

# Summative Assessment #1 for

## THE MATH CONNECTION

“When are we ever going to *USE* this  
**MATH?**”



### Table of Contents

This file contains the Summative Assessment #1 and scoring tools used in this unit. Formative assessments and scoring tools can be downloaded from individual lesson plans incorporated within the unit.

1. Summative Assessment # 1 – Instructions, Pages 1 – 3
2. Final Letter Rubric – page 4
3. Comments Sheet – page 5

**Business Letter**  
Summative Assessment #1  
Constructed Response/Day 5

**Duration:** One 90-minute period

**Standard (s) Assessed:**

LA.A.1.4.3, LA.B.1.4.2, LA.B.1.4.3

**Nets for Students**

1.1 and 5.1

**Description of Assessment Activity:**

Students produce final business letters to persons employed in the fields of interest. Students are encouraged to use creativity in their writing and address questions relative to mathematics in the real world. Writing skills assessed include focus/purpose, insight, and editing, i.e., spelling, punctuation, capitalization, and grammar. Students produce envelopes addressed properly for mailing and SASE (self-addressed stamped envelopes).

Time remaining in the class period is devoted to reteaching, reinforcement, or review of necessary mathematical skills required for the upcoming problem solving set in real world context.

**Teacher Directions:**

1. Instruct students to have rough drafts completed on Day 4, handout on the eight essential parts to a business letter, two sample letters printed from the Internet, requirements for the body of the business letter, and the criteria for scoring on their desks or computer stations for reference.
2. Inform students to produce the final letters for mailing.
3. Remind students of the criteria sheet for scoring the letters.
4. Instruct students to print one copy each of their letters and turn these in to the teacher for reviewing.
5. Tell students that as many letters as possible will be reviewed and returned for corrections during the class period. Otherwise, expect to receive them the following day.
6. A letter is not mailed until all corrections are made and the letter is approved!
7. Instruct students to locate and print two sample letters of different business letter formats from the Internet. Do not allow students to turn in samples from their folder. These are additional samples to turn in for summative assessment on ability to use efficient search engines to locate information.

Note: It is suggested for teachers of subject areas other than language arts to elicit help with editing concerns, if deemed necessary.

Following the completion of the letter:

1. Each student's final letter cannot be mailed until checked by the teacher (see Unit Plan Assessment File for scoring rubric) and any necessary corrections or revisions made. Once the letter has been checked by the teacher, scored or rated, students print two copies. One copy is to be placed in the folder to later become part of the portfolio. The second copy is to be mailed. If there were no corrections, the first printed copy can be used for mailing.
2. Two envelopes must be addressed. One envelope is addressed to the contact person and one SASE (self-addressed stamped envelope). Inform students to use the school, class or teacher's name, as the return address. This will direct the return mail to the class instead of their homes or other location. This makes the project more exciting when you actually give students their mail in the classroom.
3. Provide each student with two stamps, or ask each student to bring two stamps from home. (A third stamp is required for the thank you note after a reply is received.)
4. Instruct students how to properly fold a business letter.
5. Once the letters have been approved for mailing, students fold the letters into thirds and stuff the envelopes along with the SASE (self-addressed stamped envelope), seal, apply stamps, and give to the teacher for mailing.
6. Students do not mail the letters! It is up to the teacher to mail all letters when corrected and approved.

At the completion of the unit:

1. Students include their hand-written rough drafts and copies of their final letters in their portfolios.
2. The reply letters and any other information provided also become part of the portfolios.
3. Students complete rough draft Comments Sheets (see Associated File of the Lesson Plan 'To Whom It May Concern') answering pertinent questions referring to their reply letters. The Comments Sheets will be used in producing the final report and are an integral part of the portfolios.
4. Students write thank you notes thanking the business persons for taking the time out of their busy schedules to reply to their letters.

