

Grade 7 Social Studies Unit Assessment Plan

Addressing General Outcome 7.1



"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.

TABLE OF CONTENTS

Introduction	3
Unit Assessment Plan Overview	4
Interpreting Learner Outcomes Through the Lens of Assessment	5
Outcome Correlation	6
Summative Assessment #1	10
Performance Assessment On the King’s Errand	
Summative Assessment #2	11
Performance Assessment Footprints of Exploration	
Summative Assessment #3	12
Mid-unit Exam Framework Open-response Sample Items	
Summative Assessment #4	13
Performance Assessment Plains of Abraham Revisited	
Summative Assessment #5	14
Written Response Foundations of Canada: The Defining Moment	
Summative Assessment #6	15
Unit Exam Framework Open-response Sample Items	
Generic Rubrics for Open-response Sample Items	20

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 assessment 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 7.1

Grade 7 Social Studies Unit Assessment Plan Toward Confederation

Time Frame: 5 months

Unit Essential Question

What were the distinct roles of, and the relationships among, the Aboriginal, French and British peoples in forging the foundations of Canadian Confederation?

Summative Assessments

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

Summative Assessment #1

[On the King's Errand](#)
(7.1.3, 7.1.4)

Students will prepare a letter for the King to provide him with information about the social and economic state of early Canada.

Summative Assessment #2

[Footprints of Exploration](#)
(7.1.3)

Students will consider the impact of British and French explorers on the lives of the Aboriginal peoples.

Summative Assessment #3

Mid-unit Exam Framework
(7.1.3, 7.1.4)

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

General Outcome 7.1

Students will demonstrate an understanding and appreciation of the distinct roles of, and the relationships among, the Aboriginal, French and British peoples in forging the foundations of Canadian Federation.

Summative Assessment #4

[Plains of Abraham Revisited](#)
(7.1.5)

Students will create a pamphlet for the National Historic Society to present multiple perspectives of the Battle of the Plains of Abraham.

Summative Assessment #5

Written Response
[Foundations of Canada: The Defining Moment](#)
(7.1.6)

Taking on the role of author, students justify the most significant event contributing to the foundation of Canada.

Summative Assessment #6

Unit Exam Framework
(7.1.5, 7.1.6)

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 7 Social Studies Outcomes

► Values and Attitudes

Students will:

- 7.1.1 appreciate the influence of diverse Aboriginal, French and British peoples on events leading to Confederation:**

► Knowledge and Understanding

Students will:

- 7.1.3 compare and contrast diverse social and economic structures within the societies of Aboriginal, French and British peoples in pre-Confederation Canada by exploring and reflecting upon the following questions and issues:**

- 7.1.3.1 • What were the different ways in which Aboriginal societies were structured (i.e., Iroquois Confederacy, Ojibwa, Mi'kmaq)?

► Skills and Processes

Students will:

- 7.S.2 develop skills of historical thinking:**
7.S.2.1 • explain the historical context of key events of a given time period

#2

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

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

Key to Summative Assessments

- #1: On the King's Errand (performance assessment)
- #2: Footprints of Exploration (performance assessment)
- #3: Mid-unit Exam Framework
- #4: Plains of Abraham Revisited (performance assessment)
- #5: Foundations of Canada (written response)
- #6: End of Unit Exam Framework

▶ Values and Attitudes <i>Students will:</i> 7.1.1 appreciate the influence of diverse Aboriginal, French and British peoples on events leading to Confederation 7.1.2 appreciate the challenges of co-existence among people	Level of Cognition	Summative Assessment					
		#1	#2	#3	#4	#5	#6

▶ Knowledge and Understanding <i>Students will:</i> 7.1.3 compare and contrast diverse social and economic structures within the societies of Aboriginal, French and British peoples in pre-Confederation Canada by exploring and reflecting upon the following questions and issues:	Level of Cognition	Summative Assessment					
		#1	#2	#3	#4	#5	#6
	Analysis						
7.1.3.1 • What were the different ways in which Aboriginal societies were structured (i.e., Iroquois Confederacy, Ojibwa, Mi'kmaq)?	Comprehension	✓		✓			
7.1.3.2 • How did the structures of Aboriginal societies affect decision making in each society (i.e., role and status of women, consensus building)?	Analysis	✓		✓			
7.1.3.3 • What were the social and economic factors of European imperialism?	Comprehension		✓	✓			
7.1.3.4 • In what ways did European imperialism impact the social and economic structures of Aboriginal societies?	Analysis		✓	✓			
7.1.3.5 • How was European imperialism responsible for the development of Acadia, New France and British settlements?	Comprehension		✓	✓			
7.1.3.6 • Who were the key figures in the French exploration and settlement of North America?	Comprehension		✓	✓			
7.1.3.7 • What roles did the Royal Government and the Catholic Church play in the social structure of New France (i.e., governor, intendant, Jesuits, religious congregations)?	Comprehension			✓			
7.1.3.8 • Who were the key figures in the British exploration and settlement of North America?	Comprehension		✓	✓			
7.1.3.9 • What role did the British government play in the settlement of North America?	Comprehension			✓			

