

Summative Assessment #2
Assessments for
Where’s the Heart of Florida?”



Table of Contents

<u>Item</u>	<u>Page Number</u>
Assessment Instructions	2
E-Mail Communique Rubric	7

"Where's the Heart of Florida?" Simulated Email Communique

Summative Assessment Constructed Response

Duration: Two 45-Minute Class Periods

Standard(s) Assessed:
SSA.6.2.2.4.1, SSA.6.2.2.4.2, SSA.6.2.3.4.6, SSA.6.2.3.4.8, SSA.6.2.3.4.9, SSA.6.2.4.4.1, SSA.6.2.5.4.1, LAA.2.2.8.4.1, LAB.2.2.6.4.1, LAB.2.2.6.4.2, LAB.2.2.6.4, LAB.2.2.6.4.4, LAB.2.2.6.4.5

Description of Assessment Activity:

Students communicate what they have learned by writing a simulated electronic communication (email) to the governor. The email should illustrate comprehension of the proposed problem and proposed sites that reflect the established criteria with ideas and details that follow an organized pattern. In addition, demonstration of student's knowledge of resource management will be measured using a Reference List.

Teacher Directions:

1. Explain to the students that during the next two class periods, they will be creating a simulated email response to the governor of Florida.
2. Instruct each student to take out the Reflections Log, Conference Form, and any other information collected in the Research Portfolio that might be helpful with this task.
3. Explain to the students that they will use this information to create their email communique.
4. Remind students that the focus of this essay is to answer the question, "Where's the heart of Florida?"
5. Caution students to refer to the Email Communique Rubric as they are writing.
6. Based upon your prior conferences with students, you may need to conference again if students demonstrated poor understanding of material. Do so at your discretion.
7. (OPTIONAL) As students complete their written versions, allow them to place their documents in an electronic format such as a word processor.
8. (ELECTRONIC DOCUMENT IS OPTIONAL) Allow students the opportunity to continue to improve this product by revising and editing what they have written as they create the electronic documents.
9. Remind students that their audience is the Governor of Florida. This should certainly motivate students to improve the quality of what they write.
10. (OPTIONAL) As students complete their electronic versions, have them save to a disk and print a copy to turn in.
11. Instruct students to also turn in their Reference Lists for assessment.
12. Collect the printed copies and the Reference Lists and assess using the Email Communique Rubric.
13. After completion of assessment, return student work promptly.

Student Directions:

1. It is time to make your recommendations to the governor of Florida for the "Where's the heart of Florida?" capital. We will spend two class periods creating this simulated email communique.

2. Locate and use your Reflections Log, Conference Form, and any other information you have in your Research Portfolio that might be helpful to create your email response.
3. Be sure to focus your essay on answering the question "Where's the 'heart of Florida?'" using expository form.
4. Use your Email Communiqué Rubric as a guide for organizing and creating your essay.
5. If you should have questions or feel additional teacher conferencing is necessary, let me know.
6. (OPTIONAL) Once you have completed your written version, you will need to move to a computer and place your document in an electronic format such as a word processor.
7. (OPTIONAL) While creating your electronic document, continue to improve your essay by revising and editing as needed.
8. Remember that your audience is the Governor of the State of Florida! Do your very best.
9. (OPTIONAL) Once you have completed your electronic version, save it to your disk and print a copy.
10. Turn in your printed copy along with your completed Reference List.

Scoring Method & Criteria:

The Simulated Email Communiqué is a summative assessment. Assess student performance by using the Email Communiqué Rubric provided below.

Note: The purpose of this assessment is to allow the students to synthesize and apply the information contained within the social studies standards in an effort to demonstrate what they understand. Students may choose to elaborate on selected areas of criteria rather than all areas of criteria. Let your assessment, with the assistance of this rubric, focus on the criteria the student selected and how well the criteria was developed and supported. At this point, it is not necessary that students cover the criteria of every social studies standard. Assessment of student knowledge of criteria outlined in the social studies standards occurs with the administration of the post-test.

