Brian Andrews

EDI 637

**Purpose:** The purpose of this formative and summative assessment is to provide the teacher, students, and parents with information about students’ knowledge and understanding of the standards and benchmarks covered in U5.2 Civil War to identify the multiple causes, key events, and complex consequences of the Civil War. This assessment will take place at the end of a three week unit where key vocabulary and concepts of the Civil War will be discussed. This assessment will aid both the student and the teacher to determine the student’s comprehension of each learning target and to assess the targets that need further instruction.

**GLCE U5.2 Civil War**

8 – U5.2.1 Explain the reasons (political, economic, and social) why Southern states seceded and explain the differences in the timing of secession in the Upper and Lower South. (C3, E1.2)

(National Geography Standard 6, p. 154)

8 – U5.2.2 Make an argument to explain the reasons why the North won the Civil War by considering the critical events and battles in the war, the political and military leadership of the North and South, the respective advantages and disadvantages, including geographic, demographic, economic and technological (E1.4) (National Geography Standard 15, p. 173)

8 – U5.2.3 Examine Abraham Lincoln’s presidency with respect to his military and political leadership the evolution of his emancipation policy (including the Emancipation Proclamation), and the role of his significant writings and speeches, including the Gettysburg Address and its relationship to the Declaration of Independence (C2)

8 – U5.2.4 Describe the role of African Americans in the war, including black soldiers and regiments, and the increased resistance of enslaved peoples.

8 – U5.2.5 Construct generalizations about how the war affected combatants, civilians (including the role of women), the physical environment, and the future of warfare, including technological developments. (National Geography Standard 14, p. 171)

**Clear Learning Targets**

|  |  |  |  |
| --- | --- | --- | --- |
| **Target** | **Knowledge Questions** | **Reasoning Questions** | **Total Questions** |
| I can identify the political reasons why the south seceded from the north. | 7, 17 |  | 2 |
| I can identify the economic reasons why the south seceded from the north. | 1, 2, 10 |  | 3 |
| I can identify the social reasons why the south seceded from the north. | 15, 16 |  | 2 |
| I can explain how Lincoln led the military as president during the Civil War. | 11, 19 |  | 2 |
| I can explain how Lincoln made political decisions as president during the Civil War. | 4, 9 |  | 2 |
| I can describe the changes that President Lincoln made to his plans to free the slaves in the south. | 3, 5, 8 |  | 3 |
| I can explain why President Lincoln issued the Emancipation Proclamation to free the slaves in the south. | 6, 17 |  | 2 |
| I can explain the ways that African Americans males volunteered to serve as soldiers for the North in the Civil war. | 14, 20 |  | 2 |
| I can describe the ways that enslaved African Americans fought back against their slave masters during the Civil War. | 12, 13 |  | 2 |

**Objective:** For the past three weeks, we have discussed the political, economic, and social events that led to the Civil War. This assessment will measure your knowledge and understanding of the learning targets we have studied in this unit.

The assessment will contain:

* Part 1- 7Multiple Choice Questions 1 point. Each for a total of 7 points.
* Part 2- 8 matching 1 point. Each for a total of 8 points.
* Part 3- 5 True/ False Questions 1 point. Each for a total of 5 points.

**Total 20pts**

NAME \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE \_\_\_\_\_\_\_\_\_\_\_\_ PERIOD \_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Part I Directions:** You will now begin your formative assessment that covers our three week unit on The Civil War. You will have 50 minutes to complete the 20 question assessment. Be sure to place your name, todays date, and the class period for which you will be taking this assessment in the space provided. In the first section, you will have four choices to select as the correct response. Circle the response that best answers the question. Also, place an X in the Sure / Not Sure blank to indicate how confident you are in the answer you have selected. Part 1 has 7 questions and is worth a total of14 of the 20 possible points. In part I, each question will be worth 2 points. If you have any questions before, during, or after you complete this assessment please raise your hand and I will call you to my desk to answer your question. When you have completed this assessment, please place your pencil on your desk and raise your hand and I will come to your desk and collect your assessment. I will give you a Scholastic Reader when I have collected your assessment. Read the directions written on the whiteboard at the front of the classroom for the assignment you are to complete.

1. Sectional differences developed in the United States largely because.
   1. The Federal Government adopted a policy of neutrality.
   2. Economic conditions and interests in each region varied.
   3. Only northerners were represented at the Constitutional Convention.
   4. early presidents favored urban areas over rural areas.

Sure\_\_\_\_\_\_\_\_\_\_ Not Sure \_\_\_\_\_\_\_\_\_\_

1. The North’s rapid economic growth during the Civil War was stimulated by.
   1. the elimination of taxes on defense industries.
   2. a reduction in the number of immigrants.
   3. increased government demand for many products.
   4. enslaved persons filling industrial jobs.

Sure\_\_\_\_\_\_\_\_\_\_ Not Sure \_\_\_\_\_\_\_\_\_\_

1. Early in his Presidency, Abraham Lincoln declared that his primary goal as President was to.
   1. enforce the Emancipation Proclamation.
   2. preserve the Union.
   3. end slavery throughout the entire country.
   4. encourage sectionalism.

Sure\_\_\_\_\_\_\_\_\_\_ Not Sure \_\_\_\_\_\_\_\_\_\_

1. "A house divided against itself cannot stand. I believe this government cannot endure permanently half slave and half free.” -Abraham Lincoln, 1858 According to this quotation, Abraham Lincoln believed that.
   1. slavery was immoral and should be abolished immediately.
   2. sectional differences threatened to destroy the Union.
   3. the Southern states should be allowed to secede.
   4. to save the nation, the North should compromise with the South on slavery.

Sure\_\_\_\_\_\_\_\_\_\_ Not Sure \_\_\_\_\_\_\_\_\_\_

1. In the Gettysburg Address, Lincoln referenced the Declaration of Independence when he emphasized
   1. preventing war.
   2. limited freedom for slaves.
   3. limited democracy.
   4. liberty, equality, and democracy.

Sure\_\_\_\_\_\_\_\_\_\_ Not Sure \_\_\_\_\_\_\_\_\_\_

1. What was the immediate impact of the Emancipation Proclamation?
   1. It freed only the slaves in the Confederate States.
   2. It freed all the slaves in both the North and the South.
   3. It was made possible by the Thirteenth Amendment.
   4. It showed Lincoln to be a man of principle rather than practicality.
   5. It freed only the slaves in the Border States.

Sure\_\_\_\_\_\_\_\_\_\_ Not Sure \_\_\_\_\_\_\_\_\_\_

1. The political reason that the South seceded from the Union was
   1. Abraham Lincoln became President in the election of 1860.
   2. John Brown led a slave revolt.
   3. the Ku Klux Klan caused problems for the South.
   4. the southern states became more industrialized than the Northern states.

Sure\_\_\_\_\_\_\_\_\_\_ Not Sure \_\_\_\_\_\_\_\_\_\_

**Part II Directions:** Now that you have completed the multiple choice section, you will begin Part II of this formative assessment. In order to complete this section you will need to complete each sentence by selecting the word that is the best fit to make a true statement. Part II has 8 questions and each question is worth 1 point for a total of 8 of the 20 points for this assessment. From the Word Bank, select the word that best matches the statement in order to complete the sentence and write the word you have chosen in the blank space provided on the assessment. You will not use all words in the Word Bank.

|  |
| --- |
| **WORD BANK** inaugural Delaware economy officers slaveholders draft strategic Union fighting Washington D.C. Great Britain bayonets minute tents railroad supply wilderness runaway slaves regiments John J. Crittenden |

1. In his \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_address, Lincoln promised not to end slavery where it existed.

Sure\_\_\_\_\_\_\_\_\_\_ Not Sure \_\_\_\_\_\_\_\_\_\_

1. Abraham Lincoln disagreed with proposed constitutional amendments that were made by \_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ that were intended to avoid secession by the southern states.

Sure\_\_\_\_\_\_\_\_\_\_ Not Sure \_\_\_\_\_\_\_\_\_\_

1. Some 22,000 miles of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_track could move soldiers and supplies throughout the north.

Sure\_\_\_\_\_\_\_\_\_\_ Not Sure \_\_\_\_\_\_\_\_\_\_

1. Lincoln faced northern opposition to the Civil War after Congress approved a \_\_\_\_\_\_\_\_\_, or forced military service, in 1863.

Sure\_\_\_\_\_\_\_\_\_\_ Not Sure \_\_\_\_\_\_\_\_\_\_

1. Enslaved African Americans could rebel against \_\_\_\_\_\_\_\_\_\_\_\_\_\_ by daily acts of resistance, such as slowing down work.

Sure\_\_\_\_\_\_\_\_\_\_ Not Sure \_\_\_\_\_\_\_\_\_\_

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_might hide in a nearby forest or visit a relative or spouse on another plantation. They did so to escape a harsh punishment that had been threatened, to obtain relief from a heavy workload, or just to escape the drudgery of everyday life under slavery.

