

Grade 8 Social Studies

Unit Assessment Plan for General Outcome 8.3



"A partnership to nurture continuing educational excellence"



*everyday assessment tools
to support student learning*

This unit assessment plan was developed by the Southern Alberta Professional Development Consortium (SADPC) and the Alberta Assessment Consortium (AAC) as a result of a grant from Alberta Education to support implementation.

The performance assessments in the unit assessment plan are part of the AAC collection. All AAC materials are reviewed and updated on a regular basis. While this printable version is provided for convenience, please check the AAC website www.aac.ab.ca to access the most recent version of these assessment tasks.

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INTRODUCTION

This unit assessment plan uses a variety of summative assessment strategies to gather information about student learning. The process of creating an assessment plan begins with a close examination of the level of cognition inherent in the learner outcomes. An appropriate assessment strategy must then be selected. For example, selected response or short answer are appropriate strategies for outcomes written at the knowledge level but would not be suitable for outcomes written at the evaluation level. Other assessment strategies such as performance assessment and written response would be required in order for students to demonstrate their ability to evaluate.

Although each outcome must be analyzed separately to determine the appropriate level of cognition, only in a test situation would they be assessed individually. Robust assessment tasks cluster Knowledge and Understanding outcomes with Skills and Processes outcomes within an authentic context that simulates how people in the real world use the information and skills being assessed. The real world context has the potential to increase student engagement and motivation.

The performance assessment tasks in this unit plan model an important link between formative assessment (assessment for learning) and summative assessment (assessment of learning). When the performance task is presented to students at an early stage during the unit of instruction, students are able to make connections between what they are learning on a daily basis and the information and skills they will need to successfully complete the task.

Another important feature of these tasks is the collection of tools designed to be used for student self-reflection, peer coaching and/or teacher feedback. These tools are not intended to generate marks, but rather to provide feedback to students while the work is in progress. Based on the feedback, students then take time to make adjustments before the work is submitted for marking. Not all students will require the same amount of scaffolding, thus allowing teachers to differentiate to meet a range of student learning needs.

The research on the benefits of assessment for learning clearly shows that purposeful use of assessment for learning strategies has a positive impact on student learning. The summative assessment tasks in this unit plan provide an opportunity for students to demonstrate what they know and can do relative to the big ideas of the Social Studies Program of Studies.

UNIT ASSESSMENT PLAN OVERVIEW: GENERAL OUTCOME 8.3

Grade 8 Social Studies Unit Assessment Plan Worldviews in Conflict: The Spanish and the Aztecs

Time Frame: 8 weeks

Unit Essential Question

How does intercultural contact affect the worldview of societies?

Summative Assessments

This unit assessment plan uses a variety of summative assessment strategies to gather information about student learning.

Summative Assessment #1

[Worldview as a Guide through History](#)

(8.3.4)

Students develop a podcast or information pamphlet for a museum to assist visitors to understand the impact of intercultural contact.

Summative Assessment #2

[God, Gold or Glory?](#)

(8.3.1, 8.3.4)

Students take the role of an historian providing expert testimony for a DVD on Aztec and Spanish contact.

General Outcome 8.3

Through an examination of Spanish and Aztec societies, students will demonstrate an understanding and appreciation of how intercultural contact affects the worldviews of societies.

Summative Assessment #3

Written Response

[Worldviews in Conflict](#)

(8.3.4)

Students create a magazine article that examines specific aspects of the Spanish conquest.

Summative Assessment #4

Unit Exam Framework

(8.3.4)

Open-response items provide students with another way to demonstrate their understanding of the knowledge and skills required by this unit of study.

INTERPRETING LEARNER OUTCOMES THROUGH THE LENS OF ASSESSMENT

Assessment is the process of gathering information about what students *know* and *can do*. As such, it is the verbs of the learner outcomes that specify the student action that leads to evidence of learning.

While learner outcomes can be analyzed individually according to the Bloom's Taxonomy levels of cognition, they are rarely assessed in isolation. It is critical to understand the relationships among the various levels of learner outcomes in order to design assessment tasks that will facilitate gathering the required evidence of learning.

Excerpt from Grade 8 Social Studies Outcomes

► Values and Attitudes

Students will:

- 8.3.1 appreciate how a society's worldview influences the society's choices, decisions and interactions with other societies**

► Knowledge and Understanding

Students will:

- 8.3.4 assess, critically, how the Aztecs were affected by the Spanish worldview by exploring and reflecting upon the following questions and issues:**
- 8.3.4.3 • What key elements of Spain's worldview led to the desire to expand the Spanish empire?

