

Concept Development Checklist for “The Gilded Age”

Student’s Name: _____ Grade: _____

Rating Scale 1 = Rarely Observed
 2 = Occasionally Observed
 3 = Often Observed

Concept	Quarter			
History	1	2	3	4
Understands reasons for studying the period of history.				
Understands time lines/chronology.				
Has a sense of empathy for the past.				
Understands origins of historical documents.				
Understands continuity and change.				
Study Skills	1	2	3	4
Locates information.				
Selects appropriate information.				
Acquires information by:				
listening				
observing				
interviewing				
reading literature				
consulting primary sources				
Reads and interprets:				
diagrams				
graphs				
charts				
time lines				
Other	1	2	3	4

Social Studies Concepts Self-Evaluation

Name: _____

Date: _____

Topic of study: _____

What do you already know about the topic?
(Complete this section prior to participating in the weekly lessons)

What did you learn about this topic?
(Complete this section after completing the set of weekly lessons)

What else would you like to know about the topic?

Teacher Evaluation of Cooperative Groups

The Gilded Age

Cooperative task _____

Number of students in the group _____

Members of the group _____

1. How were decisions made by the group?

2. How did students help each other achieve the objectives of the lesson?

3. Observations of social behaviors. (positive / challenges)

4. Did the group appropriately complete the assigned tasks? _____

Evidence or examples: _____

Comments on individual group members:

Oral Presentation Evaluation: Research Project

Name: _____

Date: _____

Topic of study: _____

Score: 1= poor; 2 = average; 3 = good; 4 = excellent

1. The student speaks confidently. Score _____

Comments: _____

2. The student expresses ideas with fluency. Score _____

Comments: _____

3. The student answers questions. Score _____

Comments: _____

4. The student maintains eye contact with the audience. Score _____

Comments: _____

Suggestions for improvement: _____

Additional Comments: _____

Reading Journal Evaluation

Student's Name: _____

Date of Evaluation: _____ Number of Entries: _____

1. Did the reader adequately communicate in writing? _____

Examples: _____

2. Did the reader recall details about the content of the lessons? _____

Examples: _____

3. Did the reader give a supported opinion of the content information? _____

Examples: _____

4. Did the reader understand the historical concepts? _____

Examples: _____

Other observations: _____

Teacher Anecdotal Record Form

Student's Name: _____ Date: _____

Subject: _____

Instructional Situation	
Instructional Task	
Behavior Observed	

Individual Student Performance Task Recording Sheet

Student's Name: _____

Date: _____ Grade Level: _____

Type of Performance Task: _____

Description of Task:

Student's Strengths:

Student's Challenges:

Assist student with:

Content Analysis: The Gilded Age

Student's Name: _____ Date: _____

Research Projects:

Cooperative Investigations:

Written Products:

Self-Evaluations: