

Language Arts Summative for Wellness Wonders



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Assessment Title: Language Arts Summative
Assessment Form: Summative
Type of Assessment: Selected Response, Constructed Response

Duration: 30 minutes

Standard (s) Assessed: LA.B.2.2.6.3.1, LA.B.2.2.6.3.6, LA.C.1.2.4.3.1, LA.D.2.2.5.3.1, HE.B.2.2.1, HE.C.2.2.1, Information Managers, and Critical and Creative Thinkers

Description of Assessment Activity: As the teacher reads excerpts from newspapers and magazines, students listen and identify the statements as fact or opinion. Students then complete the assessment with selected and constructed responses. This summative assessment is to be administered on Day 9 of the *Wellness Wonders* unit.

Teacher Directions:

Before the assessment:

1. Make copies of Language Arts Summative, one per student.
2. Make copies of the Rubric for Expository Writing, one per student.
3. Gather newspapers and magazines. In advance, locate 5 examples of fact and opinion in the texts of the newspapers, magazines, catalogs, brochures, etc.
4. Gather Language Arts Checklist/Listening (previously downloaded on Day 1).

During the assessment:

1. Distribute copies of Language Arts Summative and Rubric for Expository Writing.
2. See student directions.
3. Summatively assess students' listening skills while conducting the assessment using the Language Arts Checklist/Listening previously downloaded on Day 1.
4. Allow time for students to complete the assessment.
5. Take up papers.

After the assessment:

1. Score assessments using the information in Scoring Method and Criteria.
2. Return assessed work to students and allow time for self-reflection and discussion.

Student Directions:

1. Write your name and today's date on your papers.
2. As you complete this assessment, I will observe to see how well you listen. Remember, good listeners make eye contact with the speaker, face the speaker, and do not talk while the speaker speaks.
3. Look at number 1.
4. Listen as I read statements from various media.
5. If the statement is a fact, circle the word Fact.
6. If the statement is an opinion, circle the word Opinion.
7. Let's begin. Number 1. (The teacher reads the five pre-selected statements and allows time for students to mark their answers between each reading.)
8. Now, look at number 6. Listen as I read the directions. (Teacher reads the directions.) Are there any questions? Allow time for students to complete number 6.
9. Look at numbers 7 and 8.
10. Read the story. Then circle the word that best completes the sentence.

11. Look at number 9. Write an expository paragraph using transitions to tell about steps a person can take to stay healthy.
12. The Rubric for Expository Writing will be used to score your writing.
13. Let's look at the rubric criteria. (The teacher reads and discusses the rubric with students.)
14. Are there any questions?
15. Write to tell about steps a person can take to stay healthy.

Scoring Method and Criteria:

Total possible points = 105

Suggested points:

Items 1-5: The first five responses count 10 points each. Accuracy will be determined according to the selections read by the teacher.

Item 6: Each correct response counts 10 points.

Items 7-9: (10 points each)

Item 10: A scoring method for the Rubric for Expository Writing might be: Excellent 8-10 points, Good 5-7 points, and Needs Work 0-4 points.

Item 11: 5 points for listened appropriately

Name _____ Date _____

Language Arts Summative

Listen as your teacher reads statements from newspapers and magazines.

If the statement is a *fact*, circle **Fact**.

If the statement is an *opinion*, circle **Opinion**.

1. Fact Opinion

2. Fact Opinion

3. Fact Opinion

4. Fact Opinion

5. Fact Opinion

6. List two ways health information and ideas can be shared.

7. Read the story in the box below:

You were watching TV. Some kids were eating Sugar-Puff cereal. They said it tastes so good. After watching TV, you asked your mom to buy some for you.

Circle the word that best completes the sentence:

Watching kids eating the cereal on TV _____ you to try the cereal.
(informed convinced)

8. Read the story in the box below:

You read a book about health. You read that children your age should have 8-10 hours of sleep each night.

Circle the word that best completes the sentence:

The book _____ you about how many hours of sleep you need.
(informed convinced)

9. Read the story in the box below:

You read an article about bicycle safety. It said each year hundreds of kids get injured riding bicycles because they do not wear helmets.

Circle the word that best completes the sentence:

The article was written to _____ you about bicycle safety.
(inform, convince)

10. **On a separate sheet of paper**, write an expository paragraph with transitions to tell about steps a person can take to stay healthy.

11. Listening: + = Listened appropriately Δ = Needs more practice

Language Arts Summative Key

Items 1-5 (L.A.D.2.2.5.3.1): Accuracy will be determined according to the selections read by the teacher.

Item 6 (H.E.C.2.2.1): Accept all reasonable answers. Possible answers might include: talking, skits, oral report, written report, PowerPoint presentation, class discussions, think/ pair/ share, group discussions, partner sharing, etc.

Item 7 (H.E.B.2.2.1): convinced


Item 8 (H.E.B.2.2.1): informed

Item 9 (H.E.B.2.2.1): inform

Item 10 (L.A.B.2.2.6.3.1, L.A.B.2.2.6.3.6): The expository writing in Part C is assessed using the Rubric for Expository Writing.

Item 11 (L.A.C.1.2.4.3.1): Observe students' listening skills during the assessment and circle the appropriate feedback for each student.

Rubric for Expository Writing

	Excellent	Good	Needs Work
<p>LA.B.2.2.6.3.1 The student attempts to focus on an expository topic with little or no irrelevant or repetitious information.</p>	<ul style="list-style-type: none"> • Your writing focuses on the topic. • Your writing has little or no unrelated or repeated information. 	<ul style="list-style-type: none"> • Your writing mostly focuses on the topic. • Your writing has some unrelated and/or repeated information. 	<ul style="list-style-type: none"> • Your writing is not focused. • Your writing has unrelated and/or repeated information.
<p>LA.B.2.2.6.3.6 The student attempts to use appropriate expository transitions to relate ideas.</p>	<ul style="list-style-type: none"> • You used two or more transitions (words that connect) and they all seem to fit. 	<ul style="list-style-type: none"> • You used one transition (a word that connects) and it seems to fit. 	<ul style="list-style-type: none"> • You did not use transitions (words that connect).

Total possible points = 10

Suggested points:

Excellent = 5

Good = 3-4

Needs Work = 1-2