► Skills and Processes

Students will:

- 8.S.2 develop skills of historical thinking:**
- 8.S.2.1 • distinguish cause, effect, sequence and correlation in historical events, including the long and short-term causal relations

#2

When the bullet is combined with the specific outcome, the content from the bullet (comprehension) becomes embedded within the higher levels of cognition (analysis and evaluation) of the specific outcome.

#1

When examined in isolation, this specific outcome bullet is at the comprehension level of Bloom's Taxonomy.

#3

When Values and Attitudes, Knowledge and Understanding, and Skills and Processes outcomes are combined in an assessment task, the content outcomes from the lower levels of the taxonomy cease to stand alone, but rather are in service to the higher levels of cognition. The clustering of outcomes allows a focus on the big ideas, and is in keeping with the foundations of the curriculum as outlined in the Front Matter.

OUTCOME CORRELATION

Key to Summative Assessments

- #1: Worldview as a Guide through History (performance assessment)
- #2: God, Gold or Glory? (performance assessment)
- #3: Worldviews in Conflict (written response)
- #4: Unit Exam Framework

This unit assessment plan identifies the specific learner outcomes that have been targeted for summative assessment. Learner outcomes are shown in Times New Roman font.

Specific Outcomes

► Values and Attitudes

Students will:

8.3.1 appreciate how a society’s worldview influences the society’s choices, decisions and interactions with other societies (C, I)

8.3.2 appreciate how Aztec and Spanish identities and worldviews were affected by intercultural contact (TCC, GC, I)

8.3.3 appreciate and recognize how rapid adaptation can radically change a society’s beliefs, values and knowledge (TCC, GC)

► Knowledge and Understanding <i>Students will:</i>	Level of Cognition	Summative Assessment			
		#1	#2	#3	#4
8.3.4 assess, critically, how the Aztecs were affected by the Spanish worldview by exploring and reflecting upon the following questions and issues:	Analysis and Evaluation	✓	✓	✓	✓
8.3.4.1 • What were the key elements of the worldview of the Aztec civilization prior to contact with the Spanish?	Comprehension	✓		✓	✓
8.3.4.2 • How did the Aztec civilization’s worldview influence the Aztecs’ choices, decisions and customs?	Comprehension	✓			✓
8.3.4.3 • What key elements of Spain’s worldview led to the desire to expand the Spanish empire?	Comprehension	✓	✓	✓	✓
8.3.4.4 • In what way did factors such as technology and disease contribute to the dominance of the Spanish over the Aztec civilization?	Comprehension		✓		✓
8.3.4.5 • To what extent were the divergent worldviews of the Spanish and Aztecs factors in the dominance of one nation over the other?	Evaluation			✓	

OUTCOME CORRELATION (continued)

► Skills and Processes <i>Students will:</i>	Level of Cognition	Summative Assessment			
		#1	#2	#3	#4
8.S.2 develop skills of historical thinking: 8.S.2.1 <ul style="list-style-type: none"> distinguish cause, effect, sequence and correlation in historical events, including the long and short-term causal relations 	Analysis	✓	✓		✓
8.S.7 apply the research process: 8.S.7.1 <ul style="list-style-type: none"> integrate and synthesize concepts to provide an informed point of view on a research question or an issue 8.S.7.2 <ul style="list-style-type: none"> develop a position that is supported by information gathered through research 8.S.7.3 <ul style="list-style-type: none"> draw conclusions based upon research and evidence 8.S.7.5 <ul style="list-style-type: none"> organize and synthesize researched information 8.S.7.8 <ul style="list-style-type: none"> include and organize references as part of research 8.S.7.16 <ul style="list-style-type: none"> ➤ access and retrieve information through the electronic network 	Synthesis Evaluation Evaluation Synthesis Application Application			✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓
8.S.8 demonstrate skills of oral, written and visual literacy: 8.S.8.1 <ul style="list-style-type: none"> communicate in a persuasive and engaging manner through speeches, multimedia presentations and written and oral reports, taking particular audiences and purposes into consideration 	Application Evaluation	✓	✓	✓	✓

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**Summative Assessment #1
Performance Assessment**

Worldview as a Guide through History

Students take on the role of an historian who has been hired by the *Bibliothèque Nationale* in Paris to create an information pamphlet or podcast. This information will assist visitors to the museum to better understand the significance of the collection of Aztec artifacts by providing specific examples of the impact of intercultural contact.

To access the student task and related teacher support materials click on the link provided below.

[Worldview as a Guide through History](#)

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**Summative Assessment #2
Performance Assessment**

God, Gold or Glory?

Students take on the role of a university research assistant who is preparing a submission to the History Channel. If successful, the submission would become part of a DVD documentary series on the Spanish conquest of the Aztecs. The series seeks to examine the motivation for Spanish expansionism.

To access the student task and related teacher support materials click on the link provided below.

