

**STUDENTS AS HISTORIANS:
INVESTIGATING THE GULF WAR**
Summative Assessment Part I: Notebooks

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Summative Assessment Part I: Notebooks
(LAA.2.3.6.6.2, SSA.1.3.2.6.1 and SSA.1.3.2.6.2)

Teacher Instructions:

Prior to assessing the notebooks: Duplicate the Quotes and Sources pages, Event Report form, and the Table of Contents for students. Keep copies of the sources list from the board for those who are absent or copy the information incorrectly. Remind students to look at the Table of Contents to make sure their notebooks are complete. Also remind students to put all notes, pictures, etc. into their notebooks since they may use this information in the group PowerPoint presentation. The next page in this file is for you to use to create a poster or a transparency to display in the room to help children know how the notebooks will be assessed.

During: Remember the purpose of the notebook is to see if students use multiple sources, distinguish between fact and opinion, as well as primary and secondary sources. Quality of contents is not assessed during the summative assessment, however, stress accuracy and ‘best effort’ as students complete the pages. Decide where to keep the notebooks and how to distribute and collect them each day. After student groups have presented their information using the PowerPoint software, collect the notebooks for summative assessment.

After: After scoring, return the notebooks so that students can ask questions or you can address any errors.

Duration: Notebooks are created over a 7-day period, however, if you add additional time for research or presentations, that will extend the time.

Scoring:

Summative assessment includes examination of each student’s notebook. Criteria:

1. Does notebook include both secondary and primary resources labelled correctly?
2. Were multiple sources used for information?
3. Were various types of media used as sources? (electronic text/pictures, experts or individuals, print)
4. Do notes/pictures/quotes include both facts and opinions?

Four yeses mean “excellent work.”

Three yeses mean “good work.”

Two or less mean “still needs work” and notebook should be returned for additional work.

Note: One way of assigning grades is as follows. You may want to adjust this depending on the knowledge and expertise of your own students.

Excellent = A

Good = B

Still Needs Work = C or D

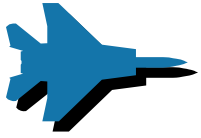
If a student doesn't turn in a notebook at all, he/she should receive a failing grade, however, an incomplete notebook can be returned to the student for additional work to be added and then reassessed. Remember: The purpose of the notebook is for the student to demonstrate that he/she knows the difference between fact and opinion, the difference between primary and secondary sources, and can obtain information from multiple sources.

NOTE: A checklist is included that you may choose to use as an indication of how students have mastered the SSS for the unit.

NOTE; The PowerPoint Checklist is included although the group presentation is **NOT** summatively assessed since it is a group presentation. It can be used to offer feedback to students by completing and circling an indicator (on the bottom of the provided form.)

Student instructions: Tell students:

During this unit you will keep a notebook. To see what should be in the notebook, I am going to display a page so that you can organize your papers. I am also going to display a page that will tell how your notebook will be assessed. We will store the notebooks ... (teacher choice) You will receive a grade on your notebook, but I will be working with you each day to make sure that you understand each assignment.



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NOTEBOOK:

1. Does your notebook include both primary and secondary resources, and did you label them correctly?
2. Did you use more than one source for information?
3. Did you use various types of media used as sources? (electronic text/pictures, experts or individuals, print, documents, etc.)
4. Did you include notes, pictures or quotes that were facts and some that were opinions?



NOTEBOOK TABLE OF CONTENTS

Notebook/Folder should include:

1. Diagnostic
2. Event Report form
3. Suggested list of sources (from board)
4. Research:
 - A. Notes
 - B. Pictures
 - C. List of Sources page
 - D. Interview Notes
 - E. Quotes page
5. PowerPoint Rough Draft



Student Name: _____ Date _____

Individual Notebook Checklist (Summative I)

SS.A.1.3.2.6.1

- ____ Student correctly differentiated between fact and opinion in the notebook.
____ Student correctly differentiated between fact and opinion in the notebook most of the time.
____ Student could not correctly differentiate between fact and opinion in the notebook.

LA.A.2.3.6.6.2

- ____ Student gathered information from a variety (three or more) of sources.
____ Student gathered information from a couple of sources.
____ Student could not correctly gather information from a variety of sources or only used one source.

SS.A.1.3.2.6.2

- ____ Student denoted primary or secondary sources correctly.
____ Student was not able to denote primary or secondary sources correctly.

SS.A.1.3.1.6.1

- ____ Student demonstrated different perspectives on the Gulf War in research.
____ Student did not demonstrate different perspectives on the Gulf War in research.
-

Students in group: _____

Group PowerPoint Checklist (Formative)

SS.A.1.3.2.6.1

- ____ Students correctly differentiated between fact and opinion in the presentation.
____ Students correctly differentiated between fact and opinion in the presentation some of the time.
____ Students could not correctly differentiate between fact and opinion in the presentation.

LA.A.2.3.6.6.2

- ____ Students shared information from a variety (three or more) of sources.
____ Students shared information from a couple of sources.
____ Students did not share information from a variety of sources or only used one source.

SS.A.1.3.2.6.2

- ____ Students denoted primary or secondary sources correctly.
____ Students were not able to denote primary or secondary sources correctly.

SS.A.1.3.1.6.1

- ____ Students demonstrated different perspectives on the Gulf War from research.
____ Students did not demonstrate different perspectives on the Gulf War from research.

Great Job!

Good Work

Needs Work

Redo