

Scaffolded Formative Assessment

Planning for Formative Use of Assessments

- Develop a series of assessments to move learners forward without planning to “record” a grade
- Investigate “where we are” relative to “where we need to be.”
- Implement your adaptive plan regarding what do next

Indicator 4-5.6: Apply strategies and procedures to determine the amount of elapsed time in hours and minutes within a 12 hour period, either a.m. or p.m.

The students in Mr. Smith's fourth grade class are writing a schedule for some activities in the chart below. Help them by completing the chart. Fill each empty space with the correct information.

Activity	Starting Time	Ending Time	Number of Minutes
Music	8:00	8:30	
Math	8:30	9:15	
Recess	12:00		40
Lunch	1:00		35
Science	2:00	3:00	

- The item is designed to have varied levels of difficulty.
- Rows showing the starting time and ending time are expected to be easier for students to answer.
- Rows in which students are asked to calculate the ending time are expected to be more difficult.
- An average class of students would be expected to be divided into three groups: two for reteaching and one for enrichment.

Group One: Students unable to calculate elapsed time given the starting time and ending time.

- Are students able to tell time using an analog clock?
- Do they understand how many minutes are in an hour, half hour, quarter hour
- Provide variety of verbal examples and have students manipulate an analog clock. Verbal examples that you might give include, "We have homeroom from 8:30 a.m. until 9:00 a.m. How many minutes is homeroom?"

Group Two: Students unable to determine an ending time when provided elapsed time and a starting time. They need opportunities to teach themselves how to manipulate a clock they visualize.

- Have students use analog clock manipulatives to determine the number of minutes and hours (going both forwards and backwards) in verbal examples.
 - Homeroom lasts for 30 minutes and ends at 9:00 a.m. What time did home room start?"
 - Yesterday, recess started at 12:15 p.m. and lasted for 45 minutes, what time did it end?
 - Your mother says you can read for 20 minutes before lights out at 9:00 p.m. What time must you go to your room to start reading?
- Repeat the process without the manipulatives.

Group Three: Students ready to work on tasks that may be more difficult mathematically.

- Provide examples that are for longer periods (i.e. longer than an hour or two) of time and also use times that do not end on the half-hour or hour.
 - You are going shopping from 9:00 a.m. until 10:50 p.m. How many minutes will you be gone? How many hours and minutes will you be gone?
 - You are going to play your video game for 30 minutes in the morning and 45 minutes in the afternoon. How many minutes will you play? How many hours and minutes?
- It is important to remember that the 4th grade standard only uses times from 12 a.m. to 11:59 a.m. or from 12:00 p.m. to 11:59 p.m. Crossing from a.m. to p.m. is a 5th grade standard.

Jane has started writing down what she will do after school today. Help her finish her chart. Fill each empty space with the correct information.

Activity	Starting Time (p.m.)	Ending Time (p.m.)	Number of Minutes
Play Outside	4:00	5:15	
Math Homework	6:30	7:00	
Science Homework	7:15		35
English Homework	8:00		40

How long will Jane do homework afterschool? Use the chart above to help you answer this question.

Mr. Smith's students started writing a class schedule in the chart below. Help them finish the chart. Fill each empty space in the chart with the correct information.

Activity	Starting Time	Ending Time	Number of Minutes
Music	8:00	8:30	30
Math	8:30	9:15	45
Recess	12:00	12:40	40
Lunch	1:00	1:35	35
Science	2:00	3:00	60
Social Studies	3:15	3:40	25

$$\begin{array}{r}
 1 \\
 15 \\
 +25 \\
 \hline
 40
 \end{array}$$

$$\begin{array}{r}
 1 \\
 15 \\
 +15 \\
 \hline
 30
 \end{array}$$

$$\begin{array}{r}
 1 \\
 15 \\
 +150 \\
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 305 \\
 +10 \\
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 40
 \end{array}$$

Mr. Smith's students started writing a class schedule in the chart below. Help them finish the chart. Fill each empty space in the chart with the correct information.

