

Grade 10

Concluding Assessment



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A full list of contributors to *Bamboo Shoots: Chinese Canadian Legacies in BC* can be found at www.openschool.bc.ca/bambooshoots.

Return to the Time Shuffle Game

To conclude the unit, you may have students play the Time Shuffle game once again. They can play for practise, while you use the time for individual assessment if required. While the groups are playing the game, pull out students one at a time, and have them lay out the cards for you in the correct order. Have the students respond to questions orally.

1. Sequencing the Cards

Can the student sequence the events in the timeline in the correct order? (If you had students complete the self-assessment in Lesson 1, have them compare how they did today to how they did when they first played Time Shuffle in Lesson 1.)

2. Reflecting on the Lesson 1 Self-assessment

If the student identified an event they wished to find out more about on this self-assessment, ask them if they succeeded in learning more about the event over the course of the unit. Ask students:

- » On a scale of 1–5, how significant was that event in Chinese Canadian history?
- » What supports your evaluation?

3. Identifying Significant Events

Can the student identify the most significant events in Chinese Canadian history, including the events that signal a decline from equity, and events that significantly changed the pattern of migration of Chinese Canadians? Can they defend their choices using the criteria for historical significance?

4. **Constructing a Narrative**

Can the student construct a defensible narrative of Chinese Canadian history, or of the process by which Chinese Canadians achieved inclusion and equity in Canadian society? Ask the student:

- » If someone were coming to BC for the first time and didn't know any of its history during these years, what would you tell them so they would get the main idea, or big picture about the Chinese Canadian experience in BC?

Alternatively, you may wish to offer the final assessment as a written quiz, with students ordering a list of events and giving reasons instead of using the playing cards.

The four rubrics that follow can be used to assess the four parts of this Concluding Assessment.

Assessment Rubrics

Rubric 1: Sequencing the Cards

Can the student sequence the events in the timeline in the correct order? (If you had students complete the self-assessment in Lesson 1, have them compare how they did today to how they did when they first played Time Shuffle in Lesson 1.)

3	2	1
Easily and correctly places events in order with few errors.	Task presents some difficulty.	Unable to organize events in order.

Rubric 2: Reflecting on the Lesson 1 Self-assessment

If the student identified an event they wished to find out more about on their Lesson 1 self-assessment, ask them if they succeeded in learning more about the event over the course of the unit. Ask the student:

- » On a scale of 1–5, how significant was that event in Chinese Canadian history?
- » What supports your evaluation?

3	2	1
Easily and correctly places events in order with few errors.	Task presents some difficulty.	Unable to organize events in order.

Rubric 3: Identifying Significant Events

Can the student identify the most significant events in Chinese Canadian history, including the events that signal a decline from equity, and events that significantly changed the pattern of migration of Chinese Canadians? Can they defend their choices using the criteria for historical significance?

3	2	1
<p>Student easily identifies Confederation and loss of the franchise as the most significant events in the initial decline from equity.</p>	<p>Student identifies either Confederation or loss of the franchise as the initial decline from equity, but may not see the connection.</p>	<p>Student is unable to point to event without assistance.</p>
<p>Student easily identifies the <i>Chinese Immigration Act</i> of 1923 as the event that began the period of exclusion—and may describe the influencing factors that led to the 1923 Act as events that led to the beginning of exclusion.</p>	<p>Student identifies the <i>Chinese Immigration Act</i> of 1923 as the event that began the period of exclusion.</p>	<p>Student is unable to point to the event without assistance or describe how it began the exclusion period.</p>
<p>Student easily identifies the repeal of the <i>Chinese Immigration Act</i> in 1947 as the period in which immigration to BC resumed; may also provide the influencing factors for the repeal at the time, and may describe family reunification as the main purpose of immigration during that period—citing the reasons for this.</p>	<p>Student identifies the repeal of the <i>Chinese Immigration Act</i> in 1947 as the period in which immigration to BC resumed, and may describe family reunification as the main purpose of immigration during that period.</p>	<p>Student is able to either identify the repeal of the <i>Chinese Immigration Act</i> in 1947 OR describe the nature of immigration after the exclusion period, but not both.</p>

3	2	1
<p>Student can identify many other significant events with strong influence on immigration, citizenship, and the social and cultural life of Chinese Canadians in the periods studied, and supports her or his identification with thoughtful consideration of historical significance criteria.</p>	<p>Student can identify some other significant events with strong influence on immigration, citizenship, and the social and cultural life of Chinese Canadians in the periods studied, and gives some support for her or his identification.</p>	<p>Student has trouble identifying other significant events with strong influence on immigration, citizenship, and the social and cultural life of Chinese Canadians in the periods studied, or does not support her or his identifications with consideration of historical thinking criteria.</p>

Rubric 4: Constructing a Narrative

Can the student construct a defensible narrative of Chinese Canadian history, or of the process by which Chinese Canadians achieved inclusion and equity in Canadian society? Ask the student:

- » If someone was coming to BC for the first time and didn't know any of its history during these years, what would you tell them so they would get the main idea, or big picture about the Chinese Canadian experience in BC?

3	2	1
<p>Student describes many of the main ideas from the unit's lessons, including:</p> <ul style="list-style-type: none"> • Chinese Canadians, along with other East and South Asians, faced racism and discrimination throughout BC's history. • Governments can take responsibility for historic wrongs, and address them in a variety of ways. • Treatment of Chinese Canadians mirrored treatment of First Nations people in many ways. • Diverse worldviews shaped opinions about events, within and without the Chinese Canadian community. • Immigration patterns were shaped by different causes and changing laws through a period from the mid-19th century to today. • The movement towards equity for Chinese Canadians in BC was not a linear upward movement, but a long and difficult process. 	<p>Student identifies some of the main ideas from the unit's lessons, including:</p> <ul style="list-style-type: none"> • Chinese Canadians, along with other East and South Asians, faced racism and discrimination throughout BC's history. • The movement towards equity for Chinese Canadians in BC was not a linear upward movement, but a long and difficult process. 	<p>Student is unable to describe more than one of the main ideas from the unit's lessons.</p>