

Example Assessment

Grade 5 Gifted Extensions

This is an example classroom assessment created by Illinois educators as part of the Illinois State Board of Education (ISBE) Local Assessment Support (LAS) Project. ISBE encourages educators to modify example assessments to meet the needs of their individual educational context. Please note that the authors have provided suggestions for grade level use, applicable standards, data use, as well as possible accommodations, modifications, or alternative assessments. These suggestions are not inclusive of all possible uses and applications of this assessment.

This assessment serves as a possible example of a classroom assessment and its use is not required.

More information concerning the LAS project may be found here:

www.isbe.net/assessment/htmls/balanced-asmt.htm

Content: Social Studies/English Language Arts

Grade Level: Grade 5

Purpose

The purpose of this assessment is to inform teaching practices and provide information to students about their current level of achievement at a given period of time. Students will demonstrate their ability to conduct historical research.

Standards

Illinois Learning Standards – Social Science:

STATE GOAL 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.

- 16.A.4a: Analyze and report historical events to determine cause and effect relationships.
- 16.A.4b: Compare competing historical interpretations of an event.

New Illinois Learning Standards - ELA:

- CCSS.ELA-LITERACY.RL.5.9: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
- CCSS.ELA-LITERACY.RI.5.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

- CCSS.ELA-LITERACY.RI.5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- CCSS.ELA-LITERACY.RI.5.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- CCSS.ELA-LITERACY.W.5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Data Use

This assessment may be used to evaluate students abilities to conduct historical research.

Accommodations, Modifications, and Alternate Assessments

Multiple texts may be used to support varying reading levels, and the project may be altered as necessary to meet the needs of all students.

Materials

- List of historical figures relevant to the Civil War (e.g., <http://www.nps.gov/civilwar/people.htm>)
- List of resources that students may use to gather information and answer questions (e.g., historical fiction, primary documents, art, magazines, newspapers, books, music, diaries, and journals).
- Civil War Contract and Rubric

Directions

Please note that these tasks take place over a period of approximately four weeks, and have been adapted from Tomlinson, Kaplan, Renzulli, Purcell, Leppien, Burns, Stickland, and Imbeau (2009).

“What was life like for those who lived during the Civil War?”

1. Students are asked to each assume the role of a character from the Civil War time period, documenting the character’s perspectives from a selected book of historical fiction. Students are also asked to record feelings, images, and words that help identify what these perspectives were and how these perspectives changed throughout the story.
2. Students are then asked to gather as much information as possible about the lives of these characters or individuals like them by using historical references, such as photographs, diary entries, journals, music, and any other resources they could find in the library or online. These references would be used to provide evidence of these perspectives and to document changes to support their original findings gathered from the text and/or story.
3. The teacher then identifies the types of skills and methodologies required to assist conclusions about these data. These skills and methodologies would be the focus of some of the lessons and may include explaining the steps of historical research, generating research questions, taking notes, distinguishing between primary and secondary sources, establishing the validity and reliability of sources, analyzing print and non-print sources, and drawing conclusions from data.

The teacher may also help students work through the steps of research, modifying assignments for students who need more support or who need more challenge.

4. The teacher uses the Civil War Contract to outline the procedures for student investigations during their study. All students may refer to the Civil War Contract throughout the study. The teacher may also encourage students working at a high level of knowledge and independence to develop their own work plans rather than following the one prescribed in the Civil War Contract.
5. The Civil War Contract addresses several key curricular components. The contract not only includes a number of learning activities (e.g., reading historical novel and gathering data on the character they are developing) but also includes short-term products that provide evidence of student understanding (e.g., notebook entries and completed data sheets). These short-term products also served as assessment vehicles for the teacher to track student understanding and growth through the contract period.

In addition, the rubric in the Civil War Contract guides both students and the teacher in assessing progress during the contract period and assessing the quality of the students culminating products. For example, items 8 and 9 on the Civil War Contract result in culminating products that illustrate students' grasp of essential understanding in the unit as well as their historical research skills.