Activity	Starting Time	Ending Time	Number of Minutes
Music	8:00	8:30	30
Math	8:30	9:15	45
Recess	12:00	12:40	40
Lunch	1:00	1:35	35
Science	2:00	3:00	60 min
Social Studies	3:15	3:40	60 min

Diagnosis

- High achieving students made few errors.
- The few errors that occurred seem to be centered in calculating time values to 5 minutes (e.g., 45 minutes, 25 minutes) and an ending time not on the hour or half-hour
- Instructional Plan: Remove Group 1 Plan, Quickly Adapt Group 2 and implement Group 3

- Group Two: Students have difficulty calculating elapsed time for less standard times (e.g. 25 minutes, 35 minutes, 45 minutes, 55 minutes).
- Have students manipulate clocks while giving verbal examples. Homeroom lasts for 25 minutes and ends at 9:00 a.m. What time did home room start?
 - Yesterday, recess started at 12:35 p.m. and lasted for 45 minutes, what time did it end? What time would it end if it lasted for 35 minutes?
 - Your mother says you can read for 35 minutes before lights out at 9:15 p.m. What time must you go to your room to start reading?

Group Three: Students who are able to complete the chart using both beginning and ending times can work on tasks that may be more difficult mathematically. Provide more complex examples that are for longer periods (i.e. longer than an hour or two) of time

- Have them calculate elapsed time after multiple events
 - You are going shopping from 9:00 a.m. until 10:50 p.m. How many minutes will you be gone? How many hours and minutes will you be gone?
 - You are going to play your video game for 30 minutes in the morning and 45 minutes in the afternoon. How many minutes will you play? How many hours and minutes?

Jane has started writing down what she will do after school today. Help her finish her chart. Fill each empty space with the correct information.

Activity	Starting Time (p.m.)	Ending Time (p.m.)	Number of Minutes
Play Outside	4:00	5:15	75
Math Homework	6:30	7:00	30
Science Homework	7:15	7:50	35
English Homework	8:00	8:40	40

How long will Jane do homework afterschool? Use the chart above to help you answer this question.

- Students could complete the chart, but could not calculate time across activities.
- Students need to continue working with less common times.

Jeff is thinking through his schedule for Saturday. Help him finish his chart. Fill each empty space with the correct information.

Activity	Starting Time (p.m.)	Ending Time (p.m.)	Number of Minutes
Watch Soccer Game	9:25	10:30	
Have Lunch with Grandma	11:05	12:20	
Play at Nate's house	12:35		1 hour and 45 minutes
Play with little sister	2:30		40

How long will Jeff play at Nate's house and with his sister? Use the chart above to help you answer this question.

Social Studies

- **Indicator 8-2.3:** Summarize the course and key conflicts of the American Revolution in South Carolina and its effects on the state, including the attacks on Charleston; the Battle of Camden; the partisan warfare of Thomas Sumter; Andrew Pickens; and Francis Marion; the Battle of Cowpens; and the Battle of Kings Mountain. (Focus Indicator)
- **Indicators 8-2.2:** Compare the perspectives and roles of different South Carolinians during the American Revolution, including those of political leaders, soldiers, partisans, Patriots, Tories/Loyalists, women, African Americans, and native Americans.
(Supporting Indicator)

On a separate piece of paper, and in the order that each event happened, summarize each of these important conflicts of the American Revolution in South Carolina. You will be graded using the attached scoring guide.

Battle of Cowpens
Second Attack of Charles Town
Battle of Kings Mountain
Battle of Camden

On the same piece of paper, discuss each of the following men's contribution to the American Revolution in South Carolina in as much detail as you can. Be sure that you link each person to the appropriate conflict(s) in your discussion, where appropriate. You will be graded using the following scoring guide.

Frances Marion
Thomas Sumter
Andrew Pickens

Unit 2

The Revolutionary war, what really happened...

Well Francis Marrian was born in Berkeley county. He escaped the "fall of Charleston" how? Well he was invited to a party after every one was drunk they locked the door but Francis wasn't a drinker so when he found out that they lock the front door he went upstairs and jumped out of a two story window. When he fell he fractured his ankle and was around unfit for duty.

Thomas Sumner was born on the Verging frontier to a poor English family he fought in the revolution and earned an undesirable reputation, which was that he would fight anywhere at anytime.

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During the American Revolution there was a war in South Carolina. There were attacks on Charleston. There were many battles. Battle of Cowpens, Second Attack on Charles Town, Battle of Kings Mountain, and not list but least Battle of Camden.

There were three men involved in this war. Francis Marion, Thomas Sumter and Andrew Pickens. Before the Battle of Camden, General Gates met with Francis Marion. Gates did not approve of Marion and his small group of militia. He felt that Marion was an embarrassment to the army.

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During the Second Attack on Charlestown the British attacked from the south while George ~~Washington and his men~~ Washington and his men defended the North. This battle took place on May 12th, 1780. The ~~two~~ British Army & Navy fought the Patriot Continentals during this war. At the Battle of Camden the Patriots Army had been weakened so congress sent more soldiers to strengthen it. The new reinforced Continental Army was led by General Gates, ~~th~~ while the British Army he prepared to fight was led by General ~~Gorn~~ Cornwallis. They marched toward each other during the night trying to be unsuspecting. When they met in the night they fought a small battle, but when morning came it was a full blown battle. Gates's men were inexperienced but fought hard in the end the British had won the battle which took place August 16, 1780. After the loss the Battle of Kings Mountain took place on October 7, 1780. This battle was between the Patriots Militiamen and Cornwallis' Tories. Though inexperienced the Militiamen defeated the Tories

Who won and what was the effect on the losing party?

During the early years, South Carolina had lots of battles. Some of them are the Second Attack of Charles Town, which took place May 12, 1780. Which the British made everyone sign a parole. The second, was the Battle of Camden, which was during 1780, between the Continental and the British, and the British won. After, the Battle of Kings Mountain took place in October 7, 1780. The patriots took the victory. For last, the Battle of Cowpens took place in January 17, 1781. All of these were important conflicts of the American Revolution in South Carolina.

Francis Marion was the youngest of six children. He was born in the year 1732 and died 1775. He lived in Georgetown, South Carolina. He fought in the Cherokee and the French and Indian war. Marion's nickname was Swamp Fox. Thomas Sumter was born in 1732. He took a part in the Battle of Sullivan and on the Cherokee war. He was born in Virginia with poor English man.

Battle of Camden

In Camden the Patriots fought the British, the British used European style warfare and the Patriots used Guerilla warfare, the Battle of Camden lasted three days, the British won the Battle and ~~claimed~~ claimed it as their own.

Second attack of Charles Town

~~The~~ The British returned to Charles Town after their first major defeat at Ft. Moultrie, but this time they came with more men by land and sea. The Patriots fought the British but lost the battle to British and lost Charles Town.

Battle of Cowpens

The Patriots and British fought in an open area taking one shot at a time. The Patriots ran to the woods and took cover, but lost the battle.

Battle of Kings Mountain

The British headed into the upcountry to attack the Partisans of Thomas Sumter. The Partisans used Guerilla warfare to attack the British and they won the battle to the British.

Frances Marion

He was called the Swamp Fox, his men always came first he would never leave a man behind dead or wounded, except for one time him, his men, and Thomas Sumter fought against the British on a bridge and Marion lost more

November 6, 2009

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Revolutionary War 2

The second attack of Charleston came first. The Patriots unfortunately lost that battle. It gave Britain control over Charleston. Next came the Battle of Camden. The British gained a victory over that, too. After the Battle of Camden, there was the Battle of Kings Mountain. This is important because not the regular Patriot and Loyalist armies fought in this battle. It was the militia. The Patriots finally had a victory! Finally, there is the Battle of Cowpens. This started the end of the Revolution. After the Patriots won this, they kept winning battles after battles. In you could

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South Carolina was one if not the most important colony in the American Revolution. It had the most Battle fought in it than any other state. There were many battles but some names are the second attack on Charleston, Battle of Camden, The Battle of Kings Mountain, & the battle of Cowpens. The ~~first~~ ^{second} attack of Charleston was a British victory. The British had tried once before but were defeated. This time they came and captured the city. Then there was the battle of Camden. It was a major loss for the patriots. This was a battle that made the British get excited. The patriots were led by Gates. Then there was the battle of Kings Mountain. This battle was a victory for the patriots. They fought against Tories led by General Cornwallis. Then there was the Battle of Cowpens. This was a major Patriot Victory. They won by a new style of warfare. Partisan warfare. This was a turning point for the war in the South. There are three people that were all pioneers in Partisan warfare. They were Francis Marion, Thomas Sumter & Andrew Pickens. Francis Marion

