Task 3: Assessing Student Learning

Collecting Student Work Samples and Providing Feedback
Work Samples
<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Format</th>
<th>Number of Work Samples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Literacy</td>
<td>Document or Video</td>
<td>3</td>
</tr>
<tr>
<td>Elementary Mathematics</td>
<td>Document or Video</td>
<td>3</td>
</tr>
<tr>
<td>English Language Arts</td>
<td>Document or Video</td>
<td>3</td>
</tr>
<tr>
<td>English Language Learners</td>
<td>Document or Video</td>
<td>3</td>
</tr>
<tr>
<td>Family Consumer Science</td>
<td>Document or Video</td>
<td>3</td>
</tr>
<tr>
<td>Health Education</td>
<td>Document or Video</td>
<td>3</td>
</tr>
<tr>
<td>History/Social Studies</td>
<td>Document or Video</td>
<td>3</td>
</tr>
<tr>
<td>Secondary Science</td>
<td>Document or Video</td>
<td>3</td>
</tr>
<tr>
<td>World Languages</td>
<td>Document or Video</td>
<td>3</td>
</tr>
<tr>
<td>Secondary Mathematics</td>
<td>Document or Video</td>
<td>3</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>Document or Video</td>
<td>3</td>
</tr>
<tr>
<td>Performing Arts</td>
<td>Document or Video</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Video</td>
<td>3</td>
</tr>
<tr>
<td>Special Education</td>
<td>Document or Video</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Document</td>
<td>1 Final Assessment</td>
</tr>
<tr>
<td></td>
<td>Daily Record and Baseline Data</td>
<td>3</td>
</tr>
</tbody>
</table>
Work Sample Formatting & Procedures

Conceal names

*Student 1 Work Sample, Student 2 Work Sample...*

Document features may vary

Illegible writing or incompressible speech
Example Work Samples
It looks like you are making good progress in describing characters! You were able to listen to part of a story and identify 3 relevant character traits. Let's work on how to figure out a character's Personality traits and remembering that these are the "inside" traits.

**Good work!**

---

**Passage:**

"The little boy, carry nothing but a small suitcase containing a pair of pajamas and a toothbrush, was sent away to live with his two aunts. Their names were Aunt Sponge and Aunt Spiker, and I am sorry to say that they were both really horrible people. They were selfish and lazy and cruel...Aunt Sponge was enormously fat and very short. She had small piggy eyes, a sunken mouth, and one of those white flabby faces that looked exactly as though it had been boiled." (Roald Dahl, James and the Giant Peach pg. 2-6)

---

5. What are two physical traits of Aunt Sponge you heard in this passage?

"fat and...eye pig" (referring to piggy eyes)

Great! These are both about the way she looks-descriptions of her physical appearance!

6. What are two personality traits of Aunt Sponge you heard in this passage?

"She mean" "Uhh...Silly"

"Mean" is a great personality trait to describe Aunt Sponge.

But, I don't think the story said she was silly...

7. What is something that you do before you can describe the characters in a story?
Elementary Mathematics

Working with 5s and 10s (Assessment 3.1)
This is a test to show what you have learned about skip counting and adding multiples of 5 and 10 the past few days. Do your best to answer each question.

1. A multiple is
   a. Something that repeats
   b. A number we say when we count by a given number starting at 0
   c. A counting trick

2. Which number is NOT a multiple of 10?
   a. 20
   b. 70
   c. 42

Circle the best answer
3. Write the missing numbers on the skip counting strip

<table>
<thead>
<tr>
<th>75</th>
<th>80</th>
<th>85</th>
<th>90</th>
<th>95</th>
<th>100</th>
<th>105</th>
<th>110</th>
</tr>
</thead>
</table>

4. What is one pattern you find in multiples of 5?

I found in the 5s column
are all add.

Great pattern to find
What is Douglas’ main message? What is he trying to say? What change is he trying to make? Etc. I think he is trying to say what Christianity needs to be pure.

What are things about the text you noticed that would help someone who is struggling understood? • Visualizing the context

What tools did you use to help you understand this text? If you annotated, how did you do it? What connections did you make? (text to text, text to self, text to world)

The words’ connections

Great summary! Do more of this! It will help.
**English Language Learners**

<table>
<thead>
<tr>
<th>Name:</th>
<th>Period: 3-4</th>
<th>Date: 4-30-13</th>
</tr>
</thead>
</table>

**Count and non-count nouns. Post-assessment**

1. A noun is:
   - a. a person, a place or a thing.
   - b. a describing word, such as happy or old.
   - c. an action, such as go or play.

