**Formative Assessment Possibilities for ACT (Civic and Career)**

1. **CIVIC**

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|  | **Individual/Small Group** | **Share with Class** | **Assessment** |
| **Minute Paper**  (Dialed down) | * Go to one of the provided websites (either individually or in small groups). * Read through the suggested actions provided. * Write two or three sentences about what actions are suggested that you could take to support your cause. | Each individual/group could verbally share their findings with the class.  or  Each individual/group could make a poster to present/share with class or gallery wall walk.  or  Each individual/group could make a slide to share with the class. | \_\_\_Name of website  \_\_\_Clear statement of the cause  \_\_\_Specific suggested action(s) |
|  | **Individual** | **Share with Class** | **Assessment** |
| **Reflection** (Intermediate) | Individually go to one of the provided websites. Write a personal reflection that responds to the following prompts:   * Before studying the website, I thought… * Studying the website made me think… * An action I could take (or a real-world application) is… | Students could individually share their responses with the class. | Students could be graded on thoroughness and established standards of written English.  Students could be graded on oral presentation. |
|  | **Group** | **Share with Class** | **Assessment** |
| **Club or Project** (Dialed up) | * Investigate interest in the topic and form a group of students with common interest/cause. * Prepare by researching or studying the topic in depth. * Take action/s statement. * Reflection on the actions. * Demonstrate what was learned or accomplished over the course of the project. | Students could record progress on the project by recording reflections in a journal.  or  Students could provide a picture or video journal of actions to document the journey.  and  Students could produce a summary of intention and outcome posters to share with class or on display. | Students could be graded on thoroughness.   * Is the cause clearly stated? * Is motivation evident for individual/group “take action”? * Is there a clearly defined take action statement? * Is reflection provided on what was learned or knowledge that was gained. |

1. **CAREER**

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|  | **Individual/Small Group** | **Share with Class** | **Assessment** |
| **Brainstorm & Research**  (Dialed down) | * Brainstorm in a small group what career opportunities that might stem from your interest in the topic. * Perform a Google search to and compare your group’s list to what you came up with. | Each individual/group could verbally share their findings with the class. | 1-4: See Rubric on next page |
| **Brainstorm/Research/**  **Requirements**  (Dialed up) | * Research what possible career opportunities could stem from interest in the topic. Make a list and brief description of 3-5 professions. * Each member of the group will research education requirements for each profession. | Each individual/group could verbally share their findings with the class.  or  Each individual/group could make a poster to present/share with class or gallery wall walk.  or  Each individual/group could make a slide to share with the class. | \_\_\_Name of website/source used  \_\_\_3-5 professions identified with description.  \_\_\_Support for each profession completed |
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**Assessment Rubric for Formative Assessment Possibilities (ACT Civic and Career)**

**Minute Paper Rubric**

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| --- | --- | --- | --- | --- |
|  | **4 - Excellent** | **3 - Good** | **2 - Proficient** | **1 - Poor** |
| **Website** | Student cites website using MLA or APA format | Student attempts to cite websites using MLA or APA format with some errors | Student cites website but not accurately cited. | Some sources are not accurately documented. |
| **Statement of Cause** | The student clearly states the cause giving supportive details and examples | The student states the clause and provides 1-2 supporting details and/or examples. | The student states the clause but no details and/or examples are given. | The student does not adequately state the cause nor provide any examples. |
| **Suggest Actions** | The student identified a reasonable solution to the cause. | The student identified a solution to the cause. | The student identified a solution to the cause but the probability of the action is questionable. | The student was unable to identify a reasonable solution to the cause. |

**Reflection Rubric**

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| --- | --- | --- | --- | --- |
|  | **4 - Excellent** | **3 - Good** | **2 - Proficient** | **1 - Poor** |
| **Focus on Topic** | There is one clear, well-focused topic. Main idea stands out and is supported by detailed information. | Main idea is clear but the supporting information is general. | Main idea is somewhat clear but there is a need for more supporting information. | The main idea is not clear. There is a seemingly random collection of information. |
| **Statement of Cause** | The student clearly states the cause giving supportive details and examples | The student states the clause and provides 1-2 supporting details and/or examples. | The student states the clause but no details and/or examples are given. | The student does not adequately state the cause nor provide any examples. |
| **Support for Content** | The student identified a reasonable solution to the cause. | Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable. | Supporting details and information are relevant, but several key issues or portions of the storyline are unsupported. | Supporting details and information are typically unclear or not related to the topic. |
| **Suggest Actions** | The student identified a reasonable solution to the cause. | The student identified a solution to the cause. | The student identified a solution to the cause, but the probability of the action is questionable. | The student was unable to identify a reasonable solution to the cause. |