

Summative Assessment #4 for Speak for Yourself

Constructed Response

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SUMMATIVE ASSESSMENT 4
"What Makes a Good Speaker?" Writing Prompt
Constructed Response

Duration: 45 minutes for each student

Standard(s) Assessed: LA.C.3.3.1.7.1, LA.C.3.3.1.7.3, LA.D.1.3.3.7.1, LA.D.2.3.1.7.1

Description of Assessment Activity:

Students respond to the writing prompt "What Makes a Good Speaker?" in essay form within 45 minutes or less. This is practice for the FCAT Writes test as well as a way to judge what students know about oral presentation skills. {NOTE: Do not judge students' writing skills in this assessment. Judge only the content of the writing.}

Teacher directions:

1. Ask students to take out their "You Decide Student Rating Sheet," the "T-Chart," and the "Recap." They may also wish to use their graded comments from their presentations.
2. Advise students to review the qualities necessary for an effective presentation. Then ask students to think about what it takes to make a good speaker.
3. Remind students they are **not** being graded on their writing skills, ONLY on their ideas about what it takes to make a good speaker; however, they will need to be able to communicate their answers to you clearly and concisely, so good writing skills will be necessary.
4. Give students approximately 5 minutes to brainstorm in any fashion the qualities they believe good speaking requires.
5. Allow students to answer the writing prompt.
6. Keep them abreast of time.
7. Remind them to circle the key words that describe the qualities of a good speaker.
8. Collect the essays.
9. If your students are advanced enough so that you would like to score their answers using the FCAT writing rubric, you will need to allow additional time for this. Once students have their ideas down and demonstrate understanding of the benchmarks covered in this unit, the essays could be returned and students could be given additional time to work on their essays knowing that they will be rescored according to the FCAT writing rubric. This unit does not address all of the standards on the FCAT writing rubric so only students who have been using this rubric throughout the year will be successful in rewriting their answers to the prompt, What makes a good speaker?

Student directions:

1. Students bring their **You Decide Student Rating Sheet**, the **T-Chart**, and the **Recap**.
2. Students use these items as well as instruction they received during the course of the unit to respond to the writing prompt they saw at the beginning of the unit...."What makes a good speaker?"
3. Brainstorm the topic at the teacher's cue.
4. Ask students to answer as thoroughly as possible as this assessment will assist the teacher in judging if the class has achieved the learning she intended at the onset of the unit.
5. **Circle** the key words that describe the qualities required to be a good speaker.
6. Submit your essay.

Scoring Method & Criteria:

Use the checklist when reading student essays. Check off all items that are present in the writing.

Scoring method:

First, exclude writing skills in this assessment. The writing is the vehicle for the students to deliver their content knowledge about the skills learned throughout this unit. Students have demonstrated their knowledge in various ways: the multiple-choice test, the rating of presentations, and the oral presentation itself. Those assessments combined with this one will create a profile of achievement for the student. Use these various measures to determine if the children have mastered the standards. A suggested scale might be an A for having the majority of checkmarks in the Excellent column, a B or C for a majority in the Okay column and a C or D if the majority of checks are in the last column.

The Checklist:

Clearly if a student mentions all of the elements required to make a good speaker, he/she understand the concepts on a basic level. This denotes student mastery; however, use professional judgment and review the various assessments in the unit. If the child needs further experience presenting, record that the standards for the unit are "ongoing" or are "in development." The teacher might then choose to use oral presentations as the vehicle for future practice or assessments in upcoming units.

If a student is able to describe the concepts and support their description with details, it appears that a student has a strong grasp of the concepts. If the other assessments reveal this as well, then the student's profile of achievement reveals mastery of the standard. The child will likely be successful in future oral presentations.

If a student is able to describe the concepts and supports them with personal experiences or insight, and the profile of achievement reveals mastery of the standard, then it is likely this student has developed some expertise in oral presentation. The teacher might encourage the student to work as a peer coach or even enter speech contests.

Conclusion:

At the unit's conclusion, designate the Florida Sunshine State Standards that are as of yet "in development" for students. Establish a remediation plan for those students **OR** include the use of oral presentations in future units to help struggling students.

Checklist
Summative Assessment #4

Student Name:

<u>Criteria: Did you discuss each of these good speaking characteristics?</u>	Check here if the paper supports the good speaker characteristic with details, personal experiences or excellent examples. ✓ SUPER JOB!!	Check here if the paper supports the good speaker characteristic with some details. ✓ OKAY JOB	Check here if the paper just mentions the good speaker characteristic. ✓ COULD BE BETTER
Volume (can be heard by audience)			
Stressing or emphasizing words or phrases			
Pacing (too fast or too slow)			
Pronunciation			
Audience (appropriate for group)			
Purpose (stated and clear)			
Word choice (including informal vs. formal language)			
Organization (uses transition words, has a beginning, middle and end.)			

SUMMATIVE ASSESSMENT 4

Directions for the Writing Prompt: Using your own paper, describe in as much detail as possible what you believe it takes to make a good speaker. Remember to introduce your points, support them with details, and sum it all up with a conclusion. When you are finished writing, **circle the key words that describe the qualities of a good speaker.** Try to meet or exceed our class goal of at least five paragraphs or more. You will have approximately 45 minutes to complete this assignment.

Guiding Question

What makes a good speaker?

Consider highlighting these points:

- Targeting your audience and purpose
- Word choice {including informal v. formal English}
- Organization
- Volume, stress, pacing, and pronunciation

