

# Summative Assessment 3

## Unit Project for America Gears Up



### Table of Contents

Item	Page Number
Assessment Instructions	2
Project Proposal Form	3
Project Midpoint Checklist	4
Project Directions	5
Project Time Line	6
Rubrics	7-8

# America Gears Up Summative Assessment 3 (Performance/Project)

**Duration:** five days

**Standard(s) Assessed:**

SS.A.5.4.1

SS.C.1.4.4

LA.C.3.4.4

LA.C.3.4.3

Goal 3 Process Standard: Effective Communicators

**Description of Assessment Activity:**

The third summative assessment for the unit, America Gears Up, takes the form of a project. Students are allowed to choose from many different types of presentation methods. This allows them to apply their knowledge using a method corresponding to their learning styles. Students are asked to present their projects to the rest of the class using the oral presentation methods reviewed during lessons within the unit.

**Teacher Directions:**

Give students a copy of the Project Directions and Rubric handout after Lesson 1: From the Farm to the Factory. Review the directions and rubric before the students select a type of project. Discuss ways to complete the different types of projects soliciting input from the class.

Have students complete a Project Proposal Form at the end of Lesson 3: Labor Pains. Take up and review their proposals. Return the proposal forms at the beginning of Lesson 4: Inventing a New Life.

By the end of Lesson 4: Inventing a New Life, students should have well, thought-out projects and the information necessary for completion. During the first day of the project preparation, give students a Project Midpoint Checklist and have them complete. Review the checklist with each student to make sure he/she is on track with the project. They should make changes and corrections based on their checklist. Students should finalize their projects and be prepared to present them.

Once all of the students have finished their projects, have the students turn in the content and oral presentation rubrics. Make sure they have graded their project using the **content** section of the project rubric before they turn it in. This makes them evaluate their own work and make appropriate changes, and gives them a way of comparing their scores to those of the teacher's. They then present their projects to the class.

Grade the project rubric. This grade is summative. Write your score next to the score given by the student. This allows the students to compare the scores that they gave themselves to the ones given by the teacher. Return the graded rubric to each student. Review the scored rubric with students that earned a score of 69 or less on the rubric.

Grade the oral presentation using the rubric as they present their projects to the class. This assessment addresses the Language Arts benchmarks and the Goal 3-Process Standards. Use the results of this assessment to provide feedback to the students. How the score on this rubric is used to determine the total grade for the project should be at your discretion. Return the scored rubric so that students can see where they need to improve.

**Student Directions:**

See the Project Directions and Rubric.

**Scoring Method and Criteria:**

Assess the project using the rubric found in the Project Directions and Rubric handout.



## Project Proposal Form

Name \_\_\_\_\_

Type of Project \_\_\_\_\_

### Description of the Project

Provide a short description below of how you will answer the essential questions, incorporating the required content, within the scope of the proposed project.

### Collaboration

If you are going to be working with another student, provide his/her name in the space below. (Remember that if you work with someone else, both of you have to have a completed individual project and present it individually.)

Name \_\_\_\_\_

### Teacher Approval/Comments



## Project Midpoint Checklist

Your Name \_\_\_\_\_

Finished research for project

The project is approximately...

25% complete.

50% complete.

75% complete.

100% complete.

☞ I'm having the following problems. (Write in the area below.)

☞ I need help in the following ways... (Write in the area below.)



# Brookings Institute Memorandum



Congratulations on your new job as a consultant with the Brookings Institute Think Tank. Your first assignment is to analyze the period from 1860 to 1910 in American history when the United States went through great economic and social changes. Your analysis should revolve around the following essential questions.

## Essential Questions

- Can societies have winners and losers at the same time?
- Can a group be both a winner and loser at the same time?
- How can these winners and losers be reconciled?

## Types of Projects

- Determine what you think will be the best way to present your answers to the essential questions. The following are examples of possible ways for you to present your analysis and conclusions.
- If you want to present in another way, other than the ones listed below, then check with the project director.

