same foods? Why or why not?
 12. Were their homes the same? Why or why not?
 13. What kinds of transportation did they use?
 14. What did they do when they were not working?
 15. Did they create any artwork?



Native Americans
Diagnostic Post-Assessment

Name _____ Date _____

What I **Learned** about Native Americans
(SS.A.1.1.1.2.1, SS.A.3.1.2.2.1, SS.B.2.1.1.2.1)

Writing	Picture

Questions for KWL Diagnostic Post Assessment

- Here are some guiding questions to be read aloud by the teacher as the students complete the KWL chart.
 1. List some names of Native American culture groups.
 2. Why were Indian shelters different in different regions?
 3. Tell some ways the physical surroundings and climate of a region affected the way the people in that region lived.
 4. What were some of the natural resources in each region?
 5. Tell ways all Native Americans were alike.
 6. Think of the different ways of transportation the Native Americans used. Write about them.
 7. List some ways different Native American groups got their food.
 8. What kinds of artwork did the Native Americans enjoy doing?

Key for Speaking Survey

1 and 2 – Student choice

3 – A

4 – B

Put an **X** on the things you think are important for good speaking:
All should be Xed.