

Summative Assessment 2
For the unit
Jacob Have I Loved



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Summative Assessment 2 Instructions

Duration: Four class periods

Standard (s) Assessed: L.A.D.2.3.5, L.A.E.1.3.2, L.A.B.1.3.1, L.A.B.1.3.2, L.A.B.1.3.3

Description of Assessment Activity: This is a performance and constructed response assessment. Students will be depicting scenes from the novel, writing about the setting, characters and conflicts represented in the picture and then rewrite the scene from the point of view of a different character in the novel. Information will be typed in word processing program and then copied and pasted into a PowerPoint presentation. Students will give an informal presentation explaining the picture and the point of view section.

Teacher Directions:

Prior to the assessment:

1. Make copies of the summative assessment. (If paper is limited, then, transparencies can be made of A Picture is Worth a Thousand Words-The Big Picture and Scenes to Choose From. Students will need copies of the other items.)
2. Decide if students may create their own groups or if they will be grouped in another way.
3. In the daily instruction, students are reminded about the assessment and will have been given ample opportunity to practice the skills involved.
4. Gather enough digital cameras to make the scenes' photography process run smoothly.
5. Decide if you will take the pictures or enlist a volunteer. You may wish to have a spot for the photograph to be so that students can rotate through to take their pictures.
6. Familiarize yourself with PowerPoint and how to paste in pictures and text.

Days of the assessment's introduction:

1. Inform students that this is a graded assessment. They should perform to the best of their ability. They should use their group time wisely and efficiently.
2. Distribute the assessment and go over the expectations and the scoring rubric
3. Give students time to ask questions.
4. Allow time to get into groups and begin planning their scenes.

Days of the assessment's implementation:

1. Monitor students as they work. Students should be kept on task and working towards a completed project. The only time students should be allowed group conversation is during the scene depiction, during their pasting of work into the PowerPoint and during their practice of the presentation. In order to have the project run smoothly, strong classroom management may need to be utilized.
2. As students work, use the rubric to guide feedback.

Day of the presentation:

Allow students time to present their work. This is an informal presentation and presentation skills count minimally on the rubric.

Student Directions:

1. Listen as I go over the assessment instructions.
2. Know that this assessment will take 4 days. If you need to work on this at home to complete before that time is up, then you must do so.
3. Work quickly, quietly and efficiently with your group. Keep gossiping and outside conversation to a minimum!

Scoring Method and Criteria:

Use the scoring rubric to assess student work. It is attached in this file. A suggested grading scale might be:

24= 100= A

23= 98

22= 96

21=94

20=92

19=90

18=89=B

17=87

16=85

15=83

14=81

13=80

12=79=C

11=77

10=75

9=73

8=71

7=70

6=69= D (Students scoring this low have not mastered the concepts of the unit.)



**A Picture is Worth
a Thousand Words-
The Big Picture**



Summative Assessment

2

L.A.D.2.3.5, L.A.E.1.3.2,
L.A.B.1.3.1, L.A.B.1.3.2,
L.A.B.1.3.3

For this summative assessment, you will be combining four tasks. You will create rough drafts of items 2 and 3. After a final draft has been completed, then you will copy and paste the information into a PowerPoint presentation.

1 Choosing a scene

Your first task will be to depict a scene from the novel, Jacob Have I Loved. Scenes and characters have already been selected (see the handout). You and a small group of peers will choose your scene from the generated list and then take a digital picture of a moment within the suggested scene. Your picture should capture a significant moment so choose wisely!

2 Explaining the scene

Your second task will be to summarize the scene that is being depicted. Each person will individually explain the following:

- Setting
- Does this scene impact a character's development? If so, explain it.
- Is there a conflict or resolution in this scene? If so, explain it.
- What is the main idea of the scene you are depicting from the novel?

3 Point of View

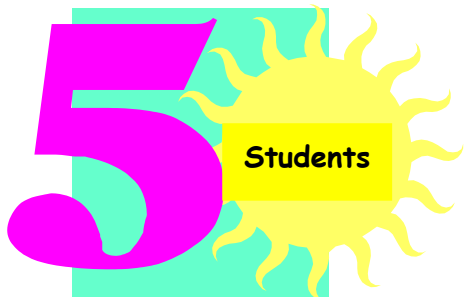
Your third task will be to write a paragraph explaining what one of the characters in the scene is thinking. The only character you may not use is Louise. Why? The book is told from her point of view already. We know what she is thinking. But we don't know what other characters are thinking at different points of the book. Now is your chance to be creative!