2. Circle the one that is NOT a noun.
   - a. Seattle
   - b. beautiful
   - c. bus
   - d. computer

3. Circle the non-count noun:
   - a. onion
   - b. hamburger
   - c. water
   - d. banana

4. The correct usage of article and plural form is:
   - a. apple-apples
   - b. a blueberry-blueberries
   - c. orange-orange
   - d. an potato-potatoes

5. The adjective we CAN’T use with non-count nouns is:
   - a. some
   - b. a lot of
   - c. lots of
   - d. many

6. Which one is wrong:
   - a. Count nouns are things we can count.
   - b. Non-count nouns are things we can’t count.
   - c. We use article an before a vowel. a, e, i, p, w.

7. Use count and non-count nouns to write sentences. (word bank: a, an, any, some, a lot of, lots of)
   - a. There are some oranges.
   - b. I like water.
   - c. There is a hamburger.
   - d. I have some apples.

8. Write three things you know about non-count nouns. (word bank: plural forms, articles)
   - I have no plural form.
   - I have Article.
   - I have No Count.

9. The central focus for this unit is to speak and write about food by using count and non-count nouns, “there is/are” and “to have.” Please write what you learned about this topic.
   - I have some apples.
   - I have some milk.

On a scale of 1 to 5, circle your level of knowledge on this topic:

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>I don't know</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Explain why:

- I learned in my notes about count and non-count, plural forms and articles.
- I refer to an article and notebook.

Write 2 places (for example: books or people) where you might get help on this topic.

- Mr. Li
- and notebook

Extra credit: Write the correct article and plural forms.
- a. strawberry, strawberries
- b. potato, potatoes
- c. peach, peaches
- d. hamburger, hamburgers

You also described 3 things we learned about count nouns. After writing negative “to have”, you can find rules and help in your notebook grammar section. OK, I will look at my notebook.
World History Honors

Target: Identify at least 5 things you already know about WWII, and at least 5 things you would like to know

<table>
<thead>
<tr>
<th>What I know...</th>
<th>What I want to know...</th>
<th>What I learned...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Hitler &amp; the Nazi Nation.</td>
<td>*What countries were involved.</td>
<td>*The German Army was in ruins so they were desperate. Good concepts!</td>
</tr>
<tr>
<td>*Surprise attack was the Japanese special that triggered Pearl Harbor</td>
<td>*What was the key catalyst (event)?</td>
<td></td>
</tr>
<tr>
<td>I'm stuck.</td>
<td>*What else?</td>
<td></td>
</tr>
</tbody>
</table>

1) World War II began when Germany invaded:
   a) Russia
   b) Austria
   c) France
   d) Poland

2) When the Japanese attacked Pearl Harbor:
   a) the Americans had planes waiting for them
   b) the Americans dropped an atomic bomb on Hiroshima
   c) the Americans were completely surprised
   d) the American president was killed

3) Stalin made an alliance with Hitler because:
   a) he was an unscrupulous dictator
   b) he was a crafty communist who wanted to take over the world
   c) Britain and France didn't want an alliance with Stalin
   d) the US President suggested he do so

4) Before September 1939, the European response to Hitler's actions included:
   a) following the policy of appeasement
   b) blocking the cost of Germany
   c) creating the United Nations
   d) recognizing Germany of the conditions of the Versailles Treaty

5) Japan's invasion of Manchuria, Italy's attack on Ethiopia, and Germany's blitzkrieg in Poland are examples of:
   a) containment
   b) military aggression
   c) aggression
   d) the domino theory

Define:
# Adolf Hitler - German man who discriminated against Jews, led the Nazi nation, dictator of Germany.

Franklin D. Roosevelt

# Totalitarianism - total control & power over the peoples.
# Democracy - form of government where the people make a lot of choices & have the ability to choose their leaders.

The information you wrote down is all very good, there just isn't enough of it. Be sure to watch for the target number on the page.
Secondary Science

Student 2 Work Sample

**Work Sample**

- **Problem:** Does land and water surfaces heat and cool the atmosphere in the same way?

- **Hypothesis:** If we expose the same amount of water, sand, and soil to heat, then sand will heat the fastest and most followed by some other water, because it is black, which absorbs heat much better.

