

Summative Assessment #2 for THE MATH CONNECTION

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

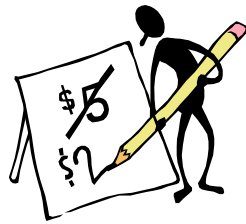


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Putting It On Paper - Final Report with Original Math Problem
Summative Assessment #2
Performance Assessment/Day 11

Duration:

One 90-minute period

Standard (s) Assessed:

LA.A.1.4.3, LA.A.2.4.4, LA.B.1.4.2, LA.B.1.4.3, LA.B.2.4.2, MA.A.1.4.2

Nets for Students

1.1 and 5.1

Description of Assessment Activity: Putting It On Paper. Students complete one-page, single-spaced reports using the rough drafts written for homework. Students include responses to their questions from their reply letters and their Internet research. Students who do not receive replies to their letters compile their reports from research findings. Research findings include Internet searches, phone calls, and/or discussions with family and friends.

Final revision of the original math problems complete with solution keys (graphics, optional) is also included. The framework of the problem indicates where and how mathematics is used in the real world. Students expound on their positive **and** negative feelings about mathematics and the effect each has on their choices of occupation. Students cite all sources.

Teacher Directions:

Part 1:

1. Return formatively assessed math problems to students with feedback for final revision.
2. Go over Scoring Rubric for Original Math Problem (see Unit Plan Assessment File) again with students describing the criteria to be used in scoring their math problems.
3. Instruct students to complete revisions and reprint for summative assessment.
4. Remind students to save often to their disks.

Part 2:

5. Discuss with students the Guidelines for Final Report and Guidelines for Final Report – No Reply Letter they should follow in completing their report.
6. Share with students the Rubric for Scoring Final Report to be used in scoring their reports.
7. Go over criteria described in the Rubric for Scoring Final Report with students.
8. Instruct students to complete reports and print.
9. Remind students to save often to their disks.
10. Monitor students' progress and answer questions as they arise.

11. Instruct students to place the final reports and revised math problems in the proper order in the portfolios. Collect the portfolios at the end of the class period to be used in class tomorrow as the source of information for summative assessment. (NOTE: It will not be necessary to summatively assess the final reports and revised math problems until after the conclusion of Day 12. This allows time to summatively assess students' work.)

Student Directions:

Part 1:

1. Listen CAREFULLY as teacher goes over the Scoring Rubric for Original Math Problem again describing the criteria to be used in scoring the math problems.
2. Add the finishing touches to your original math problems and reprint. Be sure to include complete solution keys with proper explanations. Add graphics to final copies. (Optional.)
3. Save, save, save to disk!

Part 2:

4. Listen CAREFULLY as teacher goes over the Guidelines for Final Report and Guidelines for Final Report – No Reply Letter to be used in completing the final reports.
5. Listen CAREFULLY as teacher goes over the Rubric for Scoring Final Report to be used in scoring the final reports.
6. Use the reply letter, completed Comments Sheet, and Internet research to write the final report.*
7. Work quietly and diligently on the report.
8. Place final report and revised math problem in the portfolio at the end of the class period for summative assessment.
9. Your teacher will collect this.

*Students who have not received a reply to their letters will use the Guidelines for Final Report– No Reply Letter.

Scoring Method and Criteria:

Vocabulary is embedded throughout the unit plan allowing students to refine vocabulary for interpersonal, academic and workplace situations. Use the Scoring Rubric for Original Math Problem to summatively assess the original math problem. (See Associated File of Day 10, Where's the Math?) Use the Rubric for Scoring Final Report to summatively assess the final report. It will not be necessary to evaluate the summative assessments until the students complete the Project Evaluation Scavenger Hunt on Day 12 and turn in the portfolios.