4 Presentation

Last step! Your work (picture and responses) will be pasted into a PowerPoint presentation. Your group will do an informal presentation.

Your work will need to be brainstormed, drafted and revised and grammatically correct. Your rough drafts will be turned in! See the scoring Rubric for criteria.

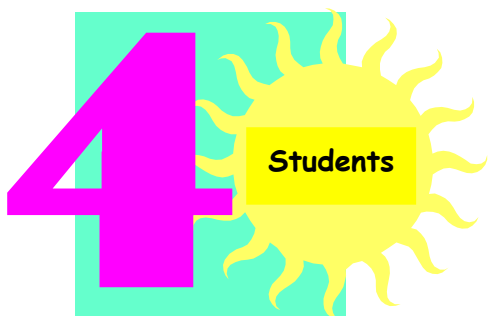
Scenes to Choose From
For Summative Assessment 2
A Picture is Worth a Thousand Words



Seeing Captain Wallace for the 1st Time

Mom, Dad, Caroline, Louise, Captain Wallace, Edgar

Page: 48-53



Weathering the Storm

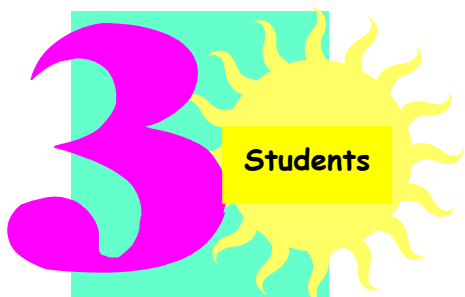
Grandmother, Captain Wallace, Louise, Mom and Dad

Page: 121-125

Caroline's Gift from the Captain

Captain Wallace, Louise, Caroline, Mom and Grandmother

Page: 175-178



A Suggestion of Marriage

Caroline, Call, Louise, Captain Wallace

Page: 156-159

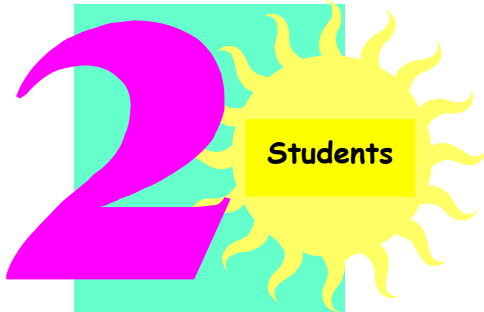
Grandma goes Crazy

(3-4 students)

(Dad), Louise, Grandma, Mom

Page: 197-200

Scenes to Choose From
For Summative Assessment 2
A Picture is Worth a Thousand Words



