Brian Andrews

EDI 637

Dr. Jacquelyn Melin

Extended Written Response

**Unit: The Civil War**

**Grade Level**: 8th Grade

**Statement of Clear Purpose:** The purpose of this formative assessment is to measure the level of student learning and to inform both the student and the teacher of the progress the student has made toward the learning targets regarding the reasons why the North won the Civil War.

The students will be assessed on their ability to relate factors including the respective advantages and disadvantages of the North and South. Students will be asked to provide information on the technological, geographic, demographic, and economic factors that helped the North win the Civil War. They will also be asked to write about the political and military leadership, critical events, and battles that influenced the outcome of the war. The students will take this assessment in the final week of the unit. Concepts from this unit will be part of a summative assessment that will be administered during the final week of the marking period. Students should demonstrate how the advantages and disadvantages of both the North and South shaped the outcome of the war. The information attained in this unit will be used as building blocks to understanding the next unit that will focus on Reconstruction.

**Standards and Benchmarks**

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)

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| **Learning Targets** | **Knowledge** | **Reasoning** |
| I can analyze the important battles that were won by the Union Army that caused the North to win the Civil War. | 2 |  |
| I can compare how geographic advantages helped the North to win the Civil War. | 1 |  |
| I can compare the advantages and disadvantages of Northern and Southern economy and explain how the Northern economy helped them to win the Civil War. |  | 1 |
| I can compare and contrast how technology helped the North to win the Civil War. |  | 1 |

**Objective:** We have spent the last three weeks examining the reasons why the North won the Civil War. We have also analyzed the decisions made by both the military and political leaders from both the North and the South. This assessment for learning will measure your knowledge and understanding of the associated learning targets studied in this unit to this point.

**General Directions:**

This formative assessment will be used to assist both the student and teacher to determine the progress that has been made toward our learning targets for this unit that relate to the reasons why the North won the Civil War. You will be required to write a response to two questions. You will use your knowledge of the factors that influenced the outcome of the war to compose your answers. In your response, include information on how geography, technology, and the economies of the North and South influenced the results of the war. In addition, you will explain the effects of both military leadership and political leadership in both the North and South that led to Union victory. Each question will be scored as Strong, Developing or Beginning.

Place your name at the top of the page in the space provided and be sure to include today’s date as well as the class period that you are enrolled in. Use the lines provided beneath the question to write your response. You will have one class period (45 minutes) to answer both questions. If you have a question, please place your assessment on your desk so that the back side is facing up, raise your hand to get my attention and remain at your seat. I will call for you to come to my desk when I notice your hand and at that point, please bring your assessment to my desk so that I can answer your question in person. Once you have completed the formative assessment, use the rubric to score how well you answered the question that relates to the learning target in the Rubric. When you have completed your assessment, you will walk to the front of the class and place your assessment in the paper tray labeled “Formative Assessments IN”. Once you have scored your response, you will begin reading the chapter on Reconstruction that can be found on p. 528 in your textbook. Read pages 528- 547 and complete questions 1-4 found on page 548. Each of you has worked hard to understand the reasons that the North won the Civil War. I am confident that your hard work will pay off during this assessment. Answer each question to the best of your ability. You deserve it to yourself to give your best effort!

**Question 1**.

There are many opinions of why the North won the Civil War. We have discussed many differences between the North and the South during the Civil War. Although the North and the South had many similarities, their differences caused the tension that resulted in the Civil War. In the space provided, compare (tell me what was similar about) and contrast (tell me what was different about) the North and the South during the Civil War. **Be sure to use information about how geography, type of economy, and the use of technology ultimately gave the North the advantage as the war progressed and led to the North’s victory.** For each comparison or contrast, be sure to explain your example. Explain does not mean list.

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| **Learning Target** | **Strong** | **Developing** | **Beginning** |
| I can compare how geographic advantages helped the North to win the Civil War.  I can compare the advantages and disadvantages of Northern and Southern economy and explain how the Northern economy helped them to win the Civil War.  I can compare and contrast how technology helped the North to win the Civil War. | I have thoroughly compared how geographic advantages helped the North to win the Civil War.  I have thoroughly compared the advantages and disadvantages of Northern and Southern economy and I have thoroughly explained how the Northern economy helped them to win the Civil War.  I have thoroughly compared and contrasted how technology helped the North to win the Civil War. | I have compared how most of the geographic advantages helped the North to win the Civil War.  I have compared most of the advantages and disadvantages of Northern and Southern economy and I have thoroughly explained how the Northern economy helped them to win the Civil War.  I have adequately compared and contrasted how technology helped the North to win the Civil War. | I have somewhat compared how the geographic advantages helped the North to win the Civil War.  I have compared some of the advantages and disadvantages of Northern and Southern economy and I have thoroughly explained how the Northern economy helped them to win the Civil War.  I have slightly compared and contrasted how technology helped the North to win the Civil War. |

**Question 2**

We have learned a lot about the battles that were fought during the Civil War. We have also discussed how these battles influenced the outcome of the Civil War. Imagine that a company is looking to create a new textbook for this class. The writers are debating the issue of which battles of the Civil War had the greatest impact on the outcome of the war. They have debated the battles that were fought but are unable to come to a decision. They have asked you to help them decide which battles should be included and why they were important to the outcome of the war. On the space provided, write a letter to the company outlining your position on which battles had the greatest impact on the outcome of the war. **Be sure to include the name of the battle, the winner of battle, and the reason that the battle had an impact on the outcome of the Civil War** when planning your response.

