

**COMMON FORMATIVE ASSESSMENT PLANNING TEMPLATE- 1<sup>st</sup> Draft**

**Grade Level or Course:** 1st grade

**Authors:** Jane Wilson, Deb Monnier

**Assessment Topic:** Social Sciences- Geography/ Geographical Tools

**Selected Power Standards:**

*SS.03.GE.02*

Understand the purpose of maps, globes, and other geographical tools.

**Graphic Organizer of “Unwrapped” Concepts and Skills**

**Concepts:**

Need to Know about

- Maps
- Globes
- Geographical tools

**Skills:**

Be able to

- (2) UNDERSTAND
  - Purpose of geographical tools (maps and globes)

**Big Ideas from “Unwrapped” Power Standards**

- Maps have a purpose:
  - A map is a picture that shows where places are:
    - Locations of land and water features
    - Where people live: continent, country, city
    - Where people go: landmarks to visit, places to move (immigration)
  - Parts that help us to use maps are:
    - map keys
    - cardinal directions
    - symbols
    - borders
    - colors (Terrain map? Political map? Color can be used to identify parts.)

- Globes have a purpose
  - A globe is a model of the Earth that shows where places are:
    - Locations of land and water features
    - Where people live
    - Where people go
  - Parts that help us to use a globe:
    - map keys
    - cardinal directions
    - symbols
    - borders
    - colors

**Essential Questions Matched to Big Ideas**

1. What is a map?
2. What is a globe?
3. How are maps and globes similar?

**Vocabulary Box**

Bodies of water  
Border  
Boundary  
Cardinal directions (N,W,E,S)  
City  
Continents (all seven)  
Country  
Community  
Compass rose  
Culture  
Desert  
Directions  
Earth  
Globe  
Highway  
Immigrants  
Lake  
Land  
Landforms  
Location  
Map  
Map key  
Mountains  
Migrant  
Oceans (all four)  
Place  
Plain  
Region  
River  
Route  
Railroad  
State  
Symbols  
Valley  
Water  
World

**SECTION 1: Selected-Response Items**

Depending on time of year this Power Standard is taught, this assessment could be administered either orally, or paper and pencil).

**Designed to assess:**

(2) Understanding (purpose of geographical tools; maps to tell where places are located).

	 School		
	 Library		 Fire station
 Market		 Apartment building	

Look at the map. Use it to choose the best answer for each question.

True and False

1. \_\_\_\_ The school is south of the library.
2. \_\_\_\_ The apartment building is east of the market.
3. \_\_\_\_ The fire station is a symbol on the map.
4. \_\_\_\_ The map has a map key.

Multiple Choice

1. What do mapmakers draw to show where one country or state ends?
  - a. Lines
  - b. Rivers
  - c. Borders
2. What is a map?
  - a. A picture that shows how people live.
  - b. A picture that shows where places are.
  - c. A picture that shows when things happen.
3. A model of the Earth is called a \_\_\_\_\_.
  - a. globe
  - b. continent
  - c. symbol
4. How is a map key helpful?
  - a. It shows you north, south, east, and west.
  - b. It shows you land and oceans.
  - c. It shows you what each symbol on the map stands for.

**Answer Key:**

T/F:

1. F
2. T
3. T
4. F

Multiple Choice:

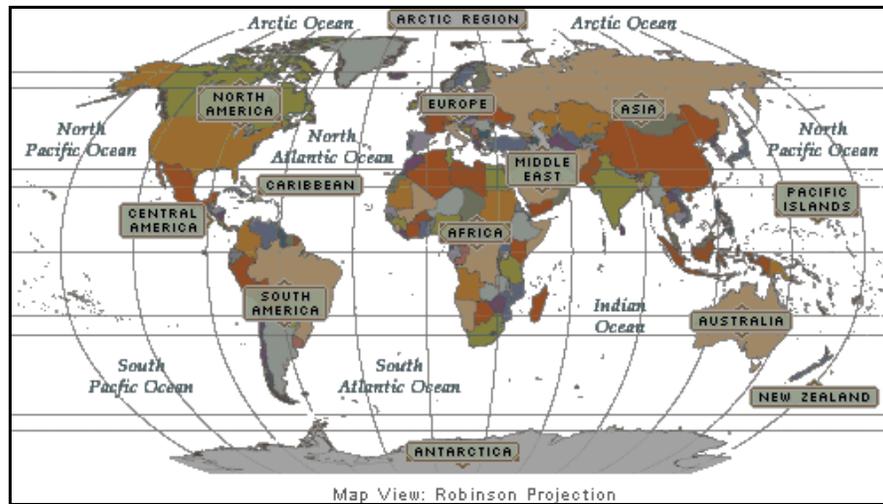
1. C
2. B
3. A
4. C

**SECTION 2: Extended Constructed-Response**

**Designed to assess:**

Depending on time of year this Power Standard is taught, this assessment could be administered either orally, or paper and pencil).