War Battles I

The second attack on Charles was the attack in which the British took the city. This battle helped the British take over the South Carolina coast. Frances Marion was in the city at the time of the battle. However he apparently got a broken ankle from jumping out of a window at a friend's house. His friend wanted to get his guest drunk so he locked the doors to keep him in. The next major battle that took place was the battle of Camden. In this battle American troops were sent to fight in South Carolina under Horatio Gates. It was a crushing defeat for the Americans and gave Great Britain almost all of South Carolina.

between loyalists and patriots. In this battle a loyalist force was to be sent over mountains bordering North and South Carolina to take out the patriots there. Those loyalist forces were however ambushed by the patriots and utterly destroyed. This battle was as bad for the British as Camden was for American because we gave them "Tarleton's quarter" which meant that we killed all of their soldiers. The battle of Cowpens like the battle of Kings Mountain was a great victory for America. In this battle we faked out the British by putting a colonial militia in the middle of soldiers and having the other soldiers hidden behind them destroy the British. This was another stunning victory for America and horrid loss

Diagnosis

Group 0

- Uses names and battles in prompt without connecting them
- Few relevant facts –scattered
- Inaccurate information
- no summary of conflict or persons contribution
- Order of conflicts inaccurate or not present

Diagnosis Group 1

- May provide a pocket of information about one battle or person
- May acknowledge why an event is important or who won a conflict – but this is not consistent
- Details are often not controlled
- Order of conflicts inaccurate or not present

Diagnosis Group 2

- Generally sequences conflicts accurately
- Identifies the outcome and importance
- Does not provide dense, rich summaries of the conflicts or contributions

Diagnosis

Group 3

- Sequences conflicts accurately
- Identifies the outcome and importance
- Adds relevant details regarding the conflicts or contributions of persons
- Shows understanding of partisan warfare

Do you need to revise and resubmit?	Yes	Yes	No
	<p>You do not yet show understanding because few details are present or relevant. This makes your summaries incomplete. You need to reread your text carefully and augment your summary in many places.</p>	<p>You show some understanding by using some relevant details and providing somewhat complete summaries. You need to skim your text to augment your summary in places.</p>	<p>You show depth of understanding by using many relevant details and providing complete summaries.</p>
Francis Marion			
Thomas Sumter			
Andrew Pickens			
Battle of Cowpens			
Second Attack on Charles Town			
Battle of Kings Mountain			
Battle of			

Reteaching Plan

- Group 3 students read their summaries to the class.
- Discuss why student papers were exemplars.
- All other students revise their papers for homework using texts and other resources.
- Document improvement on the scoring guide. When the students meet your standard, they don't have to do a revision.

- Divide students into groups, the teacher could give groups two bags.
- One bag could include, for example, names of persons for whom students might confuse details.
- The second bag could include, in our example, various relevant details about the two persons that support the conceptualization of partisan warfare.
- Working collaboratively, students match relevant statements in the second bag with the first.
- That task should help students compare the men.
- Doing the same with conflicts helps students compare and focus on the outcomes of interest.

Personalize Task to Need

Review accounts of the battle of Kings Mountain. Write a letter to be sent to your family from the perspective of either a Patriot or a Tory soldier. In your letter, provide justification for why you are either a Patriot or a Tory. Describe your readiness for the Kings Mountain battle (when did you eat, sleep, arrive at the battle site), the staging of the battle, and the outcome. Include as much information as you can.

Use the following checklist to guide your work. As you review your letter, place a check mark in the areas where you have verified you have met the task expectations.

	I have reread my letter and met the criteria set by my teacher
I identified my perspective and gave supporting details that provided support of my position.	
I described the battle, discussed how it ended, and how it impacted me and my fellow soldiers, and my family	

How Could Students Help Each Other?

- Have students swap letters and provide a friendly critique for revision purposes.
- Have students critique letters in an area where they have more knowledge.
- Have students critique letters in two different areas.
- Read exemplars to the class.
- Have students revise again – goal here is to hit the target (move information into long term memory)

Summative Assessment

- South Carolina played an important part in the helping the Colonies win their independence from Great Britain. Write an essay that summarizes the important people and battles that took place in South Carolina that impacted the outcome of the American Revolution. Your paper will be graded using the following rubric.