

# Latinos in Oregon Summative Assessment

*LT: By the end of the period, students will be able to evaluate the economic and cultural contributions of Oregon's Latino community by creating a thesis derived from primary and secondary sources along with the collected narratives from the student-led interviews.*

**Prompt:** Using your skills in historiography and knowledge of Oregon's Latino history, assess to what extent did the economic and cultural contributions of Oregon's Latino community impact or influence the development of Oregon; and in what ways does this knowledge influence your understanding of the Latino contribution(s) to Oregon's history?

## **Essay Requirements:**

- Must have a thesis statement that addresses the prompt.
- Thesis must either focus on the economic or cultural contributions OR could focus on both.
- Thesis must be supported with 5-7 documents with a minimum of 2 of those sources being primary and must include at least one quote or component of the interview you completed.
- You may use sources you found or researched but it is not necessary because you will be able to use any and all sources used during this unit.

## **Essay Format Requirements:**

- Must be at least more than one page in length.
- The essay and citations format must be in either Chicago Manual of Style or MLA.
- Must have a Works Cited page or Bibliography at the end of the essay.
- Must be double-spaced and in Times New Roman 12-point font

# Latino History of Oregon Summative Assessment

Criteria	1	2	3	4	5
	No Attempt	Attempts	Meets	Strong	Exceeds
<b>Thesis</b>	Students do not make an attempt to create a thesis statement that answers the given prompt.	Students attempt to make a thesis that does not quite directly answer the given prompt and remains unclear with vague terms or unconnected ideas that reads as a summary rather than an evaluation or claim.	Students create an easily identifiable and relatively engaging thesis that directly answers the given prompt.	Students create an easily identifiable and strong thesis that answers the prompt and attempts to go beyond the prompt to apply an advanced level of historical thinking and reasoning.	Students create an easily identifiable, original, and strong thesis that not only answers the prompt but goes beyond to reach another level of historical thinking and reasoning.
<b>Supporting Documents</b>	Students do not use 5-7 documents nor are any sources cited nor do students have 2 of those sources be primary to support their thesis nor do students include 1 quote or component of their interview OR students do not use any sources at all to support their thesis.	Students attempt to use less than 5 sources and less than 2 of those sources being primary to support their thesis and do not use at least 1 quote or component of their interview and all of the sources used are cited properly.	Students meet the minimum requirement of using 5-7 sources with 2 of those sources being primary and includes 1 quote or component of their interview to support their thesis and all of the sources used are cited properly.	Students use 5-7 sources with 3 of those sources being primary and include more than 1 quote or component of their interview to support their thesis and all of the sources used are cited properly and attempts to corroborate their sources.	Students use 5-7 sources with 4 of those sources being primary and include more than 1 quote or component of their interview to support their thesis and all of the sources used are cited properly and students are able to corroborate their sources in relation to their evaluation/argument.
<b>Historical Thinking &amp; Evaluation</b>	Students show no evidence of a coherent and easily identifiable thought process that extrapolates insightful reasoning, understanding, and	Students attempt to create a coherent and identifiable thought process that extrapolates insightful reasoning, understanding, and	Students create a coherent and identifiable thought process that provides evidence of extrapolation in their thought processes that	Students are able to create a strong and easily identifiable coherent connection of ideas by using multiple sources of evidence that attempt to corroborate their sources	Students are able to create a strong and easily identifiable coherent connection of ideas by using multiple sources of evidence that demonstrates a clear corroboration of

	usage of evidence to support their thinking, evaluation, and response to the prompt nor do students draw information from multiple sources.	usage of multiple sources of evidence to support their thinking, evaluation, and response to the prompt that is shown to have been prevalent in some parts of their essay.	demonstrate insightful reasoning, understanding, and usage of evidence to support their thinking, evaluation, and response to the given prompt that is shown to be prevalent in their essay.	to create a better reasoning to support their thesis and attempts to argue or evaluate the prompt that goes beyond the given criteria into an upper level of historical thinking and evaluation.	their sources to create a better reasoning to support their thesis and argues or evaluates the prompt that goes beyond the given criteria into an upper level of historical thinking and evaluation.
<b>Essay Format &amp; Citations</b>	Students do not use the correct font and font size, nor is their essay double-spaced, nor is the essay more than 1 page long, and do not use the Chicago Manual of Style or MLA style including their in-text or footnote citations, bibliography or works cited citations, and an inclusion of a works cited page, or bibliography.	Students use the correct font, font size, and their essay is double-spaced nor is the essay more than 1 page long, and correctly formats their essay in either MLA or Chicago Manual of Style including their in-text or footnote citations, bibliography or works cited citations, and an inclusion of a works cited page, or bibliography.	Students use the correct font, font size, and their essay is double-spaced, more than 1 page, and correctly formats their essay in either MLA or Chicago Manual of Style including their in-text or footnote citations, bibliography or works cited citations, and an inclusion of a works cited page, or bibliography.	Students use the correct font, font size, and their essay is double-spaced, more than 1 page, and correctly formats their essay in either MLA or Chicago Manual of Style including their in-text or footnote citations, bibliography or works cited citations, and an inclusion of a works cited page, or bibliography.	Students use the correct font, font size, and their essay is double-spaced, more than 1 page, and correctly formats their essay in Chicago Manual of Style including their footnote citations, bibliography citations, and an inclusion of a bibliography.