- (2) Understanding (purpose of maps and globes: show land and water features on Earth).
- (2) Understanding (purpose of geographical tools: explain features of a map; explain features of a globe).
- (2) Understanding (purpose of maps and globes: show where places are and where people can go on earth).



1. Explain how you know where land is.
2. Explain how you know where water is.
3. Explain which geographical tool is a map and which is a globe. How are they similar?
4. Categorize places on Earth.
5. Choose a place people can go on the Earth and give reasons why they might go there.

### Task-Specific Scoring Guide:

#### Exceeds

- All “Proficient” criteria *plus*:
- Apply knowledge to own life experiences- or-
- Extend answers to deeper or broader level of detail than required at proficient criteria.

#### Meets

- Student can explain where land is on two geographical tools.
- Student can explain where water is on two geographical tools.
- Student can distinguish between a map and a globe; and explain how each is used.
- Student can categorize places on Earth into at least two groups.
- Student can explain at least three locations where people can go on Earth and predict why they might go there.

#### Nearly Meets

- Meets three of the “Proficient” criteria.

#### Not Yet

- Meets fewer than three of the “Proficient” criteria
- Task to be repeated after remediation

Teacher’s Evaluation\_\_\_\_\_

Comments regarding student’s performance:

### **SECTION 3: Short Constructed-Response**

Note to Teachers: This portion of the common formative assessment requires students to demonstrate their *integrated* understanding of all the “unwrapped” concepts and skills from the targeted Power Standards by expressing their understanding of the Big Ideas in their own words..

#### Student Directions:

Tell about a Big Idea for each of the following Essential Questions.

Include examples for what you mean. Use vocabulary you learned in class.

Your responses will be evaluated using the Generic Scoring Guide below.

#### **1. How can I use maps?**

Maps have a purpose:

- a. A map is a picture that shows where places are:
  - i. Locations of land and water features
  - ii. Where people live: continent, country, city
  - iii. Where people go: landmarks to visit, places to move (immigration)
- b. Parts that help us to use maps are:
  - i. map keys
  - ii. cardinal directions
  - iii. symbols
  - iv. borders

#### **2. How can I use globes?**

Globes have a purpose

- a. A globe is a model of the Earth that shows where places are:
  - i. Locations of land and water features
  - ii. Where people live
  - iii. Where people go
- b. Parts that help us to use a globe:
  - i. map keys
  - ii. cardinal directions
  - iii. symbols
  - iv. borders
  - v. colors

**Generic Scoring Guide:**

**Exceeds**

- All “Proficient” criteria *plus*:
- Uses knowledge to make connections to other areas of school or life, or,
- Creates own maps for a new application, or,
- Provides examples as part of explanations.

**Meets**

Orally explains Big Ideas correctly in own words:

- Explains how to use maps as geographical tools to find out about places on Earth.
- Explains how to use globes as geographical tools to find out about places on Earth.
- Explains how to use maps as geographical tools to find out about land and water features on Earth.
- Explains how to use globes as geographical tools to find out about land and water features on Earth.
- Explains how to use maps as geographical tools to find out about where people go on Earth.
- Explains how to use globes as geographical tools to find out about where people go on Earth.
- Includes content specific vocabulary as pertinent to Power Standard concepts in explanations.

**Nearly Meets**

- Meets four of the “Proficient” criteria.

**Not Yet**

- Meets fewer than four of the “Proficient” criteria
- Task to be repeated after remediation

Teacher’s Evaluation \_\_\_\_\_

Comments regarding student’s performance:

**Design Team Reflections after Administration of Assessment to Students**

1. Which assessment items produced the results we intended?
2. Which items do we need to revise?
3. Regarding the design, administration, scoring, and analysis of the assessment, what worked? What didn't?
4. What do we need to do differently next time?
5. What should we again do the same?