Outcome Correlation continued on next page

OUTCOME CORRELATION (continued)

► Knowledge and Understanding <i>Students will:</i> 7.1.4 assess, critically, the economic competition related to the control of the North American fur trade by exploring and reflecting upon the following questions and issues:	Level of Cognition	Summative Assessment					
		#1	#2	#3	#4	#5	#6
	Analysis						
7.1.4.1 <ul style="list-style-type: none"> How did the First Nations, French, British and Métis peoples interact with each other as participants in the fur trade? 	Comprehension	✓		✓			
7.1.4.2 <ul style="list-style-type: none"> How did the fur trade contribute to the foundations of the economy in North America? 	Comprehension			✓			
7.1.4.3 <ul style="list-style-type: none"> How was Britain's interest in the fur trade different from that of New France? 	Analysis			✓			
7.1.4.4 <ul style="list-style-type: none"> How was economic development in New France impacted by the changing policies of the French Royal Government? 	Analysis			✓			
7.1.4.5 <ul style="list-style-type: none"> What was the role of mercantilism before and after the 1763 Treaty of Paris? 	Comprehension			✓			

► Knowledge and Understanding <i>Students will:</i> 7.1.5 assess, critically, the political competition between the French and the British in attempting to control North America by exploring and reflecting upon the following questions and issues:	Level of Cognition	Summative Assessment					
		#1	#2	#3	#4	#5	#6
	Analysis						
7.1.5.1 <ul style="list-style-type: none"> In what ways did conflicts between the French and the British in Europe impact North America? 	Comprehension						✓
7.1.5.2 <ul style="list-style-type: none"> How did conflicts between the French and the British in Europe become factors in the Great Deportation of the Acadians in 1755? 	Comprehension						✓
7.1.5.3 <ul style="list-style-type: none"> To what extent was the Battle of the Plains of Abraham the key event in achieving British control over North America? 	Evaluation				✓		✓
7.1.5.4 <ul style="list-style-type: none"> How was British North America impacted by rebellion in the 13 colonies and by the subsequent Loyalist migration? 	Analysis						✓

Outcome Correlation continued on next page

OUTCOME CORRELATION (continued)

► Knowledge and Understanding <i>Students will:</i> 7.1.6 assess, critically, how political, economic and military events contributed to the foundations of Canada by exploring and reflecting upon the following questions and issues:	Level of Cognition Analysis	Summative Assessment					
		#1	#2	#3	#4	#5	#6
7.1.6.1 • What was the role and intent of Chief Pontiac in controlling British forts?	Comprehension						✓
7.1.6.2 • How was the Royal Proclamation of 1763 an attempt to achieve compromise between the Aboriginal peoples, the French and the British?	Comprehension					✓	✓
7.1.6.3 • How did the Québec Act of 1774 contribute to the foundations of Canada as an officially bilingual country?	Comprehension					✓	✓
7.1.6.4 • What was the role of Chief Tecumseh in the War of 1812?	Comprehension						✓
7.1.6.5 • How did the War of 1812 contribute to British identity in Canada?	Comprehension					✓	✓
7.1.6.6 • How did the War of 1812 contribute to defining Canada's political boundaries?	Comprehension					✓	✓
7.1.6.7 • How was the Great Migration of 1815–1850 in Upper Canada and Lower Canada an attempt to confirm British identity in the Province of Canada?	Comprehension					✓	✓
7.1.6.8 • How was the Act of Union of 1840 an attempt to resolve the issues raised by the 1837 and 1838 Rebellions in Lower Canada and Upper Canada?	Comprehension					✓	✓
7.1.6.9 • To what extent was Confederation an attempt to provide the populations of Québec and Ontario with increased control over their own affairs?	Evaluation					✓	✓
7.1.6.10 • To what extent was Confederation an attempt to strengthen the Maritime colonies?	Evaluation						✓