E-Mail Communiqué Rubric

Name: _____

Date: _____

	Mastermind (4)	Mature (3)	Meaningful (2)	Meager (1)
<p>The student...</p> <p>Attempts to establish clear focus with little irrelevant or repetitious information (LAB.2.2.6.4.1)</p>	<p>___The focus is clear and well understood throughout the response.</p> <p>___Very little, if any, information that is not important is included.</p> <p>___Repeated information is very little or does not occur at all.</p>	<p>___The focus is clear and fairly understood throughout the response.</p> <p>___A small amount of information that is not important is present but not enough to distract from the purpose for the response.</p> <p>___Some repeated information is present but does not take away from the purpose for the response.</p>	<p>___The focus is clear at the beginning but tends to fade throughout the response.</p> <p>___Information that is not important exists and may distract from the purpose for the response.</p> <p>___Some repeated information is present and could take away from the purpose of the response.</p>	<p>___The focus is clear at the beginning but is lost throughout the response.</p> <p>___Information that is not important exists and distracts from the purpose for the response.</p> <p>___Information is often repeated and does take away from the purpose for the response.</p>
<p>*Develops supporting ideas by presenting facts and information that relate to the focus(LAB.2.2.6.4.2)</p>	<p>___Facts and information that relate to the focus of the response are very well detailed and provide support.</p>	<p>___Facts and information related to the focus of the response are developed and provide support.</p>	<p>___Facts and information related to the focus of the response are present and may or may not be developed to provide support.</p>	<p>___Very few facts or other information is present that relate to the focus and provide support.</p>
<p>*Develops anecdotes or <u>examples</u> to support and elaborate upon reasons (LAB.2.2.6.4.3)</p>	<p>___Examples to support and provide details for reasons are strongly developed.</p>	<p>___Examples to support and provide details for reasons are well developed.</p>	<p>___Examples to support and provide details for reasons are somewhat developed.</p>	<p>___More information is needed for the examples to provide details and support for the reasons.</p>
<p>*Generally presents facts, examples, and definitions objectively (LAB.2.2.6.4.4)</p>	<p>___The facts, examples, and definitions are <u>all</u> well presented without the presence of personal opinion.</p>	<p>___The facts, examples, and definitions are mostly presented well without the presence of personal opinion.</p>	<p>___Some of the facts, examples, and definitions are presented well without the presence of personal opinion.</p>	<p>___Many or most of the facts, examples, and definitions need to be presented without the presence of personal opinion.</p>

<p>Creates a logical organizational pattern appropriate to expository writing (including beginning, middle, end) (LAB.2.2.6.4.5)</p>	<p>___The response is very well put together using a logical organizational pattern appropriate to expository writing such as: description, sequence, compare/contrast, cause and effect, or problem and solution.</p> <p>___Presence of beginning, middle, and end is presented clearly, well constructed, and thorough.</p> <p>___Transitions easily link ideas from start to finish and improve the quality of the response.</p>	<p>___The response is formatted in an acceptable manner that uses a logical organizational pattern appropriate to expository writing such as: description, sequence, compare/contrast, cause and effect, or problem and solution.</p> <p>___Presence of beginning, middle, and end is clear and in order.</p> <p>___Transitions are present and successfully link ideas throughout the response.</p>	<p>___ The response is somewhat logical and organized in a way that makes sense for expository writing such as: description, sequence, compare/contrast, cause and effect, or problem and solution.</p> <p>___Presence of beginning, middle, and end is somewhat recognizable.</p> <p>___Transitions are sometimes used or do not move the reader smoothly from one idea to another.</p>	<p>___An attempt is made to present information in a way that is organized and makes sense and is appropriate for expository writing (description, sequence, compare/contrast, cause and effect, or problem and solution), but gets lost throughout the response.</p> <p>___Presence of beginning, middle, and end is bare and needs more work.</p> <p>___Transitions are sometimes used and do not help to move the reader from one idea to the next.</p>
<p>The student uses a variety of appropriate reference materials to gather information, including multiple representations of information for a research project (for example, maps, charts, photos). (LAA.2.2.8.4.1)</p>	<p>___A better than average variety of appropriate references are used to gather information which shows the student tried to research information thoroughly.</p>	<p>___A good variety of appropriate reference materials is used to gather information, which shows the student's attempt to gather information in a thorough manner.</p>	<p>___Some appropriate reference materials are used to gather information, which supports the student tried to gather information at a very basic level.</p>	<p>___A limited amount of appropriate reference materials is used, which shows the student gained little information.</p>

* Facts, information, examples, and definitions should demonstrate student knowledge of the content area. (SSA.6.2.2.4.1, SSA.6.2.2.4.2, SSA.6.2.3.4.6, SSA.6.2.3.4.8, SSA.6.2.3.4.9, SSA.6.2.4.4.1, SSA.6.2.5.4.1)

Suggestions for Grading and Reporting using the E-Mail Communiqué Rubric

- ☛ Students who satisfy the majority of criteria within a performance level should receive the score assigned to that level.
- ☛ For students whose scores are scattered among the performance levels, the teacher may choose to take an average for the purpose of assigning scores.
- ☛ Students scoring in the "Meager" performance level should not receive a failing grade. This rubric was designed to measure student performance that is passing and above.
- ☛ Teachers should adhere to their grading policy if rubric scores are converted to numerical scores.
- ☛ Teachers should provide opportunity for feedback and reflection once a score has been assigned. Keep in mind that assessment is a process. The purpose is to gauge student achievement and to improve learning and teaching. Emphasis should be on what the student has learned instead of the score they receive.