Sure\_\_\_\_\_\_\_\_\_\_ Not Sure \_\_\_\_\_\_\_\_\_\_

1. The first authorized black\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_—designated colored troops—consisted of recruits from Massachusetts, Tennessee, and South Carolina

Sure\_\_\_\_\_\_\_\_\_\_ Not Sure \_\_\_\_\_\_\_\_\_\_

**Part III Directions:** Now that you have completed each sentence to make a true statement, you will now begin the True and False portion of this Formative Assessment. There are 5 statements that are worth 2 points each and will account for 5 of the 20 available points for this assessment. Read each of the following statements and decide if the statement is a True statement or if the statement is False. For each statement, circle the ***True*** or the ***False*** to complete your answer

***True*** or ***False***

1. The South believed that leaving the Union at any time was their contractual right.
   1. ***True*** or ***False***

Sure\_\_\_\_\_\_\_\_\_\_ Not Sure \_\_\_\_\_\_\_\_\_\_

1. Changes in the North economy meant that society evolved as people of different cultures and classes had to work together. On the other hand, the South continued to hold onto an old-fashioned social order.
   1. ***True*** or ***False***

Sure\_\_\_\_\_\_\_\_\_\_ Not Sure \_\_\_\_\_\_\_\_\_\_

1. The South believed that Lincoln was pro-slavery and in favor of Southern interests.
   1. ***True*** or ***False***

Sure\_\_\_\_\_\_\_\_\_\_ Not Sure \_\_\_\_\_\_\_\_\_\_

1. The Emancipation Proclamation led the way to total abolition of slavery in the United States.
   1. ***True*** or ***False***

Sure\_\_\_\_\_\_\_\_\_\_ Not Sure \_\_\_\_\_\_\_\_\_\_

1. Lincoln appointed the Union’s most successful field commander, Ulysses S. Grant.
   1. ***True*** or ***False***

Sure\_\_\_\_\_\_\_\_\_\_ Not Sure \_\_\_\_\_\_\_\_\_\_

1. Black soldiers served in artillery and infantry and performed all noncombat support functions that sustain an army.
   1. ***True*** or ***False***

Sure\_\_\_\_\_\_\_\_\_\_ Not Sure \_\_\_\_\_\_\_\_\_\_

**Student Self-Analysis**

**Part 1:** Now that your assessment for learning has been scored, you will now evaluate your performance to determine the strengths and weaknesses you have demonstrated during this unit. This will give you the chance to recognize areas where additional support may be necessary to guarantee that you understand the targets and to give the best opportunity to succeed if you decide to retake the assessment for learning. Take a look at your assessment and review the questions that were correct and those that are incorrect. For each question also mark weather you are sure or unsure when you were taking the assessment.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Question** | **Correct** | **Incorrect** | **Sure** | **Unsure** |
| 1 |  |  |  |  |
| 2 |  |  |  |  |
| 3 |  |  |  |  |
| 4 |  |  |  |  |
| 5 |  |  |  |  |
| 6 |  |  |  |  |
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| 13 |  |  |  |  |
| 14 |  |  |  |  |
| 15 |  |  |  |  |
| 16 |  |  |  |  |
| 17 |  |  |  |  |
| 18 |  |  |  |  |
| 19 |  |  |  |  |
| 20 |  |  |  |  |

**Part 2:** Now that you have reviewed your assessment, use the information to evaluate your understanding of each learning target. For each target that received one wrong answer, complete the matching corrective activity

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Target** | **Questions** | **Number Right** | **Number Wrong** | **Correctives** |
| I can identify the political reasons why the south seceded from the north. | 7, 17 |  |  | #1 |
| I can identify the economic reasons why the south seceded from the north. | 1, 2, 10 |  |  | #1 |
| I can identify the social reasons why the south seceded from the north. | 15, 16 |  |  | #1 |
| I can explain how Lincoln led the military as president during the Civil War. | 11, 19 |  |  | #2 |
| I can explain how Lincoln made political decisions as president during the Civil War. | 4, 9 |  |  | #2 |
| I can describe the changes that President Lincoln made to his plans to free the slaves in the south. | 3, 5, 8 |  |  | #2 |
| I can explain why President Lincoln issued the Emancipation Proclamation to free the slaves in the south. | 6, 17 |  |  | #2 |
| I can explain the ways that African Americans males volunteered to serve as soldiers for the North in the Civil war. | 14, 20 |  |  | #3 |
| I can describe the ways that enslaved African Americans fought back against their slave masters during the Civil War. | 12, 13 |  |  | #3 |

**What were your strongest targets in this assessment?**

**What targets were most challenging to you in this assessment?**

**3. What will you do to improve your understanding of the learning targets that you missed on the assessment? Mark as many that apply.**

* **Come in for extra help during homeroom time.**
* **Come in to see Mr. Andrews either before or after school.**
* **Review worksheets and notes**
* **Ask a study buddy to review with you areas of improvement for the learning targets.**

**Correctives:**

**#1**

1. Use the link <http://www.slideshare.net/trichmond/causes-of-the-civil-war-7220778?from_search=4> to view aPowerPoint that explains the sectional difference between the North and the South.
2. Use the “Top Eleven” list below to list the sectional differences that caused the Civil War to occur.
3. From the list of sectional differences, use the Venn diagram to place each topic into the category of a Social, Economic, or Political reason that caused the Civil War.

**Reasons that the country was divided**

1. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
2. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
3. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
4. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
5. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
6. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
7. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
8. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
9. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
10. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
11. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |
| --- | --- | --- |
| Social | Economic | Political |
|  |  |  |

**#2** Review page 517 *More battles in Virginia*;page 522 *Union Strategy in the West*; page 529 *Emancipation Proclamation*; page 532 Northern Draft; and page 540 *The Gettysburg Address*. Use the Venn diagram below record the decisions that Lincoln made as Commander in Chief that changed how the Union Army fought the Civil War and what the results were for each of his decisions.

|  |  |  |
| --- | --- | --- |
| Lincolns actions | made changes in the Civil War | that resulted in: |
|  |  |  |

**#3** After reading page 531 from the text, use the Venn Diagram below to list the ways that freedmen, southern slaves, and emancipated slaves participated in fighting against slavery and for the North in the Civil War.

**Accommodations:**

* Allow extended time to take the assessment.
* Enlarge print on assessment for students with visually impairment.
* Read assessment aloud to students.
* Allow students to take assessment with aid or resource room teacher.
* Allow students to answer assessment questions verbally.
* Administer assessment individually.

**Enrichment:** You may choose one of the following enrichment activities.

**#1** You will have the opportunity to experience life as a slave and determine ways to fight back against your slave master. Go to our class website [www.ushistoryandrews.weebly.com](http://www.ushistoryandrews.weebly.com) and click “The Institution of Slavery” tab. Click on the link and you will be given the opportunity to experience life in 1848. You are Lucy, a 14 year old slave girl living in Kentucky. Will you find the path to Freedom? <http://www.mission-us.org/pages/mission-2>

#2 You are the President of the United States and the Nation has just decided to split due to sectionalism. You must respond to this crisis and answer to the American people. List the top three issues that you feel have the greatest impact on the cause of the secession. What action will you take to resolve these three issues? Devise a plan to combat each of the three issues you have chosen. Some actions you could take are to write a speech to talk to the citizens, use the military to resolve the issue, or use diplomacy to resolve the sectional differences in your country. Use the space provided to complete the task

