

Fact or Opinion

Summative Assessment B for Independent- To Be or Not To Be?



Table of Contents

Item	Page
Description of Summative Activity	2
Teacher Directions	2
Student Directions	2
Scoring Method and Criteria	2
Fact or Opinion Summative Assessment B	
Passages	3
Assessment	4
Answer KEY	5

Fact/Opinion
Constructed Response
Summative Assessment B

Duration: One 20-minute time period

Standard(s) Assessed:

SSA.4.2.3.5.1, SSA.4.2.3.5.2, LA.A.2.2.5.5.1, LAA.2.2.6.5.1

Description of Assessment Activity:

The constructed response assessment gives students a platform in which they will demonstrate their understanding of the difference between fact and opinion, as they are presented within the context of the historical events and studied. It also is the opportunity to show what they know about selected aspects of a good speech.

Teacher Directions:

1. Explain to students that this assessment is a measurement of what they have learned about the difference between fact and opinion, as they are presented within the context of the historical events studied. It also shows what they know about selected qualities of a good speech. It is to measure individual achievement, and they are to work independently.
2. Distribute the tests. Go over the directions of the test to be certain that all students understand what they are to do. The test will take approximately 20 minutes. Allow more time if needed. Once the test is completed, collect, score, and record. The post-test answer key is included in the Associated File.
3. It is suggested that this assessment be given on the same day and immediately after the selected response assessment.
4. As with the first, this assessment should be returned to students the next day, so they can utilize the feedback to fine-tune their speeches before presentation.

Student Directions:

5. Listen carefully as the teacher gives directions about the constructed response assessment.
6. Understand that this post-test is assessing their understanding of historical events, fact and opinion, and selected qualities of a good speech. They are to work independently and do their best.
7. Take the test.
8. Return the test to the teacher when completed or place in the designated area as directed by the teacher.
9. Utilize the results of this assessment as constructive feedback to make adjustments to their speech if need dictates.

Scoring Method and Criteria:

The constructed response post-test is a summative assessment. It is designed for students to be interactive with text and to demonstrate their knowledge and understanding of the difference between fact and opinion, historical references within the text, and selected qualities of a good speech. Use the answer key included in the Associated File.



Name: _____

Date: _____

Directions:

- 1) Read each story.
- 2) Decide which gives facts.
- 3) Decide which gives personal opinion.
- 4) Answer the questions on the next page.

rs.



Name: _____

Date: _____

Directions:

- 1) Read each story.
- 2) Decide which gives facts.
- 3) Decide which gives personal opinion.
- 4) Answer the questions on this page.

1. Which passage gives the author's opinion?

2. Which passage gives only facts?

Answer the following questions.

These are only for the passage that gives the author's opinion:

3. What is the author's opinion of the situation about which he talks?

4. What facts does the author use to help make his point?

5. Write at least three words or word phrases the author used to hit the readers' hot buttons?

6. What comparison does he make to help the audience see his point? Explain.



Name: _____

Date: _____

Directions:

- 1) Read each story.
- 2) Decide which gives facts.
- 3) Decide which gives personal opinion.
- 4) Answer the questions on this page.

ANSWER KEY

1. Which passage gives the author's opinion?
Passage #2

2. Which passage gives only facts?
Passage #1

Answer the following questions.

These are only for the passage that gives the author's opinion:

3. What is the author's opinion of the situation he talks about?

The cause of concern is of utmost importance; that it is not just for a single country, but for all mankind; success and virtue are in the contest; that the outcome will be felt throughout time; now is the time to take a stand.

4. What facts does the author use to help make his point?

That 1/8 of the inhabited world will be effected by this decision; there needs to be a strong union of faith and honor; the opportunity to make a difference is now at this time; when you leave a scratch in something, as it grows, the wound gets bigger also.

5. Copy on the lines below at least three words or word phrases the author used to hit the readers' hot buttons?

The sun never shined on a cause of greater worth; future generations will be affected from now until the end of time; now is the seedtime for a union of faith and honor; a fracture will be like engraving with the point of a pin on the tender rind of a young oak.

6. What comparison does he make to help the audience see his point? Explain.

He compares America to a young tender tree. It will one day grow into a large, massive, strong, far reaching tree, the oak, but right now it is vulnerable to harm. The harm, like a tiny scratch on the bark of a young tree, may seem small now, but as time goes on, it will widen and scar the final outcome.