**Student Directions:**

1. Have rough drafts, handout on the eight essential parts to a business letter, requirements for the body of the business letter, and the criteria for scoring on your desks or computer stations for reference.
2. Put your rough draft in final copy using Microsoft Word.
3. Use spell check and grammar check, and print a copy. Proofread your own letter very carefully.
4. Prepare two envelopes. One envelope will be addressed to the contact person. Your name, class (or teacher), and the school address should be used as the return address. The second envelope will be a SASE. Be sure to use your name, class, and school as the mailing address. The two envelopes will be just the reverse of each other.
5. Place a stamp on both envelopes.
6. Turn in the letters and both envelopes to the teacher for final checking, scoring or rating. If corrections are to be made, complete this task and reprint another copy to be turned in to the teacher.
7. Once your letter has been approved, properly fold into thirds, stuff the envelope with the letter and SASE, seal, stamp and return to the teacher for mailing. Do not mail the letter!
8. Print a second copy to go in the individual folder.
9. Locate and print two additional sample letters of different business letter formats from the Internet. Turn in for summative assessment on ability to use efficient search engines to locate information. Do not turn in sample letters from your folder.

NOTE: After receiving their replies, students write thank you notes to the business persons and thank them for taking the time out of their busy schedules to reply to the letters. This requires a third stamp.

**Scoring Method and Criteria:**

Use the Letter Rubric for Teacher Use that is included in the Unit Plan Assessment File to score each student's business letter and envelopes. Those letters with errors must be returned to students for corrections and reprinting. Vocabulary is embedded throughout the unit plan allowing students to refine vocabulary for interpersonal, academic and workplace situations. Use a very simple checklist to record students' ability to use efficient search engines to locate information in the printing of the additional sample letters.



# FINAL LETTER RUBRIC *FOR TEACHER USE*

(LA.B.1.4.2 and LA.B.1.4.3)

“When Are We Ever Going To *USE* This MATH?”

**STUDENT NAME** \_\_\_\_\_

**OCCUPATION** \_\_\_\_\_

**CONTACT PERSON** \_\_\_\_\_

## APPROPRIATENESS OF LETTER

Criteria					Rating
	4 Outstanding	3 Acceptable	2 Fair	1 Unacceptable	
<b>Focus/Purpose</b>	Information is in logical, interesting sequence which reader can follow.	Information is in logical sequence which reader can follow.	Information is not in logical sequence and is difficult to follow.	Information is totally out of sequence. Reader cannot follow.	_____
<b>Insight</b>	Student demonstrates full knowledge (more than required).	Student is at ease with content, but fails to elaborate.	Student is uncomfortable with content but is able to demonstrate basic concepts.	Student does not have grasp of information.	_____
<b>Editing*</b>	Writing contains no editing errors.	Writing contains no more than three editing errors.	Writing contains 4 to 9 editing errors.	Writing contains 10 or more editing errors.	_____
<b>*Editing includes the following:</b> <ul style="list-style-type: none"> <li>• Correct spelling</li> <li>• Correct punctuation – including commas, colons, and common uses of semicolons</li> <li>• Correct capitalization</li> <li>• Correct sentence formation</li> <li>• Correct instances of possession</li> </ul>			<b>Teacher Comments:</b>		

### Envelope for Mailing

### Self-Addressed Stamped Envelope (SASE)

1. Return address	<i>yes</i>	<i>no</i>	1. Return address	<i>yes</i>	<i>no</i>
2. Mailing address	<i>yes</i>	<i>no</i>	2. Mailing address	<i>yes</i>	<i>no</i>
3. Stamp	<i>yes</i>	<i>no</i>	3. Stamp	<i>yes</i>	<i>no</i>

# COMMENTS SHEET



**“When Are We Ever Going To *USE* This MATH?”**

**NAME:** \_\_\_\_\_

**After receiving your reply letter, respond to the following. Use a separate sheet of paper if necessary.**

- 1. From this project, I learned ...**  
**(Do not respond to this question in one sentence. Write at least one paragraph.)**
  
- 2. Because of the amount of math required for this occupation I will ...**  
**(Expound on your positive *and* negative feelings about mathematics and what effect they have on your choice of occupation.)**
  
- 3. Give your overall opinion on this project. Were you surprised at the results or were they what you expected? Be sincere and honest in your viewpoints.**  
**(Do not answer this in one sentence. Write at least one paragraph.)**