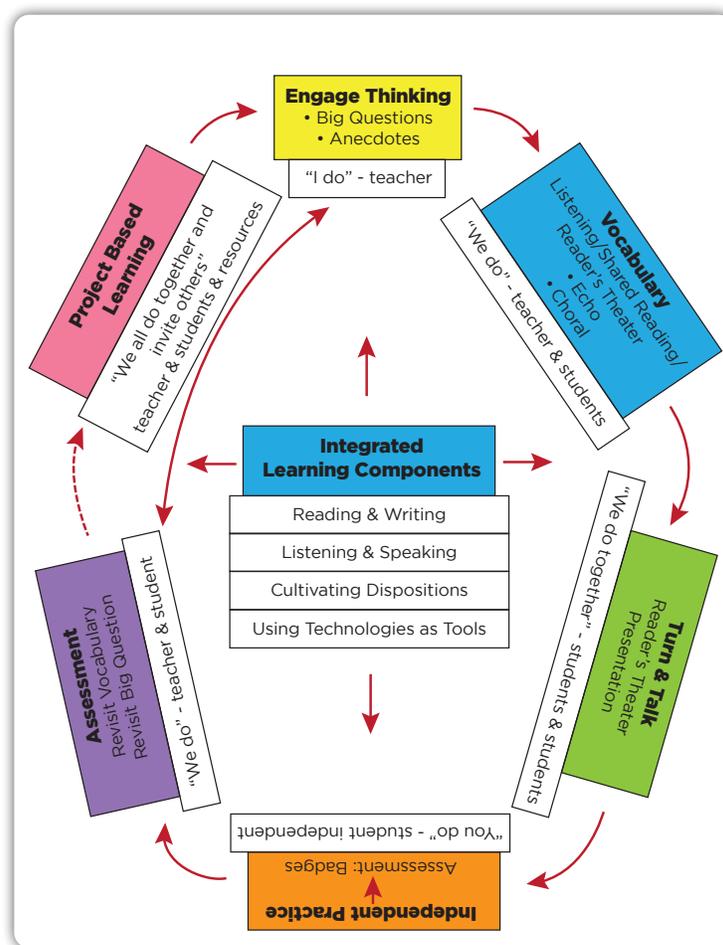


# Assessment



**Pre and Post Assessment-** The **Big Question** is the beginning point and the ending point of the **Extended Gradual Release of Responsibility Model** used in the text. Students are assessed by their answers to the initial question. Then, teachers use the components of the learning structure in meaningful ways. Then, students are assessed at the end of the lesson by revisiting the **Big Question**.



**Portfolio Assessment-** The concept of portfolio assessment recognizes that learning skills and concepts in social studies takes place interactively with understanding how to express that learning for first graders. Therefore, the most successful approach uses simultaneous assessment. Portfolios recognize the necessity of reading, listening, viewing, and speaking prior to writing to expand vocabulary and content knowledge. These things to take place in each lesson and each cluster of lessons prior to assessing.

**The assessment plan is organized as follows:**

**At the end of each lesson,** there is an **activity page** where children can express their learning which focuses on the knowledge and skills learned during that lesson.

- These activities include knowledge, skill, and open-ended questions where they make learning connections.
- They are done at their independent level because students are encouraged to draw/write their answers.

**Activity 1E Goods We Use**

Draw a picture of a good your family buys.

Draw a picture of a good people buy that is grown or raised in South Carolina.

What must you have to buy goods?

A32

**At the end of each cluster of lessons,** students do an assessment that gains them a badge for expressing their knowledge accurately and progressively.

**Newbie Historian Badge**

**Celebrate the Newbie Historian!**

Draw a picture of ways neighborhoods are Alike and Different in the box below.

Alike

Different

Tell your teacher about your picture.  
Do you think neighborhoods are more alike or different?  
Why do you think this?  
How have neighborhoods changed over time?

A7

**Skilled Historian Badge**

**Celebrate the Skilled Historian!**

**Current Events**

Hurricane Florence      Frog Jumping Contest

Look at the events in the pictures carefully. Which one is positive? Which do you think is negative? Write the name of the current event in the picture under the correct heading. Predict what you think happened after the event.

+ positive      - negative

Why do you think each event was positive or negative?  
Explain to your teacher what you think happened to people after each event.

A10

**Advanced Historian Badge**

**Celebrate the Advanced Historians!**

**Artifacts**

Look at the artifacts in the Green family box. What clues do they give us about the Green family?

Tell your teacher at least 3 things you know about the Green family.