Gifted Extensions

This project may use multiple texts to support varying reading levels. In addition, the Civil War Contract was purposefully designed to allow some students to be guided step-by-step through the process while more confident learners could move at their own pace and in a sequence they find comfortable. In addition, Students who require a greater level of challenge could engage in more complex research tasks including one or more of the following:

1. Interview someone who is an expert in history or sociology to identify problems or questions that need to be explored in these disciplines. After you met with them, identify a new research topic that might be of interest to you. You will need to complete a management plan that articulates your idea, develop a set of research questions, gather the resources, and begin to identify how to analyze the data.
2. Learn how to use surveys, conduct oral histories and interviews, and develop questionnaires to assist you in your research. Use these methods to research a question that you find thought provoking.
3. Submit your research findings to experts in the field so that you can receive some feedback. Use this feedback to make improvements in your research. You can also submit your research for publication.
4. Locate experts who are willing to have you become part of a study in an area of mutual interest.

5. Network with community businesses to conduct original research for them. Perhaps the museum needs someone to collect oral histories, interview older people, or even develop exhibits for their displays.
6. Compare your findings with others in the field. Collaborate on ways to work together on a project.
7. Locate and use advanced documents, books, and articles in your research.
8. Read original research written by experts to advance your knowledge of a particular field.
9. Manage your own research study, determine a schedule for your work, and plan accordingly.
10. Identify student-relevant problems that need to be solved. Use these problems to design a research project that you finding interesting.

Citation:

Tomlinson, C.A., Kaplan, S.N., Renzulli, J.S., Purcell, J.H., Leppien, J.H., Burns, D.E., Strickland, C.A., & Imbeau, M.B. (2009). *The parallel curriculum: A design to develop learner potential and challenge advanced learners* (2nd ed.). Thousand Oaks, CA: Corwin Press.

Additional Materials

Civil War Contract

Have you ever wondered what it would be like to have lived during the Civil War? In the next few weeks, you will be trying to portray what this time period was like by becoming historical researchers. With your classmates, you will assume the role of an individual who lived during this time. In order to complete this project, you will need to ask yourself some questions, read the text to answer the questions that we will generate together, and document the feelings, perspectives, and changes that occur for your character over time. If you want to know how it felt to be part of those events, you will also need to read the diaries, letters, and other artifacts that people who are like them left behind.

1. Determine Your Role:

- Abolitionist
- Slave
- Confederate Soldier
- Union Soldier
- Black Soldier
- Women in the War
- Child in the War
- President

2. Generate Questions to Guide Your Research

You might consider questions like these:

- What was life like for those who lived during the Civil War?
- What perspectives (points of view) did people hold during this time period?
- Did these perspectives ever change?
- How are these perspectives different and similar?
- What influenced these perspectives?
- How did the war affect the lives of those who lived during the time?
- How were the experiences of these individuals similar and different?
- How do historians find out the answers to their questions?
- How do the experiences of the past affect my life?

3. Read a Historical Fiction Book

You may select from some of the books that I have gathered for you or use others after we visit the library. Remember to select one that is appropriate for you as a reader. The important thing is that you feel comfortable reading it and that it provides you with a way to study the type of individual you are investigating.

4. Record the Data

You will use your notebook and data sheets to record the answers to your questions. You can list your questions on the left-hand side of the notebook, and on the right-hand side of the notebook, you can record the answers to your questions that you find in your book. You will want to record pictures, images, your thoughts, and evidence from your book to support these answers. Good historians record what they are thinking, too, so feel free to capture your own thoughts and questions as you read.

5. Gather Evidence from Historical Documents

You will need to locate historical documents to analyze to see if your perceptions of this time period are accurate. Use the internet and any other sources to answer your questions. You will need to use many data sheets to help you record your findings.

Data Recording Sheet Questions	What You Found Out
Who wrote this document?	
Who speaks in this document?	
What is the source?	
When was the information recorded?	
What kind of document is this? (diary, journal, poetry, government document, photograph)	
What is the document about?	
What did this document help you to find out?	

6. Analyze the Results of Your Findings

Now it is time to analyze your findings. Using the information that you have gathered you should look for patterns in your data. Ask yourself some tough questions about your data and record these ideas in your journal. Do you see any patterns with respect to what your character's life was like? What were your character's viewpoints of the war? Did these viewpoints change over time? What influenced these changes?

