

## Details

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### General Information

<b>Civic Objective#:</b>	42	<b>Program Year:</b>	2018-2019
<b>Civic Objective:</b>	Identify people and events in local, state, and federal history.(This objective has only 2 AAPs)		
<b>TOPSpro Form #:</b>	042	<b>AAP #:</b>	42.4
<b>Assessment Type:</b>	Oral, Written		
<b>Level Range</b>			
<b>From:</b>	Beginning High	<b>To:</b>	Advanced

### Language and Literacy Objectives

Language and literacy objectives with an asterisk (*) are suitable for beginning low level students.	
3	Identify current and historical figures and events in the community.
4	Identify landmark events in California history such as the founding of the missions and presidios, the Gold Rush, the Industrial Revolution in California, and political process changes.
7	Discuss how landmark events and historical figures influenced the present day community.

### Additional Assessment Plan Tasks

<b>Task: 1</b>	
<b>Description:</b>	<p><b><u>Find Information on American Institutions, Individuals, and Services</u></b>          Given level-appropriate resources such as the internet, brochures, library resources or simplified resources (BH only), student will complete a chart that lists a level-appropriate number of items (e.g. BH=5, IL -A=8) about American institutions (public library, CA missions, U.S. Capitol, etc.), individuals (government officials, such as Governor Schwarzenegger, President Bush, etc.), and services (postal delivery, garbage pickup, etc.). Chart will include information about institutions or services (description of the function, services provided, fees of each institution or service, and the correct level of government associated with each item) or about individuals (description of the current and past positions of individual, relevant biographical data, etc.)</p>

Optimally, the chart will be created on a computer and sent to the assessor electronically.

<b>Points Possible:</b>	<b>14</b>	<b>Level:</b>	<b>Beginning High - Advanced</b>
Scoring Rubric			Points
Content			
90% of the items assigned to the Intermediate Low-Advanced level students are correct.			12
80% of the items assigned to the Intermediate Low-Advanced level students are correct.			10
70% of the items assigned to the Intermediate Low-Advanced level students are correct.			8
80% of the items assigned to the Beginning High level students are correct.			6
70% of the items assigned to the Beginning High level students are correct.			4
Less than 70% of the items assigned to the Beginning High-Advanced level students are correct.			0
Legibility, Neatness, and Spelling			
Neat and legible. Spelling errors do not interfere with meaning.			2
Not neat or legible or spelling errors interfere with meaning.			0

### Task: 2

<b>Description:</b>	<p><b><u>Present an Oral Report on a Historical Figure or Institution</u></b></p> <p><b><u>Content (18 points possible)</u></b>          After doing level-appropriate research (optimally on the internet) on a well-known figure in American history (e.g., Rosa Parks, Cesar Chavez, Abraham Lincoln) or an American institution (e.g., The Smithsonian, Yosemite) chosen by the student, student will give an oral report on the findings. The report will include 4 elements such as (1) information about the person (2) his/her contribution to society (3) the results of his/her work (4) the significance this person has for the student.</p> <p><b><u>Visual Aid (4 points possible)</u></b>          In class, student will make a relevant, appropriate, legible and neat (if handwritten) visual aid to support the oral report such as a power point presentation (optimal), poster, etc.</p> <p><b><u>Presentation ( 2 points possible)</u></b>          Student will use effective speech and body language throughout the report and will refer to a visual(s).</p>		
<b>Points Possible:</b>	<b>26</b>	<b>Level:</b>	<b>Beginning High - Advanced</b>

Scoring Rubric			Points
Content			
Report is appropriate, clear and has correct content. All four elements are discussed. Ideas are well stated, clearly expressed, well-organized and supported with concrete, relevant detail. No inference is required. There may be errors, but they do not interfere with meaning.			20
Report is appropriate, clear and has correct content. At least 3 elements are discussed. Some ideas may not be well stated. Contains some relevant detail and is adequately organized. May require minimal inference. There may be errors, but they do not interfere with meaning.			18
Report is appropriate and has correct content but may lack clarity. At least two elements are discussed. Many ideas may not be well stated. May lack appropriate or sufficient detail or clear focus. May require some inference. There may be errors, but they do not interfere with meaning.			16

Report has correct content but lacks clarity. At least one element is discussed. May be unfocused with little or no supporting detail. May require a substantial degree of inference. There may be errors that interfere with meaning, but the response can be understood with inference.	14
Report is inappropriate, unclear, incorrect, no elements are discussed, or there is no report.	0
Visual Aid	
Visual aid(s) is relevant and appropriate and delineates the main points of the oral report. Visual aid is legible and neat if handwritten.	4
Visual aid(s) is relevant and appropriate and but may not completely delineate the main points of the oral report. Visual aid is legible but may not be neat if handwritten.	2
Visual aid(s) is not relevant, not appropriate, does not delineate any of the main points of the report or is not legible or neat if handwritten or no visual aid(s).	0
Presentation	
Student uses effective speech and body language through most of the presentation and refers to a relevant visual aid.	2
Student reads the entire report or speaks too softly to be heard and/or does not refer to or have a visual aid. Body language distracts from the report	0

#### Rating Scale

<b>Total Points Possible:</b>	<b>40</b>
<b>Advanced:</b>	<b>36</b>
<b>Intermediate High:</b>	<b>32</b>
<b>Intermediate Low:</b>	<b>28</b>
<b>Beginning High:</b>	<b>20</b>
<b>Beginning Low:</b>	
<a href="#">View Civic Obj &amp; AAP List</a>	

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