Drowning the Cats

Call, Louise, Captain Wallace

Page: 104-108

Grandma Knows Louise's Secret

Grandma, Louise and Caroline

Page: 139-142

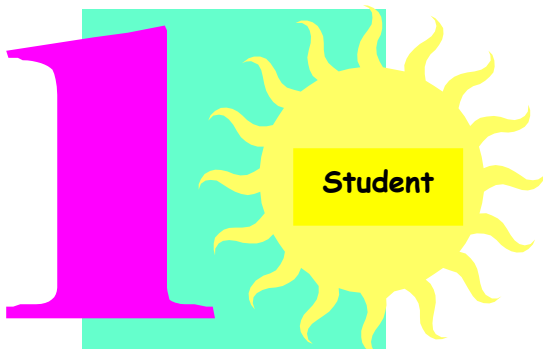
Washing Windows

Grandmother, Louise, Mom

Page: 225-228

Saving the Cats

Caroline and one housewife



Caroline Finds Louise

Caroline and Louise

Page: 31-32

In Love With the Captain

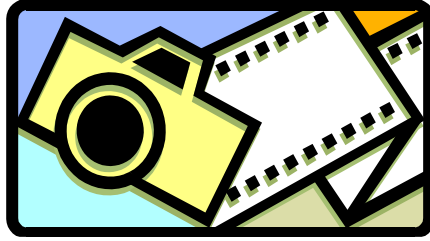
Captain Wallace and Louise

Page: 132-134

Romans 9:13

Louise and Grandmother

Page: 178



A Picture is Worth a Thousand Words

Step One

Choosing a Scene

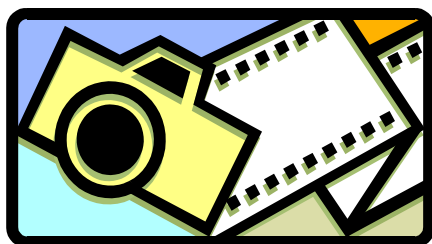
- Take a look at the list of scenes you have to choose from.
- You will select, or your teacher will select for you, a group of students to work with.
- Before you get together with your group, listen as the teacher goes over the work.
- Briefly confer with your group members and determine who will write from the point of view of each character. You each have to choose a different character and **NO ONE** can write from Sara Louise's point of view!
- Then, decide on character assignments and how you and your group will depict the scene.

Things your group needs to think about:

- **Props-** Is there a baby in the scene? Then you'll probably need a doll. Is there a cat in the scene? Then, you'll probably need a stuffed cat. Is there a boat or water in the scene? Then you'll probably need some blue paper and brown paper to make your setting. Be creative, but don't get too lost in the moment. Your time is limited!
- **Facial expressions-** You want your picture to say it all. So what is the facial expression of the characters going to be? Are they shocked? Outraged? Embarrassed? Mean? Happy? What will that expression look like? Practice it!
- **Body positions-** Again, your picture needs to say it all. So what are the characters doing in the picture? Are they pointing? Are they reading? Are they shocked? Outraged? Embarrassed? Mean? Happy? What does that body expression look like?
- Once you have practiced your picture depiction, and set up, give your disc to the photographer and have him/her take your picture. As you are working with a digital camera, you can look at the finished product and decide if you need to take another photo. Then, get your disc from the photographer and paste your picture into the correct place on the PowerPoint. Remember- time is limited!
- Finally, begin working on Step Two.

Group Responsibilities

- Work quickly, quietly and efficiently
- If you are assigned to bring in a prop, bring it in when you are supposed to.
- Keep silliness and immature behavior to a minimum.



Step Two

For Summative Assessment 2

A Picture is Worth a Thousand Words

Now that you have chosen your scene, depicted it and taken a picture of it, you are ready to write about it. **Each person** in the group will be explaining the following:

- Setting of the scene
- How does this scene impact a character's development?
- Is there a conflict or resolution in this scene?

Step Three

Now that you've explained the content of the picture, you are going to get creative! There's a saying that to really know someone, you've got to walk a mile in his or her shoes. Now, you aren't going to go the whole mile, but a few blocks will be needed.

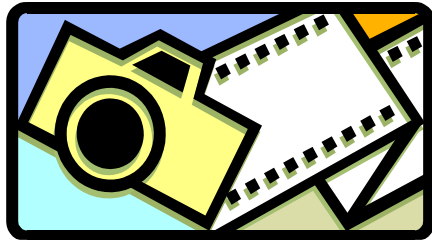
Once you've identified your character, write from his or her point of view and explain what is going on during the scene. Really get inside that character's head and attempt to use appropriate language, emotions, and slang. For example, the mother is more educated than the father. How will that affect how she thinks? The grandmother can be mean and spiteful and toward the end of the book is a little wacky. How will that affect how she thinks?

If it will help you get into the character's head, consider asking yourself these questions- What would _____ have done if...? How would _____ have reacted to the scene? How did they think when _____?

You will need to plan before you write. Brainstorm using a graphic organizer that works best for you. You will be turning in the brainstorm with your final copy, so it has to be written down somewhere, not done in your head!

You will need a rough draft of your writing so that you can revise it prior to writing the final copy. The final copy will be typed into your slide (s) on the PowerPoint. Use the scoring rubric to help you include all the necessary writing ingredients.

Your final copy will need to be edited. This information is also on the scoring rubric.



Step Four Presentation

Your last step is to present your group's PowerPoint.

Once you have written all of your responses, drafted your work and checked for punctuation, you need to paste your work into your portion of the PowerPoint. One person in the group should paste the picture into the PowerPoint. (Your teacher will share all this technical information when he/she goes over the sample PowerPoint.)

Each person in the group should have a speaking role. Each of these must be explained:

- Scene
- Setting
- Character development
- Conflict or resolution
- Each pictured character's point-of-view

One person will need to be responsible for changing slides.

If you have a small group, then some group members will have multiple roles.

