Assessment Plan

        During the pre-assessment of this unit, I plan on looking closely at students' knowledge of the location and characteristics of the three Native American regions I will be introducing.  Each student will be given a worksheet with three Native American "profiles" on it.  Within each profile a Native American character explains details about their home, food, transportation, clothing, and a few statements about the geography of where they live.  Students will match up each profile with the region they think that person is from on the map provided.  This will give me insight as to how much students know about both Native Americans and United States geography.  When students are finished, I will have them turn over their sheets and write down, or draw, anything else they know about Native Americans.  This will give me further insight into past experiences the students have had with Native Americans, and will bring to light any misconceptions the students have about Native Americans that I may need to address.

        This pre-assessment will be used to guide lesson one of my unit, which is on the geography of each tribal region.  The formative assessment I will use in lesson one includes teacher to student questioning, having the students fill out a map with regional characteristics, and providing the students with "challenge questions," that refer to specific regions.  Students will also formatively assess their own learning. By filling out a map with their partner, students will be able to gauge how much they retained from the lesson. The challenge questions, on the other hand, will help students know how well they are able to use their knowledge of regional characteristics, based on whether they can answer the question with or without the hint provided. The students will also fill out a travelogue, describing the characteristics of one region they explored, and pre-assessing their ability to connect how geography affects regional characteristcs.

        Within my second, third, forth, and fifth lessons I will have large group "mini lessons" where students will be pre-assessed by taking notice of their response to questions about the topic being introduced.  Students will be formatively assessed on their knowledge of the "mini lesson" topic through both questioning and observation.  Questioning and observation will also be used to assess student progress when they transition from their "mini lesson" into their partner research group. Throughout these lessons, the students will also be formatively assessing their own learning by filling out a self-evaluation rubric.  The rubric will help students reflect on their own learning, create goals, assess how well they completed the tasks assigned, and look at how they could improve for the next lesson.

 The rubric students will be filling out at the end of the lesson will also give me information that could be used to guide a summative assessment of the lesson.  The rubric will provide me with information on whether students are completing their assigned tasks, effectively working in a collaborative group, and completing research related goals.  Each partner group will also have a research journal, which will be another avenue I use to assess students at the end of the lessons.   The research journal will show me how much the students are learning about their assigned topic and whether their research is going well. The journals will also be used as a summative assessment for the day's "mini lesson" by having students answer questions related to the day's "mini lesson" as well.

        Throughout lessons 2-5 students will be researching their assigned area in order to create a video presentation to share with the rest of the class.  These videos will be shared during lesson six, and will also be used as a summative assessment tool. These videos will help evaluate the students' ability to create a product and research within a collaborative group setting.  It will also assess student's knowledge of their specific research area, in how effectively they are able to explain the new information to their peers.

        During the same lesson, after presenting the videos, students will take a final summative assessment on material looked at during the unit's "mini lessons."  A written test will be given that looks at students ability to predict how geography might affect a place's characteristics, recognize that God created diverse people and that we are called to value differences, identify what characteristics Europeans adopted from Native Americans, and provide reasons why conflict between Native Americans and Europeans might have occurred.  Students will also be asked to match a few housing, transportation, food, and clothing characteristics to the appropriate tribal region.