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# New assessment

## Course components
Select the course components that you want this assessment to contain.

### Goals
- [ ] Cultivate critical thinking skills to evaluate and interpret historical events, primary sources, and conflicting narratives
- [ ] Explore the influential forces and key turning points that have shaped the intricate tapestry of United States history
- [ ] Examine and appreciate how diverse perspectives and groups impacted American society.
- [ ] Develop advanced research and writing skills to construct well-reasoned arguments, utilizing primary and secondary sources effectively
- [ ] Nurture historical empathy by engaging with the lived experiences of individuals from different eras

### Topics
- [ ] The American Revolution
- [ ] The Constitution
- [ ] Federalism & Anti-Federalism
- [ ] Congress
- [ ] Presidents

### Variables
- [ ] Critical reading and writing requirements
- [ ] No prerequisites

### Skills
- [ ] Critical reading and writing
- [ ] Research
- [ ] Historical thinking

## Assessment info
Enter some information about the assessment

### Assessment Title

[                                                                    ]

### Assessment description
How will this assessment work?

[                                                                    ]

### Student value
How will this assessment facilitate and encourage learning, growth, and even delight for every student?

[                                              ] [ Add + ]

✕ Developing an appreciation for people who lived during the American Revolution

✕ Thinking about sources with a historical lens

### Alternative formats
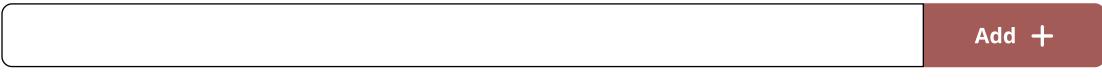How could this assessment be altered to fit the needs of students with varying learning styles?

[                                              ] [ Add + ]

✕ Allow students to form groups for their projects

✕ Let students present their research in whatever format works best for them

✕ Allow students to choose a topic that interests them

### Grading guidelines
How will you measure student success?

[                                              ] [ Add + ]

✕ How well did the student make a logical historical argument utilizing primary sources

✕ How did the student show the importance of their research topic

✕ Did the student deliver quality work

✕ Did the student give a thoughtful reflection about their research process

| Range of dates | Single day |
|---|---|

Start date
[                          ]

End date
[                          ]

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| September 2023 | | | | | | |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| October 2023 | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

[ Done → ]