**TURN & TALK**  
Turn and tell your partner why you knew these things.

A14

**Master Historian Badge**

**Celebrate the Master Historians!**

**Know the Past**

The salamander cousin explained ways to know how things were in the past. How can you know about your family's past?

- Look at pictures of your family.
- Talk to your grandparents about what things were like when they were your age.
- Ask them to tell you a story about when they were children.
- Look at artifacts that your family has saved.

**My Family Artifact**

Draw a picture of an artifact your family treasures.

Why is this artifact important to your family?  
What does it tell you about your family?  
Tell your teacher 3 things about your artifact and your family.

A15

- Teachers are provided a rubric which assesses the content knowledge and the writing expression level of the child.

**Appendix**  
Rubric for All Badges

Badge Response Rubric			
Name:		Badge:	
Words and pictures answer question or tell about topic.			
	No response or does not show understanding of topic or answer question. <b>Needs Improvement</b>	Response and picture show a limited understanding of the topic or question. <b>Developing</b>	Response and picture show an understanding of the topic or question. <b>Got it!</b>
	Teacher Notes on Content:		
Teacher Notes on drawing/writing Student has mastered:			
Next steps in writing:			
Teacher Take away:			

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- Teachers can have an independent conference with the student allowing them to connect the discussion of their answers, to provide further insight.

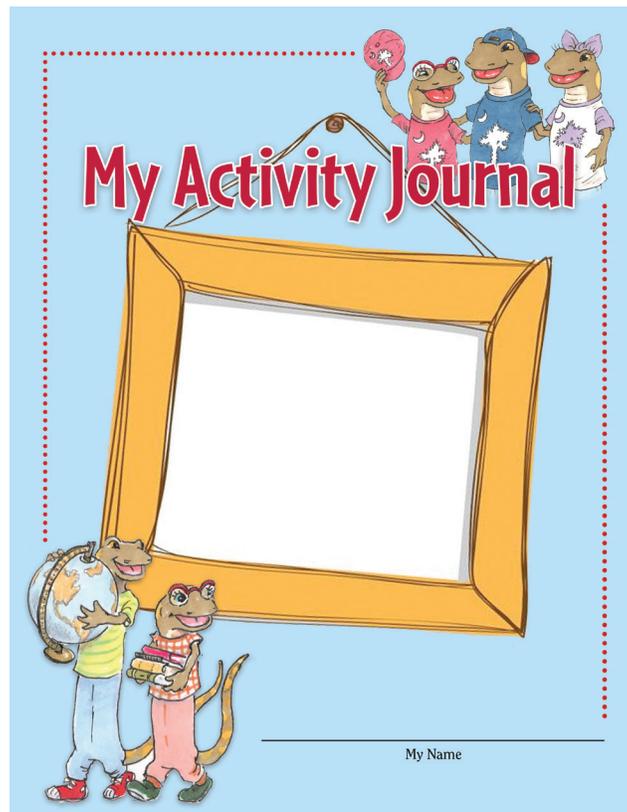


- Awarding of badges gives students a sense of accomplishment (intrinsic motivation) and increases their desire to work hard (extrinsic motivation).



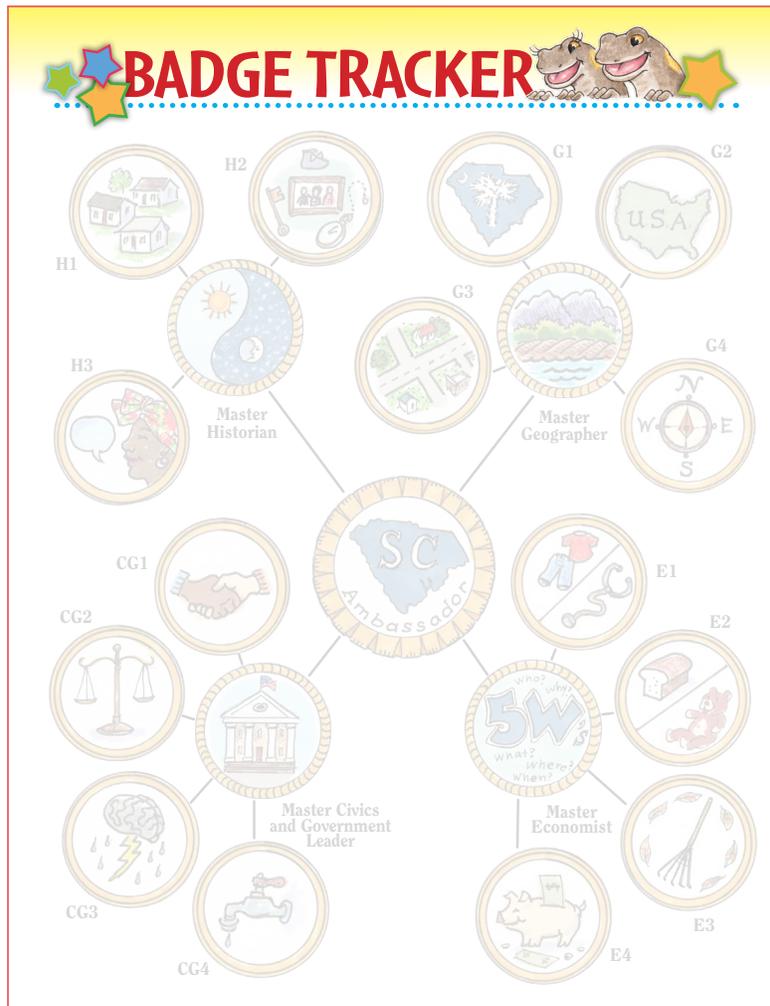
**Portfolio** of student **knowledge** and ability to **express that knowledge** is kept throughout the year in one place.