[God, Gold or Glory?](#)

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**Summative Assessment #3
Written Response**

Worldviews in Conflict

Students take on the role of a freelance contributor for History Quarterly, a news magazine that examines the impact of events in the past. Students complete a written response that addresses how Aztecs were affected by Spanish worldview.

To access the student task and related teacher support materials click on the link provided below.

[Worldviews in Conflict](#)

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**Summative Assessment #4
Unit Exam Framework: Open-response Sample Items**

When correctly aligned, tests can be a credible form of summative assessment. As with all summative assessment, it is essential that appropriate instruction and coaching/feedback (assessment for learning) precede the administration of the test. When instruction is centered on outcomes, daily opportunities exist for teachers and students to develop a shared understanding of criteria and the specific content understanding and skills required to demonstrate attainment of the outcome.

Generic rubrics are provided. It should be noted, however, that generic rubrics always need to be contextualized so students will be aware of the learning target. This occurs on an ongoing basis during instruction and formative assessment.

Summative Assessment #4
Unit Exam Framework: Open-response Sample Items

The use of Times New Roman font indicates excerpts from the Program of Studies.

► **Knowledge and Understanding**

Students will:

8.3.4 assess, critically, how the Aztecs were affected by the Spanish worldview by exploring and reflecting upon the following questions and issues:

Specific Outcome Bullet	Skill Outcomes	Sample Item	Evaluation Tool*
8.3.4.1 <ul style="list-style-type: none"> What were the key elements of the worldview of the Aztec civilization prior to contact with the Spanish? 	8.S.8.1	Describe the key elements of the worldview of the Aztecs prior to contact with the Spanish.	Generic Rubric (comprehension)
8.3.4.2 <ul style="list-style-type: none"> How did the Aztec civilization’s worldview influence the Aztecs’ choices, decisions and customs? 	8.S.8.1 8.S.2.1	How did the Aztec worldview influence how the Aztecs responded to the arrival of the Spanish?	Generic Rubric (comprehension)
8.3.4.3 <ul style="list-style-type: none"> What key elements of Spain’s worldview led to the desire to expand the Spanish empire? 	8.S.8.1 8.S.2.1	What elements of Spanish worldview were used to justify the expansion of the Spanish empire?	Generic Rubric (comprehension)
8.3.4.4 <ul style="list-style-type: none"> In what way did factors such as technology and disease contribute to the dominance of the Spanish over the Aztec civilization? 	8.S.8.1 8.S.7.1 8.S.7.2 8.S.7.3	In what ways did disease and technology contribute to the eventual dominance of the Spanish over the Aztecs? Provide evidence of your position.	Generic Rubric (comprehension)
8.3.4.5 <ul style="list-style-type: none"> To what extent were the divergent worldviews of the Spanish and Aztecs factors in the dominance of one nation over the other? 	8.S.8.1 8.S.7.1 8.S.7.2 8.S.7.3 8.S.7.5	There were aspects of Spanish worldview that made it possible for them to dominate the Aztec civilization. Based on this worldview, were the Spanish justified in their actions? Provide a detailed explanation for your response.	Generic Rubric (evaluation)

* Generic rubrics are found on p. 13 of this unit assessment plan.

Generic Rubrics

[Download as MS Word](#)

The generic rubrics on this page are provided as tools for supporting student learning and assessing student performance on the open-response sample items in this unit plan. In order to be most effective, generic rubrics need to be contextualized on an ongoing basis during instruction and formative assessment so that the learning target will be evident to students.

Generic Rubric for Knowledge/Comprehension Questions

When evaluating student responses, consider the extent to which students are providing

- enough information to demonstrate understanding; and
- information that is correct and focused.

Level Criteria	4 Excellent	3 Proficient	2 Adequate	1 Limited *	Insufficient/ Blank *
Creates a response that is...	comprehensive and pertinent	thorough and relevant	simplistic and predictable	undeveloped and superficial	No score is awarded because there is insufficient evidence of student performance

- * When work is judged to be limited or insufficient, the teacher makes decisions about appropriate intervention to help the student improve.

Generic Rubric for Evaluation Questions

When evaluating student responses, consider the extent to which students are

- providing background information that is correct and focused;
- stating a position; and
- providing specific and appropriate support for the position.

Level Criteria	4 Excellent	3 Proficient	2 Adequate	1 Limited *	Insufficient/ Blank *
Provides background information that is...	comprehensive and pertinent	thorough and relevant	simplistic and predictable	undeveloped and superficial	No score is awarded because there is insufficient evidence of student performance
States and supports position by providing information and examples that are...	perceptive and persuasive	logical and credible	basic and reasonable	unfocused and unsupported	

- * When work is judged to be limited or insufficient, the teacher makes decisions about appropriate intervention to help the student improve.