Outcome Correlation continued on next page

OUTCOME CORRELATION (continued)

► Skills and Processes <i>Students will:</i>	Level of Cognition	Summative Assessment					
		#1	#2	#3	#4	#5	#6
7.S.1 develop skills of critical thinking: 7.S.1.1 <ul style="list-style-type: none"> determine the validity of information based on context, bias, source, objectivity, evidence and/or reliability to broaden understanding of a topic or an issue 7.S.1.2 <ul style="list-style-type: none"> evaluate, critically, ideas, information and positions from multiple perspectives 7.S.1.6 <ul style="list-style-type: none"> ➤ access diverse viewpoints on particular topics, using appropriate technologies 	Evaluation		✓				
	Evaluation				✓	✓	
	Application				✓		
7.S.2 develop skills of historical thinking 7.S.2.1 <ul style="list-style-type: none"> analyze historical issues to form or support an opinion 7.S.2.3 <ul style="list-style-type: none"> explain the historical context of key events of a given time period 7.S.2.4 <ul style="list-style-type: none"> distinguish cause, effect, sequence and correlation in historical events, including the long and short-term causal relations of events 	Analysis	✓			✓	✓	
	Comprehension		✓		✓	✓	
	Analysis				✓	✓	
7.S.7 apply the research process: 7.S.7.1 <ul style="list-style-type: none"> develop a position that is supported by information gathered through research 7.S.7.2 <ul style="list-style-type: none"> draw conclusions based upon research and evidence 7.S.7.4 <ul style="list-style-type: none"> organize and synthesize researched information 7.S.7.8 <ul style="list-style-type: none"> include and organize references as part of research 7.S.7.9 <ul style="list-style-type: none"> ➤ plan and conduct a search, using a wide variety of electronic sources 7.S.7.13 <ul style="list-style-type: none"> ➤ make connections among related, organized data and assemble various pieces into a unified message 	Evaluation	✓				✓	
	Synthesis	✓					
	Synthesis					✓	
	Application		✓				
	Application				✓		
	Analysis				✓		
7.S.8 demonstrate skills of oral, written and visual literacy: 7.S.8.1 <ul style="list-style-type: none"> communicate information in a clear, persuasive and engaging manner, through written and oral means 	Application		✓		✓	✓	

**Grade 7 Social Studies
Unit Assessment Plan for General Outcome 7.1**

**Summative Assessment #1
Performance Assessment**

On the King's Errand

Students will prepare a report to the King to provide him with information about the social and economic state of the colonial territories in early Canada. This report will include a recommendation about whether or not the King should continue to pursue trade and settlement in the New World.

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

[On the King's Errand](#)

**Grade 7 Social Studies
Unit Assessment Plan for General Outcome 7.1**

**Summative Assessment #2
Performance Assessment**

Footprints of Exploration

Students will consider the impact of French and British explorers on the lives of the Aboriginal peoples. Students take on the role of intern curator to develop an exhibit about one British and one French explorer.

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

[Footprints of Exploration](#)

Grade 7 Social Studies
Unit Assessment Plan for General Outcome 7.1

Summative Assessment #3

Mid-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 #3: 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:

7.1.3 compare and contrast diverse social and economic structures within the societies of Aboriginal, French and British peoples in pre-Confederation Canada by exploring and reflecting upon the following questions and issues:

Specific Outcome Bullet	Skill Outcomes	Sample Item	Evaluation Tool*
7.1.3.1 • What were the different ways in which Aboriginal societies were structured (i.e., Iroquois Confederacy, Ojibwa, Mi'kmaq)?	7.S.7.4 7.S.8.1	Describe the societal structures of the Iroquois Confederacy, Ojibwa, Mi'kmaq.	Generic Rubric (comprehension)
7.1.3.2 • How did the structures of Aboriginal societies affect decision making in each society (i.e., role and status of women, consensus building)?	7.S.8.1	Explain how the structures of Aboriginal societies affect decision making in each society. Consider the role and status of women, and consensus building process.	Generic Rubric (analysis)
7.1.3.3 • What were the social and economic factors of European imperialism?	7.S.8.1	What social and economic factors motivated European imperialism?	Generic Rubric (comprehension)
7.1.3.4 • In what ways did European imperialism impact the social and economic structures of Aboriginal societies?	7.S.8.1	Explain how European imperialism impacted the social and economic structures of Aboriginal societies.	Generic Rubric (analysis)
7.1.3.5 • How was European imperialism responsible for the development of Acadia, New France and British settlements?	7.S.8.1	Explain the role European imperialism in the development of settlements by the French and the British.	Generic Rubric (comprehension)
7.1.3.6 • Who were the key figures in the French exploration and settlement of North America?	7.S.8.1	Name two figures in French exploration and explain why their contributions were significant.	Generic Rubric (comprehension)
7.1.3.7 • What roles did the Royal Government and the Catholic Church play in the social structure of New France (i.e., governor, intendant, Jesuits, religious congregations)?	7.S.8.1	How did the French Royal Government and Catholic Church impact the social structure of New France?	Generic Rubric (comprehension)
7.1.3.8 • Who were the key figures in the British exploration and settlement of North America?	7.S.8.1	Name two figures in British exploration and explain why their contributions were significant.	Generic Rubric (comprehension)
7.1.3.9 • What role did the British government play in the settlement of North America?	7.S.8.1	Describe the role the British government played in the settlement of North America.	Generic Rubric (comprehension)

