

Summative 1 for Native American Unit



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Assessment Activity Title: Summative 1
Rubric for Speaking and Checklist for Reading Informational Text
Type of Assessment: Performance Assessment

Duration: 45 minutes – 1 hour

Standard (s) Assessed: LA.A.2.1.3.2.1, LA.C.3.1.1.2.1, LA.C.3.1.1.2.2, LA.C.3.1.4.2.1, Information Managers and Effective Communicators.

Description of Assessment Activity: Students read informational text (Note Pages) to speak to a large group about the aspect of a Native American culture group about which they have become an expert.

Teacher Directions:

1. Download and make copies of Summative 1, Rubric for Speaking and Summative 1, Checklist for Reading Informational Text (see extensions), one of each per student.
2. Recap that the class has worked for three days preparing their projects and becoming experts on a topic.
3. Review the Summative 1, Rubric for Speaking and Summative 1: Checklist for Reading Informational Text (see extensions).
4. Tell students it is now time to make presentations. Ask for volunteers to go first.
5. Student groups present their projects and individual students speak to the class about their topics. Students read their notes on their Note Pages to guide them in speaking to the class. Students who present about the physical surroundings, location, and climate of a region will also add the map symbols for that region to the class bulletin board map display.
6. The teacher assesses each student on his/her ability to read informational text and perform the task of speaking to a large group using Summative 1, Rubric for Speaking and Summative 1, Checklist for Reading Informational Text (see extensions).

Student Directions:

1. We have been reading informational texts to become experts on Native Americans. Today each group will share its project and each of you will read your Note Page to help you tell the class what you have learned.
2. Those of you who are presenting about the physical surroundings, location, and climate of a region will also add map symbols to the class bulletin board map display.
3. Let's review the Rubric for Speaking and Checklist for Reading Informational Text (teacher reviews criteria on each and reminds students that gestures should appear natural, not contrived).
4. It is time to make our presentations. Which group would like to go first?

Scoring Method and Criteria: The Summative 1, Rubric for Speaking and Summative 1, Checklist for Reading Informational Text are used to assess the student's speaking performance and ability to read informational text to perform a task.

Possible scoring guide for Summative 1, Rubric for Speaking:

Assign points for each column. For example, an X in the “You’re doing great!” column could equal 3 points. An X in the “You have the right idea. Practice makes perfect!” column could equal 2 points. An X in the “See the teacher” column could equal 0 points. Points are added up.

Possible scoring guide might be:

15-12 points = S

11-8 points = N

7-0 points = U

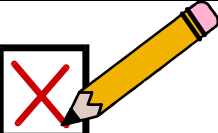
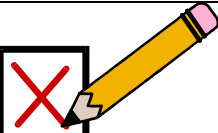
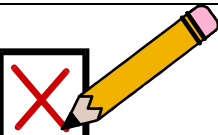
Possible scoring guide for Summative 1, Checklist for Reading Informational Text:

Student completes both tasks listed on the checklist = S.



Student completes one task listed on the checklist = N.

Student does not complete either task on the checklist = U.

Summative 1
Rubric for Speaking
 LA.C.3.1.1.2.1, LA.C.3.1.1.2.2, LA.C.3.1.4.2.1

	You're doing great!	You have the right idea. Practice makes perfect!	See the teacher.
Volume	You spoke loudly enough for everyone to hear you.	Almost everyone could hear you.	People could not hear you. You spoke too low.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Phrasing	All of your phrases, or groups of words, made sense and were easy to understand.	Most of the phrases, or groups of words, that you spoke made sense and were easy to understand.	I could not understand you. Your phrases, or groups of words, did not make sense.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tone	You used different tones for different kinds of sentences and your speech was easy to understand.	You used different tones for some different kinds of sentences. Your speech was easy to understand most of the time.	I could not understand you. The tone of your voice was always the same. Your words all ran together.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Summative 1 (cont.)
Rubric for Speaking
 LA.C.3.1.1.2.1, LA.C.3.1.1.2.2, LA.C.3.1.4.2.1

	You're doing great!	You have the right idea. Practice makes perfect!	See the teacher.
Eye Contact	You looked at the people who were listening the whole time you spoke.	You looked at the people who were listening most of the time. Sometimes you looked at other things in the room.	You did not look at the people who were listening to you.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gestures	You made gestures while speaking. The gestures made your talk more interesting.	You made too many or too few gestures while you were speaking.	You did not make gestures while you were speaking.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Possible scoring guide:

Assign points for each column. For example, an X in the “You’re doing great!” column could equal 3 points. An X in the “You have the right idea. Practice makes perfect!” column could equal 2 points. An X in the “See the teacher” column could equal 0 points. Points are added up. Possible scoring guide might be:

- 15-12 points = S
- 11-8 points = N
- 7-0 points = U

**Summative 1
 Checklist for Reading Informational Text
 LA.A.2.1.3.2.1**

Student	Student read informational texts and completed a Note Page about his topic.	Student read his/her Note Page to speak to a large group.

Scoring guide: Student completes both tasks listed on the checklist = S. Student completes one task listed on the checklist = N. Student does not complete either task on the checklist = U.