- Portfolios help teachers diagnose students' ability within context of authentic writing.
- Portfolios show progress.
- Portfolios are easily combined with reading, writing, listening, and speaking goals.



**Choices** in assessment practices.

- Teachers can opt to do the assessment with pencil, paper, and crayons, online, or a combination of both!
- The online assessment pages are automatically emailed to the teacher.
- Teachers can choose to assess independently with a conference or use the activities as whole class assessments.
- Assessment is tracked using the Badge Tracker for students and Rubrics for teachers.
- The Badges are distributed to students to put in the Badge Tracker at the end of each cluster of lessons.



- Teachers keep the on-going portfolios either digitally or non-digitally.

### Assessment Chart for Badges

Section/Lesson	Standard	Badge	Page	SC Social St. Indicator
<b>Section 1</b>	<b>Getting to Know You!</b>			
<b>Section 2</b>	<b>History in SC: Continuity &amp; Change Over Time</b>			<b>History</b>
Lesson 6H		Newbie Historian	<b>A7</b>	<b>1H1</b>
Lesson 9H		Skilled Historian	<b>A10</b>	<b>1H2</b>
Lesson 12H		Advanced Historian	<b>A14</b>	<b>1H3</b>
Lesson 13H		Master Historian	<b>A15</b>	<b>1H1-3 synthesize and apply information</b>
<b>Section 3</b>	<b>Geography in SC: Applying Map Skills &amp; Draw Conclusions About SC &amp; Its Place in the Region</b>			<b>Geography</b>
Lesson 5G		Newbie Geographer	<b>A20</b>	<b>1G1</b>
Lesson 7G		Skilled Geographer	<b>A22</b>	<b>1G2</b>
Lesson 10G		Advanced Geographer	<b>A28</b>	<b>1G3</b>
Lesson 11 G		Expert Geographer	<b>A30</b>	<b>1G4</b>
Lesson 16G		Master Geographer	<b>A31</b>	<b>1G1-1G4 Draw conclusions based on evidence</b>
<b>Section 4</b>	<b>Economics in SC: Understand How Economic Decisions Affect SC</b>			
Lesson		Newbie Economist	<b>A35</b>	<b>1E1</b>
Lesson		Skilled Economist	<b>A38</b>	<b>1E2</b>
Lesson		Advanced Economist	<b>A42</b>	<b>1E3</b>
Lesson		Expert Economist	<b>A47</b>	<b>1E4</b>
Lesson		Master Economist	<b>A48</b>	<b>1E1-1E4</b>

**Celebrate the!**

#### **Section 3 Economics in South Carolina**

Lesson 4E Celebrate the Newbie Economists!

Lesson 7E Celebrate the Skilled Economists!

Lesson 11E Celebrate the Advanced Economists

Lesson 17 E Celebrate the Expert Economists!

Lesson 18 E Celebrate the Master Economists!

## **Section 4 Civics and Government**

Lesson 3 CG Celebrate the Newbie Civics and Government Leaders!

Lesson 7 CG Celebrate the Skilled Civics and Government Leaders!

Lesson 10 CG Celebrate the Advanced Civics and Government Leaders!

Lesson 13 CG Celebrate the Expert Civics and Government Leaders!

Lesson 14 CG Celebrate the Master Civics and Government Leaders!

## **Bringing It All Together!**

Celebrate Becoming South Carolina Ambassadors

\*Master Historian – Synthesize and apply information.

\*\* Master Geographer- Draw conclusions based on evidence.

\*\*\*Master Economist-