

# Assessment

The French and Indian War 1754-1763

## Unit 2: What Were They fighting For?

Oral Presentations:

Use a rubric (such as the one attached) to judge the oral presentations done by the students.

Graphic Organizers:

Use a rubric (such as the one attached) to judge the graphic organizers. Base the accuracy of the information in the graphic organizer on the chart below.

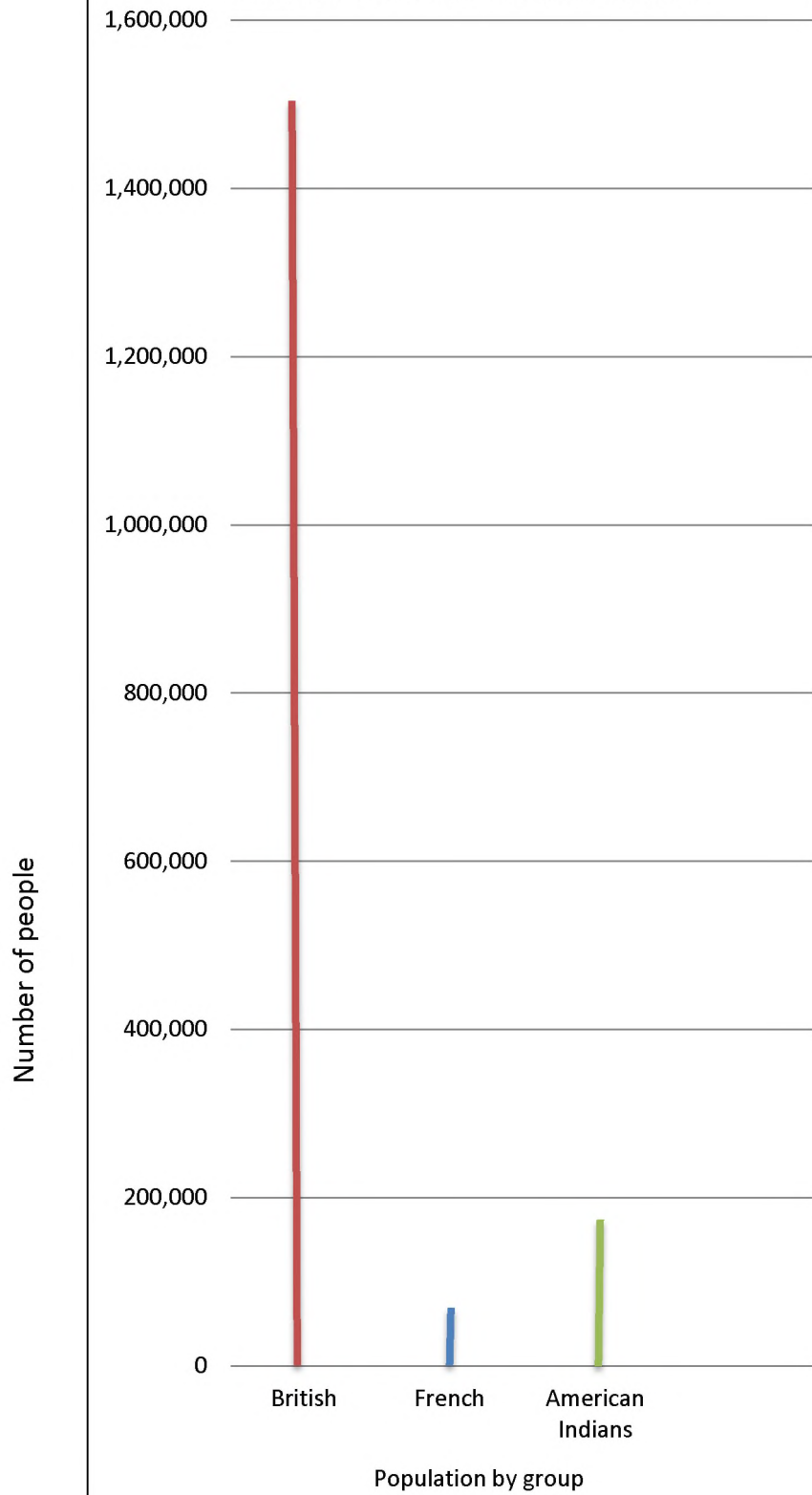
American Indians	French	British
Wanted to continue their lifestyle and trade with Europeans Needed land and forests, trading partners without settlement	Wanted to control the American Indian fur trade on all the land they claimed Needed to make sure British traders did not cut into their trade	Wanted to settle the land west of the Allegheny Mountains for farming Needed to have uncooperative people (French or American Indians) out of the way

Math Extension Activity

Use a rubric (such as the one attached) to judge the graphs. Base the accuracy of the information in the graph on the graph below.

