

Region 8  
Local Alternative  
Performance-Based Assessment  
U.S. History II 1865 to Present

Created as part of the Local Alternative  
Performance-Based Assessment

Region 8 Professional Development Initiative

2015

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## Design Elements of the Local Alternative Performance-Based Assessment

<b>Subject Area Focus: U.S. History II 1865 to Present</b>
<b>Reporting Category(ies)/Strand(s): Reconstruction, Historical Analysis Skills</b>
<b>SOL: U.S. II .3a, .3b, .1d, .1f, .1g</b>
<b>Specific Intended Learning Outcomes (taken from the SOL Curriculum Framework):</b>  <b>U.S. II .3 The student will apply social science skills to understand the effects of Reconstruction on American life and how they changed the meaning of citizenship by:</b>  <b>a.) analyzing the impact of the 13th, 14th, and 15th Amendments to the Constitution of the United States</b>  <b>b.) describing the impact of Reconstruction policies on the South and North</b>  <b>U.S. II .1d, .1f, .1g</b>  <b>The Student will demonstrate skills for historical thinking and geographical analysis, economic decision making and responsible citizenship by:</b>  <b>d.) using evidence to draw conclusions and make generalizations;</b>  <b>f.) determining relationships with multiple causes or effects in United States history;</b>  <b>g.) explaining connections across time and place</b>
<b>Intended Grade Level(s): Grade 7</b>

**Title of LAPBA: Life during Reconstruction**

**Brief Description of LAPBA: The student will interpret ideas and events from different historical perspectives, especially the effects of Amendments, policies, and problems on one of the following: Former slaves and former slave owners between 1865 and 1877 and its impact going forward to today.**

**Table of Specifications Demonstrating Alignment between LAPBA and the Virginia SOLs**

Content	Bloom's Taxonomy					
	Remember	Understand	Apply	Analyze	Evaluate	Create
Analyze the impact of the 13th, 14th, and 15th Amendments to the Constitution of the United States				X Analyze		
Describe the impact of Reconstruction policies on the South and North		X Describe				
Connecting between different periods in history				X Make Connections		
Interpret Ideas and events from different historical perspectives				X Interpret		
Evaluate Issues in Writing					X Evaluate	

## LAPBA Administration, Scoring, and Reporting Procedures

### Assessment Directions for Teachers:

The following plan outlines suggested assessment administration, scoring, and reporting procedures.

#### 1. Assessment Administration Procedures

Students will complete the LAPBA in two parts. Students will put themselves in the following role: Part One- It is 1930 and you are a member of an History Project Team. You are interviewing an 80-year-old man/woman who was born into slavery in the American South. Create a series of questions to ask this person about their experiences as a young adult living through Reconstruction. Your questions should address topics related to terms covered in class. Students will turn these questions into the teacher. The teacher will then select questions to hand back out to the students.

Students will complete Part Two: You are now assuming the role of the person being interviewed. Write responses for the questions you have received. Your response should include relevant and accurate historical information that relates to the Reconstruction era.

**RECOMMENDED:** Instructor review methods of creating and selecting questions for the interview process with the students prior to the activity.

#### 2. Time Length

The assessment will be completed over two 45-minute class periods in which students complete a graphic organizer and then respond to a prompt.

#### 3. Assessment Materials Needed

Students will need writing utensils and paper.

#### 4. LAPBA Scoring and Reporting Procedures

Use the rubric provided to score student responses on the assessment. Record student results by each critical element on the rubric. The scoring rubric and a data collection sheet are included in this packet.

Use the following information to convert the student ratings on the rubric to an overall summary judgment.

Pass Advanced- All elements assessed at “Advanced” except for D and E, which must be assessed at “Proficient” or above.

Pass Proficient- Elements assessed at “Proficient” in C and A or B and at least “below Proficient” or above in Categories D and E.

Below Proficient-More than one element assessed at “Below Proficient” in A, B or C

Not Evident- Not Evident in at least 3 of the 5 categories assessed.

**Local Alternative Performance-Based Assessment Title:**

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**Life During Reconstruction**

**Subject Area:** U.S. History II 1865 to Present

**Prompt A: Part One-** It is 1930 and you are a member of a U.S. History Project Team. You are interviewing an 80 year old man/woman who was born into slavery in the American South. Create a series of questions to ask this person about their experiences as a young adult living through Reconstruction. (this will put students in the role of the interviewer) Questions should address at least 5 topics covered in class. (Prior Instruction/ Activities will be provided by the instructor) The teacher will go through the questions to edit/modify and distribute the best questions back to the class. (Based on clarity, wording, etc.)