sample items continued on next page

* Generic rubrics are found on 20 – 21 of this unit assessment plan.

Summative Assessment #3
Unit Exam Framework: Open-response Sample Items (continued)

► **Knowledge and Understanding**

Students will:

7.14 assess, critically, the economic competition related to the control of the North American fur trade by exploring and reflecting upon the following questions and issues:

Specific Outcome Bullet	Skill Outcomes	Sample Item	Evaluation Tool*
7.1.4.1 <ul style="list-style-type: none"> How did the First Nations, French, British and Métis peoples interact with each other as participants in the fur trade? 	7.S.8.1	How did the First Nations, French, British and Métis peoples interact with each other during the fur trade?	Generic Rubric (comprehension)
7.1.4.2 <ul style="list-style-type: none"> How did the fur trade contribute to the foundations of the economy in North America? 	7.S.8.1	Describe how the fur trade contributed to the foundations of the economy in North America.	Generic Rubric (comprehension)
7.1.4.3 <ul style="list-style-type: none"> How was Britain’s interest in the fur trade different from that of New France? 	7.S.7.4 7.S.8.1	Explain how Britain’s interest in the fur trade was different from New France.	Generic Rubric (analysis)
7.1.4.4 <ul style="list-style-type: none"> How was economic development in New France impacted by the changing policies of the French Royal Government? 	7.S.7.2 7.S.8.1	Analyze how the economic development of New France was impacted by the changing policies of the French Royal Government.	Generic Rubric (analysis)
7.1.4.5 <ul style="list-style-type: none"> What was the role of mercantilism before and after the 1763 Treaty of Paris? 	7.S.8.1	Explain how the role of mercantilism changed as a result of the 1763 Treaty of Paris.	Generic Rubric (comprehension)

* Generic rubrics are found on 20 – 21 of this unit assessment plan.

**Grade 7 Social Studies
Unit Assessment Plan for General Outcome 7.1**

**Summative Assessment #4
Performance Assessment**

The Plains of Abraham Revisited

Students will create a pamphlet for the National Historic Society to present multiple perspectives of the Battle of the Plains of Abraham.

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

[The Plains of Abraham Revisited](#)

**Grade 7 Social Studies
Unit Assessment Plan for General Outcome 7.1**

**Summative Assessment #5
Written Response**

Foundations of Canada: The Defining Moment

Students take on the role of author and explore significant events in Canadian history from 1763 to 1867. As part of their work, students select and justify the most significant event which contributed to the foundation of Canada.

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

[Foundations of Canada: The Defining Moment](#)

Grade 7 Social Studies Unit Assessment Plan for General Outcome 7.1

Summative Assessment #6 Mid-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 #6

Unit Exam Framework: Open-response Sample Items (continued)

► Knowledge and Understanding

Students will:

7.1.5 assess, critically, the political competition between the French and the British in attempting to control North America by exploring and reflecting upon the following questions and issues:

Specific Outcome Bullet	Skill Outcomes	Sample Item	Evaluation Tool*
7.1.5.1 <ul style="list-style-type: none"> In what ways did conflicts between the French and the British in Europe impact North America? 	7.S.8.1	Describe how conflicts between the French and the British in Europe impacted North America	Generic Rubric (comprehension)
7.1.5.2 <ul style="list-style-type: none"> How did conflicts between the French and the British in Europe become factors in the Great Deportation of the Acadians in 1755? 	7.S.8.1	What factors contributed to Great Deportation of the Acadians in 1755?	Generic Rubric (comprehension)
7.1.5.3 <ul style="list-style-type: none"> To what extent was the Battle of the Plains of Abraham the key event in achieving British control over North America? 	7.S.7.2 7.S.8.1	To what extent was the Battle of the Plains of Abraham the key event in achieving British control over North America?	Generic Rubric (evaluation)
7.1.5.4 <ul style="list-style-type: none"> How was British North America impacted by rebellion in the 13 colonies and by the subsequent Loyalist migration? 	7.S.8.1	Explain how British North America was impacted by the rebellion in the 13 colonies and the Loyalist migration.	Generic Rubric (analysis)

► Knowledge and Understanding

Students will:

7.1.6 assess, critically, how political, economic and military events contributed to the foundations of Canada by exploring and reflecting upon the following questions and issues

Specific Outcome Bullet	Skill Outcomes	Sample Item	Evaluation Tool*
7.1.6.1 <ul style="list-style-type: none"> What was the role and intent of Chief Pontiac in controlling British forts? 	7.S.8.1	Explain the role and intent of Chief Pontiac in controlling the British forts.	Generic Rubric (comprehension)
7.1.6.2 <ul style="list-style-type: none"> How was the Royal Proclamation of 1763 an attempt to achieve compromise between the Aboriginal peoples, the French and the British? 	7.S.8.1	How was the Royal Proclamation of 1763 an attempt to achieve compromise between the Aboriginal peoples, the French and the British?	Generic Rubric (comprehension)

sample items continued on next page

* Generic rubrics are found on 20 – 21 of this unit assessment plan.

Summative Assessment #6
Unit Exam Framework: Open-response Sample Items (continued)

7.1.6.3 <ul style="list-style-type: none"> How did the Québec Act of 1774 contribute to the foundations of Canada as an officially bilingual country? 	7.S.8.1	How did the Quebec Act of 1774 contribute to the foundations of Canada as an officially bilingual country?	Generic Rubric (comprehension)
7.1.6.4 <ul style="list-style-type: none"> What was the role of Chief Tecumseh in the War of 1812? 	7.S.8.1	How did Chief Tecumseh contribute to the War of 1812?	Generic Rubric (comprehension)
7.1.6.5 <ul style="list-style-type: none"> How did the War of 1812 contribute to British identity in Canada? 	7.S.8.1	Explain how the War of 1812 contributed to the development of a British identity in Canada.	Generic Rubric (comprehension)
7.1.6.6 <ul style="list-style-type: none"> How did the War of 1812 contribute to defining Canada's political boundaries 	7.S.8.1	What role did the War of 1812 play in defining Canada's political boundaries?	Generic Rubric (comprehension)
7.1.6.7 <ul style="list-style-type: none"> How was the Great Migration of 1815–1850 in Upper Canada and Lower Canada an attempt to confirm British identity in the Province of Canada? 	7.S.8.1	How was the Great Migration of 1815-1850 an attempt to confirm British identity in the Province of Canada?	Generic Rubric (comprehension)
7.1.6.8 <ul style="list-style-type: none"> How was the Act of Union of 1840 an attempt to resolve the issues raised by the 1837 and 1838 Rebellions in Lower Canada and Upper Canada? 	7.S.8.1	Explain how the Act of Union of 1840 was an attempt to resolve the conflict from the 1837 and 1838 Rebellions in Lower and Upper Canada.	Generic Rubric (comprehension)
7.1.6.9 <ul style="list-style-type: none"> To what extent was Confederation an attempt to provide the populations of Québec and Ontario with increased control over their own affairs? 	7.S.7.2 7.S.8.1	To what extent was Confederation an attempt to provide Quebec and Ontario more control over their own affairs?	Generic Rubric (evaluation)
7.1.6.10 <ul style="list-style-type: none"> To what extent was Confederation an attempt to strengthen the Maritime colonies? 	7.S.7.2 7.S.8.1	To what extent was Confederation an attempt to strengthen the Maritime colonies?	Generic Rubric (evaluation)

* Generic rubrics are found on 20 – 21 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 Analysis Questions

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

- providing background information that is correct and focused;
- identifying and explaining relationships among various elements.

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
Identifies and explains relationships among various elements in a manner that is...	explicit and precise	logical and credible	appropriate and reasonable	inaccurate and/or unsupported	

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

Generic Rubrics (continued)

[Download as MS Word](#)

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.