

FORMAL ASSESSMENT

Port to Port

Each activity in the Estuaries 101 Middle School Curriculum is designed around specific performance tasks. A generalized set of scoring rubrics is provided to judge student progress against these performance tasks. Use the performance assessment indicators in the table below along with the suggested answers in the Teacher Guide to arrive at a score for each performance task.

In addition, you can use the attached Student Assessment handout to conduct a formal assessment at the conclusion of the activity. Use the suggested answers and performance assessment indicators to rate each student's progress.

Performance Tasks	Performance Assessment Indicators		
	Low - Basic	Medium - Proficient	High- Advanced
Students can identify some of the historically important products once traded at estuary ports and transported between cities and towns throughout the nation in the 19th century.	The response is partially correct. There is also evidence of inaccurate, incomplete, or inappropriate skills or knowledge.	The response is correct, and demonstrates accurate understanding of concepts. Minor inaccuracies may appear but there is no evidence of misconceptions.	Evidence of higher-level thinking and the application of the appropriate skills and prior knowledge. The response is correct and complete, and contains elaboration and extension. There is no evidence of misconceptions. Minor inaccuracies should not necessarily lower the score.
Students can explain that estuaries have economic value and that there are many uses of estuaries by humans.			

Questions and Answers

1. Why are beavers associated with estuaries? How did they live in an estuary?

Beavers are semi-aquatic mammals that live near water. Many estuaries are structured in such a way that beavers can build their dams on rivers and streams that feed estuaries.

2. Name two groups of people who would have traded beaver pelts.

Native Americans and European colonists would both have traded beaver pelts.

3. People used the animal skins from the beaver for many purposes during the time of the European colonists. From the list below, place an X next to the ones that can be derived from the animal skins.

Food	X	Building material	X
Clothing	X	Hats	X
Blankets	X	Heating fuel	
Tools			

Reflection Question

Use the words below to describe how the beaver trade took place.

Words: Culture, Goods, Services, Commodity

Student responses will vary. Below are some sample responses using the listed words:

- Beaver fur was used in many different ways in both Native American and European colonial cultures.
- Beaver pelts were a valuable commodity that could be traded for other goods or services.

STUDENT ASSESSMENT

Port to Port

Estuaries have played an important role in determining the lifestyle and culture of different human populations over time. Human populations use resources in the estuaries in order to maintain their existence. Your challenge is to examine how one commodity, beaver pelts, played a role in the economy of the port of New York.

<p>Fur and animal skins</p> <p>New York, New York</p> 	<p>Port: New York, New York Near Hudson River, New York NERR <i>Items to trade:</i> Furs (beaver pelts)</p> <p>In the Hudson River area, the earliest European colonists were particularly interested in beavers and other fur-bearing mammals. These furs left for Europe via the port of New York at the mouth of the Hudson River.</p>
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Food	_____	Building material	_____
Clothing	_____	Hats	_____
Blankets	_____	Heating fuel	_____
Tools	_____		

Reflection Question

Use the words below to describe how the beaver trade took place.

Words: Culture, Shipping, Goods, Services, Commodity