-13<sup>th</sup> Amendment

-14<sup>th</sup> Amendment

-15<sup>th</sup> Amendment

-Black Codes

-Freedman's Bureau

-Jim Crow Laws

-African Americans being able to hold public office

-Carpetbagger

**Part Two-** You are now assuming the role of the person being interviewed. Write responses for the questions you have received. Your responses should include relevant and accurate historical information that is related to the Reconstruction Era. **Remember, put yourself in the shoes of a former slave and include how Reconstruction has impacted you personally.**

**Prompt B: Part One-** It is 1930 and you are a member of a U.S. History Project Team. You are interviewing an 80 year old man who was a slave owner in the American South. Create a series of questions to ask this person about their experiences as a young adult living through Reconstruction. (this will put students in the role of the interviewer) Questions should address at least 5 topics covered in class. (Prior Instruction/ Activities will be provided by the instructor) The teacher will go through the questions to edit/modify and distribute the best questions back to the class. (Based on clarity, wording, etc.)

-13th Amendment

-14th Amendment

-15th Amendment

-Black Codes

-Freedman's Bureau

-Jim Crow Laws

-Southern Military leaders not being able to hold office

-Carpetbagger

**Part Two-** You are now assuming the role of the person being interviewed. Write responses for the questions you have received. Your responses should include relevant and accurate historical information that is related to the Reconstruction Era. **Remember, put yourself in the shoes of a former slave owner and include how Reconstruction has impacted you personally.**

**Response Format:** Students will respond to interview questions provided by the instructor based on questions handed in by students in class. Prior study and background information will be provided to students before answering these questions.

## LAPBA Scoring Rubric

Critical Element	Not Evident (0)	Below Proficient (1)	Pass Proficient (2)	Pass Advanced (3)
A.) .3a Reconstruction Amendments	No Reconstruction Amendments are accurately identified or applied within historical context.	1 of 3 Reconstruction Amendments are accurately identified and applied within historical context.	2 of 3 Reconstruction Amendments are accurately identified and applied within historical context.	3 of 3 Reconstruction Amendments are accurately identified and applied within historical context.
B.) .3b Reconstruction Policies/Problems	No Reconstruction policies are used within historical context.	1 Reconstruction policy is used within historical context.	2 Reconstruction policies are accurately used within historical context.	3 or more reconstruction policies are accurately used within historical context.
C.) Ideas and events from different historical perspectives  X2 Points	Does not connect ideas or events and does not give examples.	Connects few ideas and events from different historical perspectives; lacks examples	Connects some ideas and events from different historical perspectives but limited examples	Clearly connects ideas and events from different historical perspectives and cites examples
D.) Composition/ Written Expression  X ½ points	One written response or less answered.	More than one questions answered, but not in a way to effectively organize and convey ideas	Multiple questions answered but some lack of clarity in ordering and/or distinguishing of major points	All questions answered; clearly communicates ideas; distinguishes major points and conveys ideas
E.) Usage/ Mechanics  X ½ points	Significant Errors	Grammatical errors and/or awkward wording that inhibit reading	Some grammatical errors and/or awkward that slow down reading at times.	Clearly written and easy to read; few, if any, grammatical errors

## LAPBA Sample Student Response

**Sample Student Response:** The Following are examples of questions students will be asked to respond too in writing from Prompt A (former slave in the South)

- Have there been any changes made to our constitution that have changed your life? If so, what are they and how have they impacted you?
- Compare your life before, when you were a slave, to now. Besides not being a slave, how is your life different?
- Was there anything in place to help you as a freed slave? If so, what was it and how did it help you?
- What was it like living in the South during Reconstruction? How were former slaves viewed by others?
- Do you believe African Americans/former slaves have achieved equality?
- Are there still obstacles that African Americans have to overcome? Provide an example.
- As a former slave, what are your hopes for the future of your family going forward?

**Sample Student Response:** The Following are examples of questions students will be asked to respond too in writing from Prompt B (former slave owner in the South)

-Have there been any changes made to our constitution that have changed your life? If so, what are they and how have they impacted you?

-Compare your life before, when you were a slave owner, to now. How is your life different?

-How is farm/plantation life different without slavery?

-What was it like living in the South during Reconstruction? How were former slave owners viewed by others?

-Do you believe African Americans/former slaves have achieved equality?

-Do you think African Americans are viewed as equals? Why or why not?

-Why couldn't you run for public office during Reconstruction?

-Did anyone take advantage of the hardships in the South during Reconstruction?

-Did any local laws change after reconstruction? If so provide an example.