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Answer Key**

1. B

2. C

3. B

4. B

5. D

6. A

7. A

8. Inaugural

9. John J. Crittenden

10 Railroad

11. draft

12. slaveholders

13. runaway slaves

14. regiment

15.T

16.T

17.F

18.T

19.T

20.T

|  |  |
| --- | --- |
| **You included this** | **Standards of Quality for Selected Response Assessments** |
|  | **Clear Purpose** |
| ✓ | It is clear who the intended users and uses are |
| ✓ | It is clear that this is a formative or summative assessment. |
|  | Comments: The purpose looks great. |
|  | **Clear Targets** |
| ✓ | Targets are important – worth the assessment time devoted to them. |
| ✓ | Targets are clearly related to the state and/or district standards |
| ✓ | Targets connect to the items on the assessment |
|  | Comments: Nice match between standards, targets and assessment items. Sampling is also very good. |
|  | **Directions: Provide complete directions, both for the overall test and for each item format. Directions include guidance for what is expected in the response as well as how to respond.** |
| ✓ | 1. Directions tell the students the objective of the assessment |
| ✓ | 2. Directions tell students types of items found on the assessment |
| ✓ | 3. Directions tell students how many points items are worth |
| ✓ | 4. Directions tell students where to put name, hour, date, etc. |
| ✓ | 5. Directions tell students where to write their responses. |
| ✓ | 6. Directions tell students how much time they have to complete the assessment |
| ✓ | 7. Directions tell students what to do if they have questions |
| ✓ | 8. Directions tell students where to put assessment when finished |
| ✓ | 9. Directions tell students what to do when finished |
| ✓ | 10. Encouragement given. |
|  | Comments: Check to see if you should include any more from the list above in the directions. |
|  | **General Formatting** |
| ✓ | 1. Group like questions, e.g. put all of the multiple choice questions together. |
| ✓ | 2. Never split a question between pages. |
| ✓ | 3. Avoid splitting like questions between pages. |
| ✓ | 4. Indicate the point value for each question. |
| ✓ | 5. Use plenty of “white space” to set off directions, questions and answers, and sections of the test. Don’t crowd things together. |
| ✓ | 6. Keep wording simple and focused |
| ✓ | 7. Highlight critical words (most, least, except, not) |
|  | Comments: Looks good. I am not sure about the point values. In the beginning you show that the assessment is worth 30 points, then later you state that it is worth 40 points. Seems that it should just be worth 20 points – one for each question. |
|  | **Assessment Items and Target Match** |
| ✓ | 1. Assessment items are matched to targets. |
| ✓ | 2. Assessment items contain important knowledge or reasoning information. |
| ✓ | 3. Answer key provided. |
|  | Comments: Everything connects. |
|  | **Fill-in-the-Blank** |
| ✓ | 1. Leave only important terms blank. |
| ✓ | 2. Keep items brief. |
| ✓ | 3. Limit the number of blanks per statement to one, at the most two for older students. |
| ✓ | 4. Limit the response called for to single words or very brief phrases. |
| Yes, in most cases | 5. Try to put the blanks near the end of the statement (or better yet, see 8 below). |
| ✓ | 6. Try to ensure that only one term fits each blank. |
| n/a | 7. Indicate the units if the answer called for involves a numerical measure. |
| n/a | 8. Number the blanks and provide lines down the right-hand side of the page, all the same length, for students to write their answers. |
| ✓ | 9. Do not make length a clue. |
|  | Comments: Please see comments for a few minor changes in this section. |

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|  | **True/False** |
| ✓ | 1. Use a single point that determines the truth of the statement. An example violation: The cm is larger than the mm and the mm is larger than the dm. |
| ✓ | 2. Take care with grammar and spelling. |
| ✓ | 3. Have approximately ½ of the statements true and half false. If is easier to start with all true statements, then go back and change some to false statements. |
| ✓ | 4. Use a random pattern in the sequence of answers, e.g., TTFFT is ok, TFTFT is not. |
|  | Comments: This section looks good. |
|  | **Matching** |
|  | 1. Make certain that the relationship between the stems and the responses is the same throughout the question. For example, all of the items might be things OR events, but a combination of thins and events is inappropriate. |
|  | 2. State the specific relationship between the stems and responses in the directions to the question. Check that it fits each stem and its response. |
|  | 3. Put the stems (questions) column on the left and number them. |
|  | 4. Put the blanks for students to record their answers next to the stems (or on an answer sheet). |
|  | 5. Put the responses (answers) column on the right and letter them (capital letters). |
|  | 6. Provide more responses than needed (about 40-50% more than the questions to avoid having students use process of elimination. |
|  | Comments: |
|  | **Multiple Choice** |
| ✓ | 1. Use the same number of distrators (wrong answers) for every question. |
| ✓ | 2. Use plausible distractors that are related to the stem and are similar in character. |
| ✓ | 3. Have all distractors (and the correct answer) about the same length. |
| ✓ | 4. Use correct grammar; if the stem is an incomplete sentence, each distractor should be grammatically consistent with it and complete the sentence. |
| ✓ | 5. Put all of the distractors in a single column, not side by side or in two columns. |
| ✓ | 6. Use reasonable vocabulary and avoid wordiness and ambiguity. |
| ✓ | 7. Vary the position of the correct answer (the tendency is to make it B or C). |
| ✓ | 8. Limit the use of “all of the above” and “none of the above.” If you do use them, make them as frequently the incorrect answers as they are the correct answers. |
|  | Comments: Please see comments for changes in some sections. |
|  | **Student Involvement** |
| ✓ | 1. Assist students with self assessment, tracking learning, and communicating about their learning. |
|  | Comments: The student self-assessment piece looks good – some punctuation and/or capitalization things to change. The correctives should be helpful and enrichment activities look good (do they choose just one?). Appropriate accommodations. |

A few things to change, but for the most part, looking good. Hope the comments are helpful.

Jacque