- **Procedure:**
  - Materials
    - 1 brick container
    - 2 glass beakers
    - 2 digital thermometers
    - 2 cardboard strips
    - 1 clamp lamp
    - 1 stopwatch
    - 1 sheet of graph paper
    - Soil
    - Water
    - 1 metre ruler
  - Steps
    1. Place the brick containers on the table next to each other—fill them with 100 mL of Soil, Soil, and Water in each container.
    2. Put the thermometers through a small hole in the cardboard, allowing the cardboard to rest on the edges of the container. Make sure both thermometers point west, roughly about 10 cm thick, without touching the bottom of the container.
    3. Heat the clamp lamp on its side, facing an equivalent from the two containers.

Student 2 Feedback

- Good job getting the fundamental parts of your 12.6 report. You are missing a couple parts: your data graph, variables, possible errors, inconsistencies, and use of data as evidence.

- Nice detailed hypothesis! Your procedure is thorough and detailed. I did not find a graph included with your report, and your variables and descriptors are missing as well. Include these next time.

- Great work on your data analysis! You pointed out the patterns in your data and explained your reasons for these well. Did you find any outliers or inconsistencies in your data? Next time, be sure to include those.

- You do an excellent job of explaining how different surfaces heat differently cause wind, but I did not see you using your data as evidence to support your argument. Be sure you include specific data and use that as evidence to support your argument.

- Did you come across any errors in the design of this investigation? Would you revise your procedure? These details need to be included.
Standard Quiz #9: T-chart proofs

Solve for each of the lettered angles below and formally justify your reasoning in a T-chart.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Justification</th>
</tr>
</thead>
<tbody>
<tr>
<td>∠A = 70°</td>
<td>∠A + ∠B + ∠C = 180°</td>
</tr>
<tr>
<td>∠C = 100°</td>
<td>∠A + ∠B = 180°</td>
</tr>
<tr>
<td>∠b = 50°</td>
<td>∠a + ∠b = 180°</td>
</tr>
<tr>
<td>∠d = 12°</td>
<td>∠d + ∠e = 180°</td>
</tr>
<tr>
<td>∠e = 30°</td>
<td>∠e + ∠f + ∠g = 38°</td>
</tr>
</tbody>
</table>

What angle relationship did you use to find ∠d?

How are ∠a and ∠d related? or how are ∠b and ∠d related?

What is this angle relationship called?
Visual Arts

"Your paint application & paint mixture looks great. The yellows, oranges, and violets look good. It looks like you guys had difficulties mixing/producing blue-green. When mixing colors, always start with the brighter color then add the dark one gradually with minimal increments until you get the desired color. Nicely Done."

COLOR WHEEL - POST ASSESSMENT (Assessment 4.1)

1. Monochromatic is made up of ____ color/s) and its shades and tints.
   a. red
   b. three
two
d. all

2. A hue is
   a. the element of color
   b. the brightness or lightness of a color
   c. the name of the color
   d. white and a color mixed

3. What are the three primary colors?
   a. blue, red, orange
   b. red, yellow, blue
   c. black, white, gray
d. yellow, blue, green

4. What secondary color do you get when mixing blue and yellow?
   a. black
   b. purple
c. brown
d. green

5. Complementary colors are colors ______ on the color wheel.
   a. beside each other
   b. opposite
c. that form a triangle
d. in-between other colors

6. Shade is produced by adding ______ to a color.
   a. white
   b. a primary color
c. black
d. yellow

7. List the warm colors found in the color wheel:
   red, orange, yellow, red-orange, yellow-orange, ______.

8. How do you make tertiary colors?
   Add adjacent primary and secondary color.

9. Why are red, yellow, and blue the only primary colors?
   They cannot be made by other color combinations

10. The central focus of this unit is to analyze the color wheel and learn basic color theory. Please write down what you learned about this topic. I learned that tertiary colors are: Also what monochromatic means.

   On a scale of 1-5, circle your level of knowledge on this topic. Explain why you circled this number.
   Don't know much
   1 2 3 4 5
   I know a lot
   Because I knew all the vocab.

   Identify 2-3 resources that can help you get more help on this topic.
   Internet, teacher, art books.
### Performing Arts

**Status: Post-assessment (Assessment 3.5)**

Using what you have learned this week, fill out this form. Think about the assignments, activities, and discussions we have had in class to prompt your answers.

