Teacher Candidate Name
Supervisor
Mentor Teacher
Date

Standard: English Language Arts Standards » History/Social Studies » Grade 11-12 »/New York State K-12 Social Studies Framework. Students are expected to use specific textual evidence to support their analysis of the sources. Students evaluate the author's tone, point of view and purpose to compare the multiple perspectives of a given historical event. Students deconstruct and construct plausible and persuasive arguments using evidence.

CCSS.ELA-LITERACY.RH.11-12.1

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
NYS SS Framework-Vertical Articulation and Progression of Social Studies Practices
Gathering, Interpreting and Using Evidence: *Analyze evidence in terms of content, authorship/creation, point of view, bias, purpose, format, and audience.*
Comparison and Contextualization:*Describe, compare, and evaluate multiple perspectives of a given historical experience. Students will deconstruct and construct plausible and persuasive arguments using evidence.*

Objectives:

- **Objective 1**: **Gathering, Interpreting and Using Evidence**
  Given a text, students will analyze evidence in terms of content, authorship/creation, point of view, and purpose.

- **Objective 2:** **Comparison and Contextualization**
  Given a text, students will evaluate,describe and compare multiple perspectives of a given historical event. Students will deconstruct and construct plausible and persuasive arguments using evidence.

  Obj. 1 **Obj. 2**

  Follow the below link to access Student evidence/work:
  Student Evidence

FAME Mastery Levels	**Description of Student Work in Each Mastery Category**	**Assessment Data Outcomes:**		
Exceeds	**Characteristics of student work:** **Obj. 1 :** Student will analyze evidence in terms of content, authorship/creation, point of view and purpose. **Pre*Number Correct**: 3/3 **Obj. 2:** Student will evaluate, describe and compare multiple perspectives of a given historical event. Students will deconstruct and construct plausible and persuasive arguments using evidence **Pre*Number Correct**: 3/3 *Students will demonstrate understanding of comparing and contrasting, deconstruction and construction of arguments.	**Indicators**	**Pre Obj. 1 Number Correct: 3/3**	**Pre Obj. 2 Number Correct: 3/3**
		Number of students: 10	0/10	0/10
		Percent of Total class:	0%	0%
		Student Names:		
Meets	**Characteristics of student work:** **Obj. 1 :** Student will analyze evidence in terms of content, authorship/creation, point of view and purpose. **Pre*Number Correct**: 3/3 **Obj. 2:** Student will evaluate, describe and compare multiple perspectives of a given historical event. Students will deconstruct and construct plausible and persuasive arguments using evidence. **Pre*Number Correct**: 3/3	Number of students: 10	5/10	2/10
		Percent of Total class:	50%	20%
		Student Names:	[redacted]	[redacted]
Low Meets				
Approaches	**Characteristics of student work:** **Obj. 1 :** Students will use some evidence to support their analysis of the source in terms of content, authorship/creation, point of view and purpose. **Pre*Number Correct**: 2/3 **Obj. 2:** Student will somewhat evaluate, describe and compare multiple perspectives of a given historical event. Students will somewhat deconstruct and construct plausible and persuasive arguments using evidence **Pre*Number Correct**: 2/3	Number of students:	5/10	7/10
		Percent of Total class:	50%	70%
		Student Names:	[redacted]	[redacted]
Falls Far Below	**Characteristics of student work:** **Obj. 1 :** Student does not use **or** uses incorrect evidence to support their analysis of the source in terms of content, authorship/creation, point of view and purpose. **Obj. 2:** Student does not evaluate, describe and compare multiple perspectives of a given historical event. Student does not deconstruct and construct plausible and persuasive arguments using evidence	Number of students:	0/10	1/10
		Percent of Total class:		10%
		Student Names:		[redacted]