# 1750s Population Comparison

British, French and American Indians



### Oral Presentation Rubric

TRAIT	4	3	2	1
<b>NONVERBAL SKILLS</b>				
EYE CONTACT	Holds attention of entire audience with the use of direct eye contact, seldom looking at notes.	Consistent use of direct eye contact with audience, but still returns to notes.	Displayed minimal eye contact with audience, while reading mostly from the notes.	No eye contact with audience, as entire report is read from notes.
BODY LANGUAGE	Movements seem fluid and help the audience visualize.	Made movements or gestures that enhances articulation.	Very little movement or descriptive gestures.	No movement or descriptive gestures.
POISE	Student displays relaxed, self-confident nature about self, with no mistakes.	Makes minor mistakes, but quickly recovers from them; displays little or no tension.	Displays mild tension; has trouble recovering from mistakes.	Tension and nervousness is obvious; has trouble recovering from mistakes.

COMMENTS:

<b>VERBAL SKILLS</b>				
ENTHUSIASM	Demonstrates a strong, positive feeling about topic during entire presentation.	Occasionally shows positive feelings about topic.	Shows some negativity toward topic presented.	Shows absolutely no interest in topic presented.
ELOQUENCE	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student mumbles, incorrectly pronounces terms, and speaks too quietly for a majority of students to hear.

COMMENTS:

<b>CONTENT</b>				
SUBJECT KNOWLEDGE	Student demonstrates full knowledge by answering all class questions with explanations and elaboration.	Student is at ease with expected answers to all questions, without elaboration.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student does not have grasp of information; student cannot answer questions about subject.
ORGANIZATION	Student presents information in logical, interesting sequence which audience can follow.	Student presents information in logical sequence which audience can follow.	Audience has difficulty following presentation because student jumps around.	Audience cannot understand presentation because there is no sequence of information.
MECHANICS	Presentation has no misspellings or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Student's presentation has four or more spelling and/or grammatical errors.

COMMENTS:

Name:

Date:

**Rubric for Answers to Graphic Organizer**

**Grading Rubric**

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Accuracy</b>	The two questions are answered accurately, with complete detail of all "wants" and "needs."	The two questions are answered accurately, but do not have complete detail of all "wants" and "needs."	One question has not been answered accurately.	Neither question has been answered
<b>Complete Answers</b>	Both the answer to "wants" and "needs" are answered in complete sentences. Additional information is answered in complete sentences.	Both the answer to "wants" and "needs" are answered in complete sentences.	One question is not answered in complete sentences.	None of the questions answered in complete sentences.
<b>Question Completion</b>		ALL questions are answered.		1 or more questions are not answered.
<b>Capitalization Punctuation Spelling</b>	Response contains 2 errors or less.	Response contains between 3 and 5 errors total.	Response contains 5-10 errors total.	Response contains more than 10 total errors.

# Making Line and Bar Graphs

Name \_\_\_\_\_ Teacher \_\_\_\_\_ Date \_\_\_\_\_

**1. Graph is neat** **3    2    1**

- Lines are straight
- Labels are legible
- coloring is neat

**2. Graph is complete** **3    2    1**

- Whole graph is titled
- Graph is an effective size
- Legend (or color coding) is used

**3. Horizontal Axis** **3    2    1**

- Axis is labeled
- Units are marked correctly
- Units are equally spaced
- Intervals are equal

**4. Vertical Axis** **3    2    1**

- Axis is labeled
- Units are marked correctly
- Units are equally spaced
- Intervals are equal

**5. Graph is Charted Correctly** **3    2    1**

- Points are charted correctly
- Lines or bars are constructed correctly

**GRADE SCALE**

15pts - 100%

14pts - 93%

13pts - 86%

12pts - 79%

11pts - 72%

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10pts - 65%

9pts - 58%