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
</tr>
</thead>
</table>

1. Which of the following factors determine status?
   - Setting
   - Audience
   - Hair Color
   - Sequence

2. Which of the following is **NOT** a way to portray status?
   - Accent
   - Posture
   - Relationships
   - Status

3. Who has the highest status?
   - Fisherman
   - Lawyer
   - Cop
   - It depends

4. Setting does NOT include
   - Place
   - Backdrops
   - Circumstance
   - Time

Define status:

The ranking of someone by the way they look or act.

List five characteristics that would help you portray someone who is of low status:

- Dirty
- Smelly
- Personality could be bad
- Rude

Create two settings with a brain surgeon and a janitor. One setting will give the brain surgeon higher status, and the other will give the janitor higher status:

- The surgeon having the janitor take stuff out for him and being bossy.
- The janitor being rude to the brain surgeon because he’s a low class man.

The central focus of this unit is to apply the creative process of theatre by exploring a new acting tool (status). What have you learned about this topic?

That status can be a lot of different things.

On a scale of 1 to 5, rate your understanding of the topic (status).

<table>
<thead>
<tr>
<th>Don't Know Much</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Know A Lot</th>
</tr>
</thead>
</table>

Identify 2-3 places where you can get more information on this topic (books, websites, seminars, etc):

- [ ]
- [ ]
- [ ]
Physical Education

Video Work Sample

Students Performing
Special Education

Document or Video
## Digitizing Work Samples

### Digital camera

- Camera
- Phone
- Scanner

---

<table>
<thead>
<tr>
<th>True or False</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Thinking, combining, illustrating</td>
<td>A. Bowl</td>
</tr>
<tr>
<td>B. Writing, listing, noting</td>
<td>B. Taste</td>
</tr>
<tr>
<td>C. Copying, tracing, labeling</td>
<td>C. Dough</td>
</tr>
<tr>
<td>D. Identifying, measuring, describing</td>
<td>D. Sweet</td>
</tr>
</tbody>
</table>

---

### The most important part of making an inference about an artifact is to:

- A. Make an educated guess about the artifact
- B. Observe and describe the artifact in detail
- C. Identify what the artifact was used for
- D. Show how the artifact looks today

---

### Three characteristics of artifacts? Please provide an example.

- A. An action or use for which something fits
- B. A path or road for certain objects
- C. A system of parts that work together
- D. A group or a set of things classified together

---

### Three steps can a person use to make inferences from a historical artifact?

- This is a sample of what my handwriting looks like—as an image from my cheap camera phone!
Digitizing Work Samples

Copy-paste into word processing software

Crop (trim) and format

Student 1 Work Sample
# Work Sample May Be the Assessment

<table>
<thead>
<tr>
<th>Option A</th>
<th>Option B</th>
</tr>
</thead>
<tbody>
<tr>
<td>The work sample is the chosen or final assessment</td>
<td>The work sample is different than the chosen or final assessment</td>
</tr>
</tbody>
</table>
Elements of an Effective edTPA Chosen or Final Assessment

### Inquiry-based research: Preassessment (Assessment 1.1)

<table>
<thead>
<tr>
<th>Directions</th>
<th>Quantitative</th>
<th>Qualitative</th>
<th>Student reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name: ____________ Class: ____________</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. An artifact is:
   - A object made or shaped by people
   - Rocks, leaves, and fossils
   - Things found in nature
   - Any object that a person touches

2. An inference is a statement built from:
   - Video
   - Book
   - Evidence
   - Talking

3. This would NOT count as an artifact:
   - Spoon
   - Pencil
   - Arrowhead
   - Corn

4. These words best describe what it means to analyze:
   - Thinking, combining, illustrating
   - Writing, listing, noting
   - Copying, tracing, labeling
   - Identifying, measuring, describing

5. The most important part of making an inference about an artifact is to:
   - Make an educated guess about the artifact
   - Observe and describe the artifact in detail
   - Identify what the artifact was used for
   - Show how the artifact topic today

6. Inference is to evidence as cookie is to:
   - Bowl
   - Taste
   - Dough
   - Sweet

7. Historical refers to something based:
   - On past events and people
   - In chronological order
   - From historical non-fiction
   - Through change over time

8. A category is:
   - An action or use for which something fits
   - A path or road for certain objects
   - A system of parts that work together
   - A group or a set of things classified together

9. What are three characteristics of artifacts? Please provide an example.

10. What three steps can a person use to make inferences from a historical artifact?

11. How do artifacts and inferences tell us about the past?

12. The central focus for this unit is to analyze artifacts to form inferences, and then use this new information for inquiry-based research. Please write what you already know about this topic.

