

Summative Assessment B

Journal Entries for A Colony Is Born

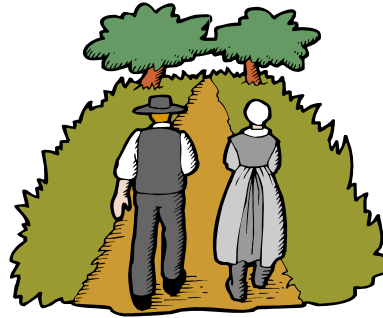


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Journal Entries

Summative Assessment B

Constructed Response

Duration: 6 Days

Standards Assessed:

SSA.1.2.2, SSA.4.2.2, SSA.4.2.2.5.1, SSA.4.2.2.5.2, LAA.2.2.5, LAA.2.2.5.5.1

Description of Assessment Activity: The purpose of the journal entries is to give the students an opportunity to create simulated journal entries with the focus being the primary informational source of journal writing as they assume the role of a colonist coming from England to settle in the New World. Entries will reflect journal characteristics, such as personal insight. These constructed responses will be used to summatively assess students' knowledge of significant events in the colonization of North America, selected aspects of everyday life in Colonial America, why Colonial America was settled in regions, and the students' ability to read and organize information from multiple sources for the purpose of performing a task.

Teacher Directions:

During Lesson 5, Dear Mem:

1. Provide models of simulated journal entries.
2. Facilitate class discussion and categorizing of historical facts, personal insights, and characteristics of historical journal entries, as examples of simulated journal entries are read.
3. Distribute copies of Journal Characteristics, Journal Rubric, and Rubric Expectations.
4. Distribute journal samples and allow for formative assessment opportunities.
5. Allow for practice, sharing, and feedback opportunities.

During Lesson 6, To Leave or Not to Leave:

6. Review Journal Characteristics, Journal Rubric, and Rubric Expectations.
7. Direct students to generate a group journal entry for practice.
8. Allow for sharing, feedback, and revisions. Reteach as needed.
9. Provide ample time for students to create individual journal entries.

During the next four days of instruction:

10. Provide ample time each day for students to create quality journal entries.
11. Remind students to reference Journal Characteristics, Journal Rubric, Rubric Expectations, and Historical Facts Guide as they create their simulated journal entries.
12. Formatively assess student progress using the Journal Rubric and redirect individual students who demonstrate misconceptions concerning process and historical information.
13. Reteach as needed.

At the completion of the unit:

14. Collect Colonial Notebooks.
15. Assess journal entries using the Journal Rubric and Scoring Guide provided.
16. Record students' scores.

Student Directions:

During Lesson 5, Dear Mem.:

1. Look at models of simulated journal entries.
2. Participate in class discussion and categorizing of historical facts, personal insights, and characteristics of historical journal entries as the teacher reads examples of simulated journal entries.
3. Examine copies of Journal Characteristics, Journal Rubric, and Rubric Expectations.
4. Read sample journal entries and assess using the criteria outlined in the handouts.
5. Practice, share, and participate in feedback opportunities.

During Lesson 6, To Leave or Not to Leave:

6. Review Journal Characteristics, Journal Rubric, and Rubric Expectations.
7. Generate a group journal entry as practice.
8. Share, participate in feedback sessions, and make revisions.
9. Create an individual journal entry.
10. Ask for clarification of any misunderstood information regarding process or historical information.

During the next four days of instruction:

11. Create at least one quality journal entry per day.
11. Refer to Journal Characteristics, Journal Rubric, and Rubric Expectations as you create your journal entry each day.
13. Ask for teacher assistance as needed.

At the completion of the unit:

14. Turn in your Colonial Notebook for final assessment.

Scoring Method & Criteria: The journal entries are summatively assessed. Students are permitted to use the information gathered in their Colonial Notebooks while creating their simulated journal entries. The teacher summatively assesses to evaluate student understanding of information covered within the unit using the Journal Rubric and accompanying Scoring Guide.

Journal Rubric

Name: _____

Date: _____

Criteria	Level 4	Level 3	Level 2	Level 1
	Journal entries include...			
<u>Information Organization</u> LAA.2.2.1.5.1 LAA.2.2.5.5.1	___ 5 or more entries ___ Well organized, all events are given in correct order	___ 4 entries ___ Average organization, most events are given in correct order	___ 3 entries ___ Fairly organized, some events are given in correct order	___ 2 entries ___ Very limited organization, few events are given in correct order
<u>Significant Events</u> SSA.4.2.2.5.1	___ 5 or more references to historical events, people, facts of the colonial era ___ References are well detailed and clear	___ 4 references to historical events, people, facts of the colonial era ___ References are moderately detailed	___ 3 references to historical events, people, facts of the colonial era ___ References are somewhat detailed but need improvement	___ 2 references to historical events, people, facts of the colonial era ___ Details are bare
<u>Regional Information</u> SSA.4.2.2 SSA.4.2.2.5.1 SSA.4.2.2.5.2	___ Selected traits of everyday life and facts about the region of focus are outstanding and correct ___ The reason(s) the colonists of this region came to the New World are very well explained	___ Selected traits of everyday life and facts about the region of focus are correct ___ The reason(s) the colonists of this region came to the New World are moderately explained	___ Selected traits of everyday life and facts about the region of focus are acceptable ___ The reason(s) the colonists of this region came to the New World are somewhat explained	___ Selected aspects of everyday life and facts about the region of focus are bare and need more detail ___ The reason(s) the colonists of this region came to the New World are sketchy
<u>Personal Insight & Application</u> of: SSA.1.2.2 SSA.4.2.2.5.1 SSA.4.2.2.5.2	___ Expressions of personal opinions and feelings about the events recorded as the writer assumes identity of colonist living during the colonial era are stated regularly	___ Expressions of personal opinions and feelings about the events recorded as the writer assumes identity of colonist living during the colonial era are stated now and then	___ Expressions of personal opinions and feelings about the events recorded as the writer assumes identity of colonist living during the colonial era are few or may be unclear	___ Expressions of personal opinion and feelings about the events recorded as the writer assumes identity of colonist living during the colonial era are limited and unclear
	Each ✓ = 4 points Total points: _____	Each ✓ = 3 points Total points: _____	Each ✓ = 2 points Total points: _____	Each ✓ = 1 point Total points: _____

Total # of points: _____

Grade: _____

Please consult the Journal Rubric Scoring Guide for possible point conversions

Journal Rubric Scoring Guide

With 7 different criteria, each checkmark on the rubric signifies points earned. Level 4 earns 4 points, Level 3 earns 3 points, Level 2 earns 2 points, and Level 1 earns 1 point. For example, a student receiving checkmarks in the Level 4 category for all 7 criteria receives a perfect score of 28 points; equivalent to the score 100.

For ease in converting the rubric point system to the numerical grading scale, the following is suggested:

28 = 100	21 = 93	14 = 86
27 = 99	20 = 92	13 = 85
26 = 98	19 = 91	12 = 84
25 = 97	18 = 90	11 = 83
24 = 96	17 = 89	10 = 82
23 = 95	16 = 88	9 = 81
22 = 94	15 = 87	8 = 80
		7 = 70

For anything below a score of 7, begin deducting points for each missing element.

Please note the absence of Level 0 category. According to the design of the unit, formative assessment opportunities occur consistently. The purpose of the inclusion of the formative assessments is two - fold. First, students are afforded self-reflective opportunities through formative assessment activities. In addition, the teacher can monitor and redirect students with misconceptions as needed throughout the process. This should narrow the possibility of failing scores.