

Name _____
Block _____

FORMATIVE ASSESSMENT
UNIT: Constitution
Formative Assessment #1

I can statement: I can identify parts of the Constitution that limit the power of the federal government. This means I can read the Constitution and pick out statements that show how the framers limited the power of the government.

Directions:

Below, 12 Articles, clauses and/or sections of the Constitution are identified. Find the statement that matches the Article/section/clause in your copy of the Constitution. Decide if the clause limits the power of the government. If the statement does limit the power of the government, write LIMITS POWER in the blank. If the clause does not limit the power of the government, write DOES NOT LIMIT POWER.

1. Article 1, Section 8 _____
2. Article 1, Section 2, Clause 2 _____
3. Article 1, Section 3, Clause 5 _____
4. Article 4, Section 1 _____
5. Article II, Section 2 _____
6. Article VII _____
7. Article III, Section 1 _____
8. Article 5 _____
9. Article 6 _____
10. 10th Amendment _____
11. Article 1, Section 4 _____
12. Article VI, Section 3 _____

Grading Criteria:

12-11—You have a clear understanding of the “I can statement”

9-10—You have a basic understanding in the “I can” statement. Go back and check the ones you got wrong. Make sure you understand WHY you had them wrong.

8 and below— You don’t have a clear understanding of the “I can” statement yet. Borrow the card sort activity and practice. Also, get the alternate reading from me to help clarify the ways the Constitution limits the power of the government.

FORMATIVE ASSESSMENT
UNIT: Constitution
Formative Assessment 2

I can statement: I can describe the government principles in which the Constitution is based. This means I can explain each principle in my own words.

Directions: All of the 7 principles in the Constitution are given. In your own words, explain each principle.

1. Limited Government

2. Popular Sovereignty

3. Rule of law

4. Separation of Powers

5. Federalism

6. Independent Judiciary

7. Individual Rights

Grading Criteria:

7—You've got it! You are completely ready to take this information one step further and to begin applying it to real life situations

6-5—You're almost there. Self analyze WHY you got the one/s wrong that you did. If you are confused about one/two of the principles, ask another student. If you are still unclear, ask me. We will get the concept/s cleared up so you are ready to tackle applying this information in new ways.

4-lower—We need to do some work to get you ready to apply this information in new ways. First, find out what was wrong with your answers by completing the Self Analysis. Then, let's talk. I can give you some flash cards that will help you practice.

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FORMATIVE ASSESSMENT

UNIT: Constitution

Formative Assessment 3

I can statement: I can apply Constitutional principles to actual cases. This means I can read and break down a case into the facts of the case, summary of the decision and the significance of the decision in terms of its effects on the government and on the interpretation of the Constitution.

Directions:

Read the provided case. Then fill out the form provided. After, we will work in pairs to do a peer review of your work. I will take a look at your work and provide feedback as well.

CASE STUDY

Case title:

Year:

Facts of the case:

Summary of the decision:

Explain the significance of the case in terms of effects on the government:

Was the majority opinion based on strict construction of the Constitution or loose construction of the Constitution? Explain your thinking

Table 4.1 Links Among Achievement Targets and Assessment Methods

TARGET TO BE ASSESSED		ASSESSMENT METHOD			
		Selected Response	Extended Written Response	Performance Assessment	Personal Communication
Knowledge Mastery	Good match for assessing mastery of elements of knowledge	Y	Y Good match for tapping understanding of relationships among elements of knowledge	Not a good match—too time consuming to cover everything	Y Can ask questions, evaluate answers and infer mastery—but a time-consuming option
	Good match only for assessing understanding of some patterns of reasoning out of context	✓	Y Written descriptions of complex problem solutions can provide a window into reasoning proficiency	Y Can watch students solve some problems and infer about reasoning proficiency	Y Can ask student to “think aloud” or can ask follow up questions to probe reasoning
Skills	Not a good match. Can assess mastery of the knowledge prerequisites to skillful performance, but cannot rely on these to tap the skill itself.			Y Good match. Can observe and evaluate skills as they are being performed	✓ Strong match when skill is oral communication proficiency; not a good match otherwise
	Not a good match. Can assess mastery of knowledge prerequisite to the ability to create quality products, but cannot use to assess the quality of products themselves.		Strong match when the product is written. Not a good match when the product is not written	Y Good match. Can assess the attributes of the product itself	Not a good match

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