

## COMMON FORMATIVE ASSESSMENT PLANNING TEMPLATE

--FIRST DRAFT--

**Grade Level or Course:** 10<sup>th</sup> grade SS

**Authors:** Murray, Corliss, Spitzer

**Assessment Topic:** Civics and Government

**Selected Power Standards:**

SS 1.1 UNDERSTAND personal and political rights of citizens in the United States.

SS 1.2 IDENTIFY the responsibilities of citizens of the United States and UNDERSTAND what an individual can do to meet these responsibilities.

LA: 1.5 DIFFERENTIATE among reasoning based on fact versus reasoning based on opinions, emotional appeals, or other persuasive techniques.

### Graphic Organizer of “Unwrapped” Concepts and Skills

**Concepts:** Need to Know about Civic Responsibilities

- Citizens
- Rights of citizens:
  - Personal rights
  - Political rights
- Individual responsibilities
- Reasoning
  - Facts
  - Opinions
  - Emotional appeals
  - Persuasive techniques

**Skills:** Be able to:

(Next to each skill, write number in parentheses indicating approximate level of Bloom’s Taxonomy of thinking skills. Refer to Bloom’s Taxonomy resource in supporting documents.)

(2) UNDERSTAND (rights as citizens)

(1) IDENTIFY (responsibilities as citizens)

(2) UNDERSTAND (what a citizen can do)

(4) DIFFERENTIATE (persuasive reasoning)

(2) COMPARE/CONTRAST (fact/opinion/emotional appeal/persuasive tech.)

(5) JUSTIFY (reasoning)

## **Big Ideas from “Unwrapped” Power Standards**

1. Concept of citizenship and how citizenship involves rights and responsibilities.
2. As an individual and a citizen, you have power within our governmental system, and therefore an obligation to participate.
3. To be an informed citizen, you must be able to understand the motivation behind the presentation of political information.

## **Essential Questions Matched to Big Ideas**

1. Is every person who lives in the United States a citizen? Should they be protected under the Bill of Rights? Defend your answer using three specific examples.
2. How can an individual make a difference in governmental decisions?
3. How can citizens get to the “truth” despite of the many types of reasoning and persuasion behind what the information they receive presented through the media?

- (2) UNDERSTAND (rights as citizens)
- (1) IDENTIFY (responsibilities as citizens)
- (2) UNDERSTAND (what a citizen can do)
- (4) DIFFERENTIATE (persuasive reasoning)
- (2) COMPARE/CONTRAST (fact/opinion/emotional appeal/persuasive tech.)
- (5) JUSTIFY (reasoning)

**SECTION 1: Selected-Response Items—**

Matching: Choose the letter of the reasoning method that supports the corresponding statement.

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>_____ 1. Everyone deserves equal rights!</li> <li>_____ 2. Uncle Sam wants you!</li> <li>_____ 3. Join the winning team!</li> <li>_____ 4. “One small step for man,<br/>one giant step for mankind!”</li> <li>_____ 5. My vote doesn’t matter.</li> <li>_____ 6. 700,000 African Americans served in WWII.</li> <li>_____ 7. “Ask not what your country can do for you,<br/>but what you can do for your country!”</li> <li>_____ 8. “You have the right to remain silent...”</li> </ul> | <ul style="list-style-type: none"> <li>A. Fact</li> <li>B. Opinion</li> <li>C. Emotional appeal</li> <li>D. Group Identification</li> </ul> |
|---|---|

Answer the following true/false statements. Write T for True and O for false.

- \_\_\_\_\_ 9. Even if your parents are from another country, if you are born in the United States, you are a citizen of the US.
- \_\_\_\_\_ 10. When applying to become a citizen you must take an oath of allegiance to the United States.
- \_\_\_\_\_ 11. Anyone can become a citizen of the United States if they desire.
- \_\_\_\_\_ 12. Your political party of choice does not matter to the United States government.
- \_\_\_\_\_ 13. You must be able to speak, understand, read and write English during a citizenship interview.

**Answer Key:**

- |      |               |
|------|---------------|
| 1. B | 9. T True     |
| 2. D | 10. T True    |
| 3. D | 11. O (False) |
| 4. C | 12. O (False) |
| 5. B | 13. T True    |
| 6. A |               |
| 7. C |               |
| 8. A |               |



Look at the following picture. Create captions for the picture using each of the reasoning methods below.



- A. Fact
- B. Group Identification
- C. Emotional Appeal
- D. Opinion

## Task-Specific Scoring Guide:

### Exemplary

- All “Proficient” criteria *plus*:
- Provides more than three diverse ways to respond to government
- Justification of quote beyond text to event connection
- Rationale provides insight, real world or personal connections

### Proficient

- Provides 3 ways to respond to government
- Identifies historical event to support quote
- Supports prioritizing with logical rationale
- Writes appropriate captions for image

### Progressing

- Meets   2   of the “Proficient” criteria

### Beginning

- Meets fewer than   2   of the “Proficient” criteria
- Task to be repeated after remediation

Teacher’s Evaluation\_\_\_\_\_

Comments regarding student’s performance:

### **SECTION 3: Short Constructed-Response**

**Student Directions:** Write a Big Idea response for each of the following Essential Questions. Include supporting details and any vocabulary terms from the “unwrapped” concepts you have been learning for each response. Your responses will be evaluated using the Generic Scoring Guide below.

1. Is every person who lives in the United States a citizen? Should they be protected under the Bill of Rights? Defend your answer with three examples.

2. How can an individual make a difference in governmental decisions?

3. How can citizens get to the “truth” despite the many types of reasoning and persuasion behind the information they receive as presented by the media?

## Generic Scoring Guide:

### Exemplary

- All “Proficient” criteria *plus*:
- Makes connections to other areas of school or life
- Provides example(s) as part of explanation

### Proficient

- States Big Ideas correctly in own words
- Provides supporting details for each one
- Includes vocabulary of “unwrapped” concepts in explanation

### Progressing

- Meets 2 of the “Proficient” criteria

### Beginning

- Meets fewer than 2 of the “Proficient” criteria
- Task to be repeated after remediation

Teacher’s Evaluation \_\_\_\_\_

Comments regarding student’s performance:

## **Design Team Reflections after Administration of Assessment to Students**

1. Which assessment items produced the results we intended?
2. Which items do we need to revise?
3. Regarding the design, administration, scoring, and analysis of the assessment, what worked? What didn't?
4. What do we need to do differently next time?
5. What should we again do the same?