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| **Learning Target** | **Strong** | **Developing** | **Beginning** |
| I can analyze the important battles that were won by the Union Army that caused the North to win the Civil War. | I have thoroughly analyzed the important battles that were won by the Union Army that caused the North to win the Civil War. | I have analyzed most of the important battles that were won by the Union Army that caused the North to win the Civil War. | I have analyzed some of the important battles that were won by the Union Army that caused the North to win the Civil War. |

**Student Self-Analysis**

Directions: Now that you have completed both questions please take a moment to evaluate your performance. For each question, examine the rubric provided after each question. Decide the score you think you earned based on the rubric. You can choose the category of Strong, Developing, or Beginning for each question. Since each question has several scoring principles please evaluate the quality of your work based on the information listed in the Rubric.

**Question 1: For my overall performance,** I would give myself the rating of:

**(Circle one) Strong / Developing/ Beginning** because (please explain the reason for the overall rating you have chosen)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Question 2: For my overall performance,** I would give myself the rating of:

**(Circle one) Strong / Developing/ Beginning** because (please explain the reason for the overall rating you have chosen)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**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.

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| **You included this** | **Standards of Quality for Extended Written Response Assessments** |
|  | **Clear Purpose** |
| x | It is clear who the intended users and uses are |
| x | It is clear that this is a formative or summative assessment. |
|  | Comments: Clear that this is a formative assessment, but read the paragraph over carefully. Some sentences seem to be combined too much – better to separate them out by the targets you are assessing. |
|  | **Clear Targets** |
| x | Targets are important – worth the assessment time devoted to them. |
| x | Targets involve reasoning |
| x | Targets are clearly related to the state and/or district standards |
| x | Targets connect to the items on the assessment |
|  | Comments: Mostly good, but a few of the targets should be removed – they don’t seem to connect closely enough to the standards or the questions on the assessment. Please see the comments on the chart. |
|  | **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.** |
| x | 1. Directions tell the students the objective of the assessment |
| x | 2. Directions tell students types of items found on the assessment (stand alone, scenario, prompt, construct/create) |
| x | 3. Directions tell students how many points items are worth |
| x | 4. Directions tell students where to put name, hour, date, etc. |
| x | 5. Directions tell students where to write their responses. |
| x | 6. Directions tell students how much time they have to complete the assessment |
| x | 7. Directions tell students what to do if they have questions |
| x | 8. Directions tell students where to put assessment when finished |
| x | 9. Directions tell students what to do when finished |
| x | 10. Encouragement given. |
|  | Comments: The directions include all of the information above, but some of the information is written in a confusing way – please see the comments for help to rearrange a few of the sentences. |
|  | **General Formatting** |
| x | 1. Indicate the point value for each question as well as the approximate time to be expended on each item. |
| x | 2. Use plenty of “white space” to set off directions, questions and answers, and sections of the test. Don’t crowd things together. |
| x | 3. Keep wording simple and focused |
| x | 4. Highlight critical words |
| x | 5. Do not employ optional items. |
| x | 6. Free of grammatical or typographical errors. |
|  | Comments: Would be good to highlight some of the important information – especially within the questions. |
|  | **The Tasks** |
| x | 1. Are either stand-alone, scenario, prompt, or construct/create – use 2 |
| x | 2. Construct items so that the student’s task is explicitly described. |
| x | 3. Set the context |
| x | 4. Specify the reasoning |
| x | 5. Point the way (convey to students a clear idea regarding the extensiveness of the response desired). |
| x | 6. Provide a place for students to respond or explain where and how to respond in the directions. |
|  | Comments: Good job writing the questions to set the context, specify the reasoning and pointing the way. It would be good to highlight some of the information that you included about pointing the way so students will remember to include these things. Check the match between targets and questions again. I think you can leave some targets out of your target chart. |

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|  | **The rubrics** |
| x | 1. Probably best to be holistic |
| x | 2. Pay attention to content, clarity, practicality, and quality |
| x | 3. Try not to include “counts” |
| x | 4. The rubrics should relate to the outcomes (targets) being measured |
| x | 5. The rubrics cover important dimensions of student performance |
| x | 6. The criteria and scales are well defined |
| x | 7. There is a clear basis for assigning scores at each scale point |
| x | 8. Students should be able to understand the rubrics |
| n/a | 9. Before giving this to students, judge each item’s quality by composing, mentally or in writing, a possible response at each level scored on the rubric. (OPTIONAL) |
|  | Comments: The descriptors in the rubrics do not connect to the targets. Please rewrite these. |
|  | **Student Involvement** |
| x | 1. Assist students with self assessment, tracking learning, and communicating about their learning. Accommodations included. |
|  | Comments: The student analysis piece and the accommodation plans are excellent. |

**Excellent. The changes and additions you made now make this assessment ready to use with students. Thank you for your hard work on these assessment projects. The green highlighting above indicates that these changes/additions were accepted.**

**Jacque**