- |                           |                                |
|---------------------------|--------------------------------|
| ☞ Book                    | ☞ Series of Political cartoons |
| ☞ Editorial               | ☞ Diagram or Illustration      |
| ☞ Magazine                | ☞ Mural                        |
| ☞ Short story             | ☞ Song or rap                  |
| ☞ Series of letters       | ☞ Role-play                    |
| ☞ PowerPoint presentation | ☞ Puppet show                  |
| ☞ Website                 | ☞ TV Documentary               |
| ☞ Board game              | ☞ Talk show                    |
| ☞ Poster                  |                                |

- You may work alone or with a partner. If you work with a partner, then **BOTH** of you have to have a completed project and present it to the audience.
- Your project has to be presented orally to the audience. Be prepared to justify what you present and answer questions from the audience.

## Content

Every project should answer the essential questions using information from the period 1860 to 1910 in American history. Information from the following areas must be used to answer the questions.

1. Big Business and its organization
2. Labor and labor unions
3. New inventions
4. Role of government

Since this is your first project for the Brookings Institute, we will be looking at your product very closely. The accompanying rubric will be used to determine the success of your project.

## Approval

Prior to beginning the project, a **Project Proposal** form must be completed and turned in to the project director at the announced time. He will return this form giving you permission to start on the project that you proposed.

## Progress

After you have started the project, you will have to discuss your progress with the project director. Complete the Project Midpoint Checklist when you are half finished. The project director will review the checklist to make sure you are progressing in a timely manner. You should make changes and revise your project based on your checklist and project director meeting.



## Project Time Line

Milestone	Activity
End of Lesson 1: From the Farm to the Factory	<ul style="list-style-type: none"> <li>• Introduction to the project.</li> <li>• Get the project directions and rubric.</li> </ul>
End of Lesson 2: Big Business	<ul style="list-style-type: none"> <li>• Think about the form the project will take.</li> <li>• Start gathering information.</li> </ul>
End of Lesson 3: Labor Pains	<ul style="list-style-type: none"> <li>• Turn in the Project Proposal Form</li> <li>• Start gathering materials for project</li> </ul>
End of Lesson 4: Inventing a New Life	<ul style="list-style-type: none"> <li>• Project should be taking form.</li> </ul>
During project preparation days	<ul style="list-style-type: none"> <li>• Mid-Point Checklist should be completed and turned in on the first preparation day.</li> <li>• Project should be completed by the third preparation day.</li> <li>• Be prepared to present the project on the fourth or fifth day.</li> </ul>



The project director will score the oral presentation part of the project. Use the presentation rubric below as a guide prior to giving the oral presentation.

### Oral Presentation Rubric

<b>Goal 3 - Effective Communicator and LA.C.3.4.4 - Oral Presentations</b>				
·While presenting, the student displays excellent speaking skills by...	·While presenting, the student displays adequate speaking skills by...	·While presenting, the student displays basic speaking skills by...	·While presenting, the student displays <b>poor</b> speaking skills by...	·While presenting, the student displays few or no speaking skills by...
<b>Excellent (A work)</b>	<b>Above Average (B work)</b>	<b>Average (C work)</b>	<b>Below Average (D work)</b>	<b>Needs Improvement (F work)</b>
·maintaining eye contact with the audience, rarely returning to notes.	· maintaining eye contact with the audience, seldom returning to notes.	·maintaining eye contact most of the time but frequently returns to notes.	·occasionally making eye contact, and reading from the notes most of the time.	·reading all of information with no eye contact.
·using a very clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	·using a very clear voice and correct pronunciation of terms so that all audience members can hear presentation.	·using a voice that is clear and pronouncing most words correctly so that most audience members can hear presentation.	·using a voice that is low and incorrectly pronouncing terms so that audience members have difficulty hearing presentation.	·mumbling, incorrectly pronouncing terms, and speaking too quietly for students in the back of the class to hear.