

Portfolio Planning Worksheet: Texas History

This resource is designed to support districts implementing portfolios as a student growth measure for one or more of their teacher categories. It focuses on portfolios for Texas History but may be used as a template for any subject and/or grade level. Additionally, it is meant to be used in tandem with the *Portfolio Planning and Implementation Webinar*.

PART A: CURRICULAR CONTENT FOCUS

1. What are the most important skills I develop in students through this course?

The most important skills I developed in Texas History are critical thinking and analyzing skills that can be used in subsequent Social Studies courses.

2. How will I assess my students to understand where they are in respect to these skills upon entering and then leaving my class?

Upon entering my class students will have a mixed understanding of critical thinking and analysis skills in a historical context. An assessment will be given at the beginning of the year to determine students' skill levels. Once student skill levels are determined they will be placed on a rubric and a growth goal will be set for students to reach by the end of the year.

3. Based on where my students are with these skills, where should they be at the end of the course if I provide effective instruction?

If I provide effective instruction my students should be able to analyze and interpret maps, graphs, and charts. Students should be able to sequence events to understand causal relationships. Additionally, my students should be prepared to enter further Social Studies courses.

PART B: TEKS SELECTION AND JUSTIFICATION

1. **List the TEKS** to include in student portfolios to measure their growth. Include those that persist throughout the course and have transferability – the knowledge and skills that lead to success in the current course that have lifelong application.
2. **Explain the importance of these TEKS.** How do these skills persist or transfer to other life experiences?

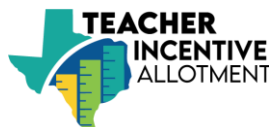
List of TEKS

TEKS	§113.19 Social Studies, Grade 7, Adopted 2018
2(A) History	(A) Compare the cultures of American Indians in Texas prior to European colonization such as Gulf, Plains, Puebloan, and Southeastern.
2(E) History	(E) Identify the contributions of significant individuals, including Moses Austin, Stephen F. Austin, Erasmo Seguín, Martín De León, and Green DeWitt, during the Mexican settlement of Texas.
3(A) History	(A) Describe the chain of events that led to the Texas Revolution, including the Fredonian Rebellion, the Mier y Terán Report, the Law of April 6, 1830, the Turtle Bayou Resolutions, and the arrest of Stephen F. Austin.
4(C) History	(C) Identify individuals, events, and issues during early Texas statehood, including the U.S.-Mexican War, the Treaty of Guadalupe-Hidalgo, slavery, and the Compromise of 1850.
11(A) Economics	(A) Explain economic factors and the development of major industries that led to the urbanization of Texas such as transportation, oil and gas, and manufacturing.
8(A)	(A) Locate and compare the Mountains and Basins, Great Plains, North Central Plains, and Coastal Plains regions.

Explanation of the Importance of TEKS Used

Comparing the cultures of American Indians in Texas before European colonization is crucial for understanding their diversity and complexity. Identifying significant individuals like Moses Austin, Stephen F. Austin, Erasmo Seguín, Martín De León, and Green DeWitt during the Mexican settlement of Texas helps students grasp the key figures who shaped the state.

Describing the events leading to the Texas Revolution, such as the Fredonian Rebellion, Mier y Terán Report, Law of April 6, 1830, Turtle Bayou Resolutions, and Stephen F. Austin's arrest, provides insight into the causes and tensions preceding independence. Identifying individuals, events, and issues during early Texas statehood, including the U.S.-Mexican War, Treaty of Guadalupe-Hidalgo, slavery, and Compromise of 1850, reveals the challenges faced by Texas. Explaining economic factors and industries like transportation, oil, gas, and manufacturing that led to Texas' urbanization shows the economic forces shaping its growth.



PART C: TEKS BREAKDOWN & PLANNING FOR RUBRIC ASSIGNMENTS, PROJECTS, AND/OR PERFORMANCES

In column 1, list the TEKS again, and for each one, describe in your own words the actions students are asked to perform. In column 2, list what assignments, projects, and/or performances you will have students complete to demonstrate their skill level with these TEKS. Include examples of the artifacts or evidence that you will include in the portfolio to demonstrate the knowledge and skill.