Original Math Problem Rubric– *Teacher Use*

(Standards to be assessed: MA.A.1.4.2, MA.A.1.4.3, LA.B.1.4.3)

Student's Name: _____

TOTAL RATING: _____

Criteria					Rating
	4 Outstanding	3 Acceptable	2 Fair	1 Unacceptable	
Focus/Purpose	Presents information in logical, interesting sequence which reader can follow.	Presents information in logical sequence which reader can follow.	Presents information in illogical sequence. Reader has difficulty following.	Information presented is totally out of sequence. Reader cannot follow.	_____
Symbolic Representation	Demonstrates full knowledge of real world content (more than required).	Demonstrates ease with content as related to real world.	Demonstrates basic concepts. Uncomfortable with content as related to real world.	Does not have grasp of information as related to the real world.	_____
Concrete Representation	Makes no numerical errors in problem set-up.	Makes a few minor numerical errors in problem set-up.	Makes several minor numerical errors in problem set-up.	Makes major numerical errors in problem set-up.	_____
Understanding/Reasoning	Demonstrates reasoning of exceptionally high standard. All work is shown and clearly defined.	Demonstrates reasoning of good standard. All work is shown and defined.	Demonstrates reasoning of fair standard. Most work is shown and defined.	Does not demonstrate reasoning ability. Work is not shown nor clearly defined.	_____
Equivalency	Demonstrates understanding of equivalent number forms. (More than one correct example.)	Demonstrates understanding of equivalent number forms. (One correct example.)	Demonstrates unclear understanding of equivalent number forms. (At least one correct example.)	Does not understand equivalent number forms.	_____
Accuracy	Makes no errors in problem solution key and gets the correct answer.	Makes minor errors in the solution key, but gets the correct answer.	Makes no errors in solution key, but gets incorrect answer.	Makes major errors in solution key, and does not get the correct answer.	_____
Editing	Writing contains no editing errors.	Writing contains no more than 3 editing errors.	Writing contains 4 to 9 editing errors.	Writing contains 10 or more editing errors.	_____

Guidelines for Final Report

Follow these guidelines very carefully so you do not have to complete your report twice!



1. Report must be double-spaced and at least one page in length.
2. If typed, the report must be completed in Arial 14 or Times New Roman 16. No 'funky' fonts allowed!
3. Your name, date, and title of project must be included in the upper left hand corner of the paper.
4. A minimum of 3 paragraphs is required.
 - a) First paragraph: Introduction and reason why you chose your occupation. Include what event in your life sparked your interest in your chosen career field.
 - b) Second paragraph: Reference your reply letter and comments sheet. Include the answers to the questions asked about your career choice and mathematics.
 - c) Third paragraph: Include important information you discovered through your Internet research.
 - d) Fourth paragraph and so on (optional): Write, write, and write. Let your enthusiasm roll and creativity soar! This is really where you include all the little bits of information that makes your job choice a step above. Make it interesting!
5. Optional. Add graphics to your page that reflect your career choice.
6. Attach documentation to support Internet research.
7. Proofread your paper and use spell check!
8. Save! Save! Save! Save to disk, not desktop.

Guidelines for Final Report – No Reply Letter

Follow these guidelines very carefully so you do not have to complete your report twice!

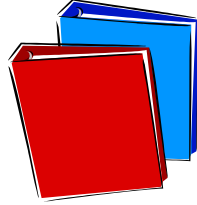


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5. Optional. Add graphics to your page that reflect your career choice.
6. Attach documentation to support Internet research.
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Rubric for Scoring Final Report:

(Standards to be assessed: MA.A.1.4.3, LA.B.1.4.2 and LA.B.1.4.3)

Name: _____ Date: _____



Criteria	4 Excellent	3 Good	2 Fair	1 Poor	Score
Drafts/Revisions	Guidelines followed perfectly	At ease following guidelines with minimal steps out of order	Difficulty following guidelines	Did not follow guidelines	_____
Insight into Situation	Student elaborates with sharp sense of understanding on topic	Student is at ease with content, but fails to elaborate	Report details are somewhat sketchy	Unable to find specific details in report	_____
Efficient Search Methods	Information directly relates to topic and enhances report	Information basically relates to topic	Information indirectly relates to topic.	Information does not relate to topic	_____
Internet Research	3+ documents of evidence of Internet research	2 documents of evidence of Internet research	One document of evidence of Internet research	No evidence of Internet research	_____
Editing	Writing contains few or no editing errors	Writing contains three or six editing errors	Writing contains more than 6 editing errors	Writing editing errors impede understanding	_____
Focus	Vocabulary is very supportive of purpose; no extraneous terms	Vocabulary is varied; supporting details need work	Vocabulary is constant; details lack "color"	Needs descriptive words	_____
Purpose	All questions relating math to job relation addressed	Most questions relating math to job relation addressed	Lacking details about math to job relation	Math to job relation questions not addressed	_____
TOTAL					_____