

# CAUSES OF CONFLICT – ESD 112 American History Grant

## Student Work Sample Collection (SWSC) Review Sheet – 2009-2010

Rater Code:

Collection of Evidence Code:

Teacher      Grade      Date      Class      Skill

For each collection of evidence, review the teacher tasks and student work, from the pre-assessment through the final CBA. On a scale of 1-4, rate: 1) the student's final level of **Performance**, as reflected in the CBA/DBQ work sample; 2) how sufficient the **Evidence** is to support a confident evaluation of the student's performance and growth; 3) the level of **Growth** in skills observed from the pre-assessment to the culminating (CBA) assessment.

<b>I. Final Student Performance</b> – Criteria for determining proficiency are found on the Holistic CBA Rubric	NA	1	2	3	4
<b>Culminating Assessment/CBA:</b> <input type="checkbox"/> Dig Deep <input type="checkbox"/> Causes of Conflict <input type="checkbox"/> Other CBA <input type="checkbox"/> Other assessment					

*Note: Criteria for determining 1-4 ratings are found on the back of this form.*

	II. Evidence in Collection					III. Student Growth				
	NA	1	2	3	4	NA	1	2	3	4
<b>Collection of Evidence:</b> Historical Knowledge & Reading/Thinking Skills										
K1. Understands factors in Antebellum America (e.g., sectionalism, slavery, economy) that led to the Civil War.										
K2. Understands aspects of the political, social, and military history of the Civil War.										
S1. Considers previous learning/experiences to develop a foundation for reading a set of documents.										
S2. Develops and uses historical questions in reading and analyzing documents.										
S3. Reads, comprehends, and summarizes the content (main ideas and key details) of primary and secondary sources.										
S4. Connects a primary source to its historical context.										
S5. Reads and understands varied types of documents, including those representing different social science perspectives (e.g. data tables, narratives, court decisions, etc.)										
S6. Recognizes point of view and evaluates the relevance and credibility of a source in researching an historical topic.										
S7. Draws inferences from (and make references to) varied sources in answering an historical question and/or developing a position/thesis.										
S8. Formulates and develops an historical thesis that organizes a paper or presentation.										
<b>Overall:</b> Reads primary and secondary sources to develop an understanding of historical events or issues.										

**Add any explanatory comments you have for the teacher/student on the back of this form.**

Check if this SWCS is an <b>exemplar</b>	<input type="checkbox"/>
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**Explanatory Comments for the Teacher/Student:**

**I. Criteria for Rating Student Performance on the CBA:**

**NA:** The collection does not include a culminating assessment (CBA).

- 1 = Minimal:** demonstrates an ***emerging*** or incomplete level of skill/understanding
- 2 = Partial:** is ***developing*** toward, but not yet meeting, grade-level expectations
- 3 = Proficient:** ***meets*** grade-level expectations, as defined by WA GLE's and/or CBA criteria
- 4 = Excellent:** ***exceeds*** grade-level expectations; exemplary performance

**III. Criteria for Rating Growth within the Collection:**

**NA:** The criterion is **not applicable** for this collection of evidence.

- 1 =** Improvement/growth over time is ***limited***
- 2 =** Improvement/growth over time is ***evident***, but inconsistent
- 3 =** Improvement/growth over time is ***consistently present*** and significant
- 4 =** Improvement/growth over time is ***extensive*** and well evidenced

**II. Criteria for Rating Evidence within the Collection:**

**NA:** The criterion is **not applicable** for this collection of evidence.

- 1 =** The collection contains ***insufficient*** evidence:
  - a. Not enough evidence to support a judgment about the student.
  - b. Opportunity to address the criterion is not provided by the task(s).
  - c. The student does not show evidence of the targeted skill(s).
- 2 =** The collection contains ***incomplete*** evidence:
  - a. The evidence presents a mixed picture of the student.
  - b. Opportunity to address the criterion is only partially provided by the task(s).
  - c. The student inconsistently shows/demonstrates the targeted skill(s).
- 3 =** The collection contains ***clear and sufficient*** evidence:
  - a. Adequate evidence to support a judgment about the student.
  - b. Opportunity to address the criterion is provided by the task(s).
  - c. The student uses/demonstrates the targeted skill(s), though he/she may or may not be proficient.
- 4 =** The collection contains ***extensive and informative*** evidence.
  - a. Evidence informs a confident judgment about the student.
  - b. Opportunity to address the criterion is well-supported by the task(s).
  - c. The student consistently uses and demonstrates the targeted skill(s), though he/she may or may not be proficient.