EXAMPLE: [§113.19 Social Studies, Grade 7, Adopted 2018](#)

TEKS BREAKDOWN

TEKS for Portfolio <i>What students need to be able to do demonstrate the knowledge and skill</i>	Planned Projects, Assignments, and/or Performances <i>What and how you will use as evidence</i>
<p>2(A) Compare the cultures of American Indians in Texas prior to European colonization such as Gulf, Plains, Puebloan, and Southeastern.</p> <p>(8) Geography. The student understands the location and characteristics of places and regions of Texas. The student is expected to: (A) locate and compare the Mountains and Basins, Great Plains, North Central Plains, and Coastal Plains regions.</p>	<p>Student Project: The student will create an illustrated map of Texas. Students will identify and label the locations of 4 American Indian tribes (Gulf, Plains, Puebloan, and Southeastern). The students will create graphics to be placed on the map to indicate each tribe’s social organization, language, customs and traditions, religion, arts and literature, forms of government, and economic systems. Students will also label geographic characteristics of Texas and label mountains and basins, the Great Plains, and the Coastal Plains.</p> <p>Evidence: A student-created map.</p>
<p>2(E) Identify the contributions of significant individuals, including Moses Austin, Stephen F. Austin, Erasmo Seguín, Martín De León, and Green DeWitt, during the Mexican settlement of Texas.</p>	<p>Student Project: Students will write a one-page biographical essay about one of the following historical figures: Moses Austin, Stephen F. Austin, Erasmo Seguín, Martín De León, and Green DeWitt. Students will include their date of birth, city of origin, and motivations for coming to Texas. Students will create a visual aid to supplement their presentation which will be graded on creativity, neatness, and sturdiness for display. (Disclaimer: after learning about all of the people listed in the standards students will complete essay as a summative at the end of the unit.)</p> <p>Evidence: Student submitted essays and visual aids.</p>

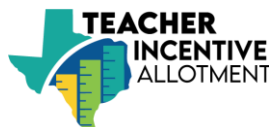


<p>3(A) Describe the chain of events that led to the Texas Revolution, including the Fredonian Rebellion, the Mier y Terán Report, the Law of April 6, 1830, the Turtle Bayou Resolutions, and the arrest of Stephen F. Austin.</p>	<p>Student Project: Students will create a step-layer, foldable timeline of events that led to the Texas Revolution. The timeline will consist of student-created art, dates, important figures, and a brief paragraph to explain the events. Evidence: Student created step-layer, foldable timelines.</p>
<p>4(C) Identify individuals, events, and issues during early Texas statehood, including the U.S.-Mexican War, the Treaty of Guadalupe-Hidalgo, slavery, and the Compromise of 1850.</p>	<p>Student Project: Student will select an issue from the early Texas Statehood and identify the social, geographic, and economic factors which impacted the event. Students will display their findings in a one-pager which will include at least one quote, one chart, one map, and one picture that ties the ideas together and a poem or song. (Disclaimer: after learning about all the events listed in the standards, students will complete a one-pager as a summative at the end of the unit.) Evidence: A student submitted one-pager.</p>
<p>11(A) explain economic factors and the development of major industries that led to the urbanization of Texas such as transportation, oil and gas, and manufacturing;</p>	<p>Student Project: Students will create graphs/charts to document the development of at least three major industries (transportation, oil and gas, manufacturing) that led to urbanization in Texas. Students will select at least one urban center and explain either in writing or verbally how these industries or other industries impacted people’s decisions to live there. Evidence: Student graphs and verbal or written explanations.</p>