   On a scale from 1 to 5, circle your level of knowledge on this topic. 
   [ ] Don't know much - [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 - I know a lot

   Explain why you circled this number.

   Identify 2-5 places (for example books or people) where you might go to get more help on this topic.

   

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### Lesson 1, Artifacts and Their Characteristics

**Standard:** 5.2 Uses inquiry-based research

**Central Focus:** Student understands and applies reasoning skills to conduct research

**Learning Target:**
- Students define artifact and list three characteristics of an artifact.
- Students identify three categories of historical artifacts.

### Lesson 2, Making Inferences

**Standard:** 5.2 Uses inquiry-based research

**Central Focus:** Student understands and applies reasoning skills to conduct research

**Learning Target:**
- Students define inference and describe three steps to take to make an inference about a historical artifact.

### Lesson 3, Forming Conclusions from Inferences and Evidence

**Standard:** 5.2 Uses inquiry-based research

**Central Focus:** Student understands and applies reasoning skills to conduct research

**Learning Target:**
- Students make inferences about artifacts and write two inferences about the people that made the artifact.

---

1. An artifact is
   - A. an object made or shaped by people
   - B. rocks, leaves, and fossils
   - C. things found in nature
   - D. any object that a person touches

2. An inference is a statement built from
   - A. Video
   - B. Book
   - C. Evidence
   - D. Talking

3. This would NOT count as an artifact
   - A. Spoon
   - B. Pencil
   - C. Arrowhead
   - D. Corn

4. These words best describe what it means to analyze
   - A. Thinking, combining, illustrating
   - B. Writing, listing, noting
   - C. Copying, tracing, labeling
   - D. Identifying, measuring, describing

5. The most important part of making an inference about an artifact is to
   - A. Make an educated guess about the artifact
   - B. Observe and describe the artifact in detail
   - C. Identify what the artifact was used for
   - D. Show how the artifact looks today

6. Inference is to evidence as cookie is to
   - A. Bowl
   - B. Taste
   - C. Dough
   - D. Sweet
### Evaluation Criteria

#### Assessment Criteria for Inquiry-based research pre- and postassessment

<table>
<thead>
<tr>
<th>Multiple choice item correct answer</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. An artifact is</td>
<td>2. An inference is a statement built from</td>
</tr>
<tr>
<td>A. an object made or shaped by people</td>
<td>C. evidence</td>
</tr>
<tr>
<td>3. This would NOT count as an artifact</td>
<td>4. These words best describe what it means to analyze</td>
</tr>
<tr>
<td>D. Corn</td>
<td>C. Identifying, measuring, describing</td>
</tr>
<tr>
<td>5. The most important part of making an inference about an artifact is to</td>
<td>6. Inference is to evidence as cookie is to</td>
</tr>
<tr>
<td>B. Observe and describe the artifact in detail</td>
<td>C. Dough</td>
</tr>
<tr>
<td>7. Historical refers to something based</td>
<td>8. A category is</td>
</tr>
<tr>
<td>A. on past events and people</td>
<td>D. a group or a set of things classified together</td>
</tr>
</tbody>
</table>

9. What are three characteristics of artifacts? Please provide an example.

<table>
<thead>
<tr>
<th>2 - Student identifies three characteristics of an artifact, such as made or shaped by a human, sometimes from past or present, can include objects showing symbols. Student includes an example.</th>
<th>1 - Student identifies one or two characteristics of an artifact, but does not provide an example.</th>
<th>0 - The student does not identify characteristics of an artifact or confuses the idea with fossils or objects found in nature. No example identifies.</th>
</tr>
</thead>
</table>

10. What three steps can a person use to make inferences from a historical artifact?

<table>
<thead>
<tr>
<th>2 - Student identifies three steps to make an inference, such as identifying evidence, analyzing an artifact, or writing a conclusion.</th>
<th>1 - Student identifies one or two to steps to make an inference.</th>
<th>0 - The student does not identify any steps to make an inference from an artifact.</th>
</tr>
</thead>
</table>