7. Compare Your Findings to Other Findings

Sit with another group of students who studied other individuals during the Civil War. Compare your findings with their findings. Use a Venn diagram to compare the similarities and differences between your two groups.

8. Report Your Findings

Decide how to report these findings to other people. The results of your hard work need to be shared with an audience so that they can learn from you. Will you write an article for publication? Will you share this information by creating a play or perhaps orally presenting it in the form of a documentary? Use the list of products to guide your creation.

9. Apply What You Have Learned to Your Life

It is often said that events in the past change future generations and the lives they lead. What does this mean? You will work with other students in the class to decide what this means. Your group will be made up of students in all the roles that were investigated during this study. Look in magazines and newspapers and think about your own life, then ask yourself these questions: Is there evidence today that our lives are different because of the Civil War? Are the conditions of our lives so different from the conditions of the lives of those who came before us? Why do people change? How do people change? Did they have the same concerns? Did they worry about similar things? What changes took place in their lives that compare the changes to your lives?

You will need to think about these questions and any others that our class generates. Your group is responsible for investigating this idea. Your group will determine how best to show the meaning behind this statement.

10. Assess Your Learning Rubric for Conducting the Historical Research Study

During your study, we will use a rubric to modify or make changes to your research study so that you can continue to improve it along the way. At times, I will ask you to complete a self-evaluation of the work you are doing, and at other times, we will use the rubric below to guide the quality of your work.

Student Researcher:			
Attributes	Novice	Apprentice	Distinguished
Research Questions	Use a few questions to guide the study; don't develop any new questions to explore	Use most of the questions that they found interesting and testable; don't develop any new questions to research	Use all of the questions to guide their research; develop new questions to guide the research
Gathering the Data	Use a few resources; used sources to find information more than to shape thinking	Use many resources; developed an adequate bibliography try to review their study but experienced difficulty in carrying out the research	Use a variety of resources; developed an accurate and extensive bibliography use sophisticated data-gathering methods to further explore their ideas
Recording the Data	Some records are complete and some partially complete in notebooks and on data sheets	Keep complete and accurate records in their notebooks	Keep complete and accurate records, including supplementary data, in their notebooks and on data sheets
Analyzing the Data	Show early attempts at using descriptive research to find themes and make inferences	Are developing a use of descriptive research methods to find themes and make inferences	Are skilled at using descriptive research methods to identify themes and make inferences
Interpreting Findings	Make some explanations of data Show basic interpretation of historical events through perspective of those living in that setting	Explain data; accurate, logical explanation; In-depth interpretations of events through perspective of those living in that setting	Explain data; accurate, logical explanation; Sophisticated and thorough interpretation of events through perspective of those living in that setting. Interpretations and explanations are supported by the data

Reporting the Findings	Address a few questions explored. A few inferences are made. Answers deal with material on a concrete, literal level	Address some of the questions explored. Some inferences made, although minor errors may exist. Comprehension on an inferential level, and the key skills are analysis and synthesis. Support some claims with research evidence.	Address most of the questions explored. Inferences are explained using the data found. Use skills of evaluation as well as synthesis and analysis. Support claims with clear research evidence from valid sources
Significance of the Findings	Make some meaning of the information but do not incorporate it into their own life by generating examples	Make partial meaning of the information and incorporate it into their own life by generating examples	Make full meaning of the information and incorporate it into their own life by generating examples
Conceptual Understanding	Identify a few relationships that have some connection to the questions	Identify relationships that mostly focus on the answers to the main question(s) identified for the research study. Relationships that are explained are descriptive only	Identify relationships between the concepts of change and perspective that are sophisticated. Could identify causal relationships between the two concepts by providing examples. Move beyond answering the main question(s) identified for the research study.
Products	The performance or produce is complete, providing some evidence of planning, practice, and consideration of audience.	The performance or product is effective. The ideas are presented in a clear and thorough manner, showing awareness of the audience	The performance or product is highly effective. The ideas are presented in an engaging, polished, clear, and throughout manner. The performance or product is developed with an audience in mind.