PART D: PORTFOLIO RUBRIC DESIGN AND SAMPLE RUBRIC

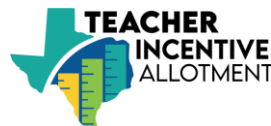
Rubric Design

Standard & Project	Significantly Limited Proficiency	Limited Proficiency	Partial Proficiency	Proficient	Advanced
<p>Place your <i>standard</i> and <i>project</i> in this box.</p>	<p>Detailed description of identifiable performance characteristics reflecting a beginning level of performance</p>	<p>Detailed description of identifiable performance characteristics reflecting a developing level of performance</p>	<p>Detailed description of identifiable performance characteristics reflecting a somewhat proficient level of performance</p>	<p>Detailed description of identifiable performance characteristics reflecting a proficient level of performance</p>	<p>Detailed description of identifiable performance characteristics reflecting an advanced level of performance</p>

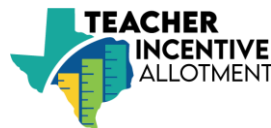


Sample 7th Grade Texas History Rubric

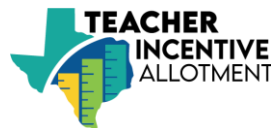
Standard & Project	Significantly Limited Proficiency	Limited Proficiency	Partial Proficiency	Proficient	Advanced
<p>Student Project: Map of Texas divided into 4 Native American cultures (Gulf, Plains, Puebloan, and Southeastern). The student will identify key Native American tribes that inhabited each of these territories. Graphics will be placed on the map to indicate each tribe’s social organization, language, customs and traditions, religion, arts and literature, forms of government, and economic systems. Students will also label geographic characteristics of Texas and label mountains and basins, the Great Plains, and the Coastal Plains.</p>	<p>The student created map was not accurately divided into the 4 regions. Student was unable to identify key Native American tribes on the map and did not accurately use icons to represent tribe’s social organization, language, customs and traditions, religion, arts and literature, forms of government, and economic systems.</p>	<p>The student created map was accurately divided into 4 regions. Student was unable to identify key Native American tribes on the map and did not accurately use icons to represent tribe’s social organization, language, customs and traditions, religion, arts and literature, forms of government, and economic systems.</p>	<p>The student created map was accurately divided into 4 regions. Student was able to identify key Native American tribes on the map and accurately used icons to represent tribe’s social organization, language, customs and traditions, religion, arts and literature, forms of government, and economic systems.</p>	<p>The student created map was accurately divided into 4 regions. Student was able to identify key Native American tribes on the map and accurately used icons to represent tribe’s social organization, language, customs and traditions, religion, arts and literature, forms of government, and economic systems. Student included a compass rose, legend, scale, and title on their map.</p>	<p>The student created map was accurately divided into 4 regions. Student was able to identify key Native American tribes on the map and accurately used icons to represent tribe’s social organization, language, customs and traditions, religion, arts and literature, forms of government, and economic systems. Student included a compass rose, legend, scale, and title on their map. Student labeled major rivers of Texas.</p>



Standard & Project	Significantly Limited Proficiency	Limited Proficiency	Partial Proficiency	Proficient	Advanced
<p>2(E) Student Project: Students will write a 1-page biographical essay about one of the following historical figures: Moses Austin, Stephen F. Austin, Erasmo Seguín, Martín De León, and Green DeWitt. Students will include their date of birth, city of origin, and motivations for coming to Texas. Students will create a visual aid to supplement their presentation which will be graded on creativity, neatness, and sturdiness for display.</p>	<p>Student biographical essay was less than one page in length or did not include 2/3 of the following information: date of birth, city of origin, motivations for coming to Texas. Student visual aid is not complete.</p>	<p>Student biographical essay was less than one page in length or did not include 1/3 of the following information: date of birth, city of origin, motivations for coming to Texas. Student visual aid incomplete or unready for display.</p>	<p>Student biographical essay was one page in length and included 3/3 of the following information: date of birth, city of origin, motivations for coming to Texas. Student visual aid is complete and ready for display.</p>	<p>Student biographical essay was more than one page in length and included 3/3 of the following information: date of birth, city of origin, motivations for coming to Texas. Student visual aid is complete and ready for display.</p>	<p>Student biographical essay was more than one page in length and included 3/3 of the following information: date of birth, city of origin, motivations for coming to Texas. Student also cites evidence in their essay. Student visual aid is complete and ready for display.</p>
<p>3(A) Student Project: Students will create a Step/Layer foldable timeline of events that led to the Texas Revolution. The timeline will consist of student-created art, dates, and important figures and a brief paragraph to explain the following events:</p>	<p>Student timeline is out of sequence and/or does not consist of student created art, dates, important figures, and a brief paragraph to explain events.</p>	<p>Student timeline is in the correct sequence and/or does not consist of 1 to 3 of the following: student created art, dates, important figures, and a brief paragraph to explain events.</p>	<p>Student timeline is in the correct sequence and consists of all the following components: student created art, dates, important figures, and a brief paragraph to explain events.</p>	<p>Student timeline is in the correct sequence and consists of all the following components: student created art, dates, important figures, and a brief paragraph to explain events. Student timeline adds one additional event outside of the following:</p>	<p>Student timeline is in the correct sequence and consists of all the following components : student created art, dates, important figures, and a brief paragraph to explain events. Student timeline adds two additional event outside of the following:</p>



Standard & Project	Significantly Limited Proficiency	Limited Proficiency	Partial Proficiency	Proficient	Advanced
Fredonian Rebellion, the Mier y Terán Report, the Law of April 6, 1830, the Turtle Bayou Resolutions, and the arrest of Stephen F. Austin				Fredonian Rebellion, the Mier y Terán Report, the Law of April 6, 1830, the Turtle Bayou Resolutions, and the arrest of Stephen F. Austin	Fredonian Rebellion, the Mier y Terán Report, the Law of April 6, 1830, the Turtle Bayou Resolutions, and the arrest of Stephen F. Austin
4(C) Student Project: Student will select an issue from the early Texas Statehood and identify the social, geographic, and economic factors which impacted the event. Students will display their findings in a 1-pager which will include at least 1 quote, 1 chart, 1 map, 1 picture that ties the ideas together and a poem or song. (see web for 1-pager in social studies for details.)	Student did not clearly identify an issue from early Texas statehood and/or did not include the following: quote, chart, map, a picture that ties the ideas together, and a poem or song.	Student clearly identified an issue from early Texas statehood and did not include 4 or more of the following: quote, chart, map, a picture that ties the ideas together, and a poem or song.	Student clearly identified an issue from early Texas statehood and included all the following: quote, chart, map, a picture that ties the ideas together, and a poem or song.	Student clearly identified an issue from early Texas statehood and included all the following: 2 quotes, chart, map, a picture that ties the ideas together, and a poem or song.	Student clearly identified an issue from early Texas statehood and included the following: two quotes, chart, map, a picture that ties the ideas together, and a poem or song. Student performs poem/song for the class.
11(A) Student Project: Students will create graphs/charts to document changes in at least 3 major industries	Student was unable to accurately create a graph or chart from the data set and/or the student was unable to	Student was able to accurately create a graph or chart from the data set but was unable to explain in writing or	Student was able to accurately create a graph or chart from the data set and was able to explain in writing or	Student was able to accurately create a graph or chart from the data set and was able to explain in writing and	Student was able to accurately create a graph or chart from the data set and was able to explain in writing and



Standard & Project	Significantly Limited Proficiency	Limited Proficiency	Partial Proficiency	Proficient	Advanced
<p>(Transportation, oil and gas, manufacturing) that led to urbanization in Texas. Students will select at least 1 urban center and explain either in writing or verbally how these industries or other industries impacted people’s decisions to live there.</p>	<p>explain in writing or verbally the impacts of urbanization.</p>	<p>verbally the impacts of urbanization.</p>	<p>verbally the impacts of urbanization.</p>	<p>verbally the impacts of urbanization.</p>	<p>verbally the impacts of urbanization. Student researched additional data points to plot and explain.</p>