11. How do artifacts and inferences tell us about the past?

<table>
<thead>
<tr>
<th>2 - Student identifies one way artifacts and inferences tell us about the past, such as the type of work people did based on the types of tools people used.</th>
<th>1 - Student identifies one way artifacts or inferences tell us about the past, but not both.</th>
<th>0 - The student does not identify any ways artifacts and/or inferences tell us about the past.</th>
</tr>
</thead>
</table>

12. Student self-evaluation in comparison to the learning target.

Target information for this question shows students writing about their understanding of conducting inquiry-based research using artifacts to form inferences and then make conclusions. Students may misunderstand the connection between artifacts and inferences and also how these inform research.
### Inquiry-based research: Preassessment (Assessment 1.1)

<table>
<thead>
<tr>
<th>Name _________________________</th>
<th>Class ________________________</th>
</tr>
</thead>
</table>

1. An artifact is:
   - A. an object made or shaped by people
   - B. rocks, leaves, and fossils
   - C. things found in nature
   - D. any object that a person touches

2. An inference is a statement built from:
   - A. Video
   - B. Book
   - C. Evidence
   - D. Telling

3. This would NOT count as an artifact:
   - A. Spoon
   - B. Pencil
   - C. Arrowhead
   - D. Corn

4. These words best describe what it means to analyze:
   - A. Thinking, combining, illustrating
   - B. Writing, listing, nodding
   - C. Copying, tracing, labeling
   - D. Identifying, measuring, describing

5. The most important part of making an inference about an artifact is to:
   - A. Make an educated guess about the artifact
   - B. Observe and describe the artifact in detail
   - C. Identify what the artifact was used for
   - D. Show how the artifact looked today

6. Inference is to evidence as cookie is to:
   - A. Bowl
   - B. Taste
   - C. Dough
   - D. Sweet

7. Historical refers to something based:
   - A. on past events and people
   - B. in chronological order
   - C. from historical non-fiction
   - D. through change over time

8. A category is:
   - A. an action or use for which something fits
   - B. a path or road for certain objects
   - C. a system of parts that work together
   - D. a group or a set of things classified together

### Assessment Criteria for Inquiry-based research pre- and postassessment

#### Multiple choice item correct answer

1. An artifact is:
   - A. an object made or shaped by people
   - B. rocks, leaves, and fossils
   - C. things found in nature
   - D. any object that a person touches

2. An inference is a statement built from:
   - A. Video
   - B. Book
   - C. Evidence
   - D. Telling

3. This would NOT count as an artifact:
   - A. Spoon
   - B. Pencil
   - C. Arrowhead
   - D. Corn

4. These words best describe what it means to analyze:
   - A. Thinking, combining, illustrating
   - B. Writing, listing, nodding
   - C. Copying, tracing, labeling
   - D. Identifying, measuring, describing

5. The most important part of making an inference about an artifact is to:
   - A. Make an educated guess about the artifact
   - B. Observe and describe the artifact in detail
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9. What are three characteristics of artifacts? Please provide an example.

10. What are three steps a person can use to make inferences from a historical artifact?

11. How do artifacts and inferences tell us about the past?

12. Student self-evaluation in comparison to the learning target.

Target information for this question shows students writing about their understanding of conducting inquiry-based research using artifacts to form inferences and then make conclusions. Students may misunderstand the connection between artifacts and inferences and also how these inform research.

---

On a scale from 1 to 5, circle your level of knowledge on this topic:

1. Don’t know much
2. I know a little
3. I know some
4. I know a lot
5. I know it all

Explain why you circled this number.

Identify 2-3 places (for example books or people) where you might go to get more help on this topic.
Pre- and Postassessment Model

Preassessment

Lesson 1

Lesson 2

Lesson 3

Postassessment

Analysis

Work Sample – Assessment
# Analysis of Whole Class

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<th>Pre</th>
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<tbody>
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**Pretest to Posttest Change**

![Bar chart showing pre-assessment and post-assessment scores](chart.png)
## Analysis of Individuals

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**Average:** Pre 2.62, Post 6.24

### Pretest to Posttest Changes

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**Average Changes:**
- Pre: 2.62
- Post: 6.24

---

**Preassessment**

**Postassessment**

**Work Sample**
Feedback
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</table>
Feedback Formatting & Procedures

Cite the location of feedback in commentary

Feedback not written on the work samples
   Student 1 Feedback, Student 2 Feedback...

Illegible writing or incompressible speech

Read feedback, write student response
Elements of Feedback

Correct

Incorrect

Resources for help

Student response