Each person will read his or her character's point-of-view of the scene.

You will individually be graded on your presentation of your character's point-of-view portion, but the group should do what it can to make sure that everyone shares in the roles and does his or her part. Be responsible, mature and ethical in your work!

A Picture is Worth a Thousand Words Scoring Rubric

Student Name _____ Scene Depicted _____

| | 4 | 3 | 2 | 1 |
|---|--|---|--|---|
| PowerPoint L.A.D.2.3.5 (Incorporates audiovisual aids in presentations) | Congratulations. You did a wonderful job of creating a picture of your scene to use as a visual aid in your presentation, and you included your written text in your portion of the PowerPoint. | Good Job. You created a picture of your scene and some of the written text in your portion of the PowerPoint. It does appear that you may have forgotten to include some of your written text. | Needed work. You created a picture of your scene, but there appears to be a great portion of your written text missing from the PowerPoint. | Re-do. You created a picture of your scene, but you neglected to include any of your written text into the PowerPoint. Next time, make sure you take the time to do all the necessary steps for the project. |
| Explains setting, character development, conflict and resolution L.A.E.1.3.2 | Congratulations! You did a fantastic job of explaining the setting, how the character is developing and any conflicts/resolutions in your chosen scene. | Good job. You explained the setting, any character development and conflict/resolutions that are occurring in your scene. More detail and explanation should have been included. | Needed work. You included some explanation (but may be missing) setting, character development and conflict/resolution. | Re-do. You either did not do this portion, or this is so little information that I cannot see if you really understand the scene. Next time, you need to carefully proofread your work and make sure you've done all the steps. |
| Organizer L.A.B.1.3.1 (Organizes information before writing according to type and purpose) | Congratulations. You completed a great organizer that was appropriate for you and the task. It shows that you thought about the task and all the information that you would need to complete it. | Good Job. You included an organizer that was appropriate for you and the task. It shows that you gave some thought to the task, and you had details included. More planning was really needed, however. | Needed more work. You included an organizer, but it was not complete or accurate! You had skimpy details that probably didn't help you create your final work. | Re-do. You either did not do an organizer or you provided so little on the organizer that I can't see how it helped you at all. Next time, take the time to do one. It will be helpful when you are ready to write your final copy. |

A Picture is Worth a Thousand Words

Scoring Rubric

Page 2

| | | | | |
|--|--|---|--|---|
| <p>Drafts and revises writing LA.B.1.3.2</p> | <p>Congratulations. You've done an excellent job and it shows because your final work is focused, complete, has details, clearness, and great word choice.</p> | <p>Good Job. Your final work is focused, complete, has details, clearness, and good word choice. One to two areas may have needed a little more polishing, but for the most part, you did a nice job.</p> | <p>Needed more work. Three or more areas are lacking (focus, completeness, details, clearness or word choice). For the most part, you did an okay job.</p> | <p>Re-Do. You turned in work that was not focused, complete, detailed, clear, and didn't use good word choice. You may have turned in your first draft that you didn't take the time to revise. Next time, spend more time revising and creating a quality piece of work.</p> |
| <p>Grammar/spelling (LA.B.1.3.3)</p> | <p>Congratulations. Your final copy had very few (2-3) errors in spelling, punctuation, and grammar.</p> | <p>Good job. Your final copy had a few errors (4-5) in spelling, punctuation and grammar. Next time, spend a little more time proofreading, or have someone else read your work.</p> | <p>Needed more proofreading! Your final copy had multiple errors in spelling, punctuation and grammar. You really needed to proofread or have a peer read your work.</p> | <p>Re-do. You had so many errors that they hindered any understanding of your work. Next time, spend more time proofreading or have a peer read your work.</p> |
| <p>Process Standard Effective Communicator</p> | <p>Great Job! During your presentation, you were clear, used pacing and were prepared to deliver your portion of the PowerPoint.</p> | <p>Good job. During the presentation, you were somewhat clear, maybe a little fast/or slow in your pacing, and were somewhat prepared to deliver your portion of the PowerPoint.</p> | <p>Needed more preparation! You may have mumbled, were too fast/or slow in your pacing, and weren't very prepared to deliver your portion of the PowerPoint.</p> | <p>You were not prepared! You either did a poor job presenting or you did not have anything to present. You were not clear and pacing was way off. Next time, a little preparation will go a long way. Be more prepared!</p> |

Score: