

Reading to Learn

Summative Assessment #2 For the Unit, We The People (Reading)



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Reading to Learn

Summative Assessment #2

Type of Assessment:

Constructed Response, Selected Response

Duration:

45 minutes

Standard (s) Assessed:

LA.A.1.2.3.4.2, LA.A.1.2.3.4.3, LA.A.1.2.3.4.4, LA.A.2.2.7.4.1, LA.A.2.2.7.4.2

Description of Assessment Activity:

This assessment includes various vocabulary and comprehension questions pertaining to a text. Students determine vocabulary meaning from the text. Students complete charts to show comparison and contrast, then, answer question to explain how the comparison and contrast in a text impacts the meaning of the text.

Teacher Directions:

Tell students that now is the time for them to show what they have learned about compare and contrast and about how to understand new vocabulary. Read and discuss all directions. Answer any student questions about directions. Call on each student to orally conference with you as to how they knew the meaning of the word tyranny in the story. This conference satisfies the discussion required in LA.A.1.2.3.4.3. Remind students that this assessment will be graded, so they need to read carefully and do their best. Students then finish the assessment on their own and turn them in to you. After the assessments have been evaluated, return them to students and answer any questions. This assessment can then be used as a study guide for the final unit assessment.

Student Directions:

Listen while I read the directions to you. Ask any questions about the directions. Listen as I read the story. Complete the assessment and turn it in to me when completed. Remember that this assessment will be graded, read carefully and do your best.

Scoring Method and Criteria:

Answers and criteria are included on the teacher key. It is to be scored on a percentage correct basis to calculate a reading grade. **There are 12 possible points on the questions not counting the compare/contrast. If the compare is worth 2, and each side of the contrast is worth 2 each (4 for the entire contrast), that equals 6 for the entire compare/contrast. Add the 6 to the 12 for 18 possible points for the entire summative. On the compare and contrast, if there are at least two correct answers in each of the three sections, all 6 points are given. Deduct a point if there is a mixture of correct and incorrect answer from a section. Deduct two points if no correct answer is given in a section. So, all correct in a section is good for 2 points. Part correct, part incorrect in a section is good for 1 point. All incorrect is good for 0 points.**

Each grade level expectation (GLE) is noted beside the appropriate question. This aids in your record keeping of standards taught and assessed.

Name _____
Date _____

Reading to Learn

Reading

Listen and follow as the story is read to you. Then, you read the story.

Three Branches

When the United States was a new country, our **Founding Fathers** wanted to form a government that did not allow one person to have too much **authority**. They had learned that having one person with all the power was bad for the people. The King of England had all the power in the British government. He did not allow the people to have choices. Everything was done the way the king wanted it. Everyone had to obey the king. Even the lawmakers and judges had to obey the king. If the king chose to change the law, it was changed. The king was a **tyrant** and his government was a **tyranny**.

The men **charged** with forming the new government for the United States wanted the people to have power over the government. No one person would ever have power to control our country like the King of England controlled his country. The people vote and elect **representatives** to serve in our government and do what the people ask them to do for our country. Our Founding Fathers chose **democracy**, government by the people.

In order to be sure that no person in our government became too powerful, three **separate** branches of government were **established** by the Constitution. This was called **separation** of powers. Each branch has some power, but no branch has more power than the other two. Each branch of government can **check** on the other two branches to be sure that the power stays **balanced** among the three branches. By using the checks and balances system, no person can take control of our government like the King of England did in his country.

Vocabulary

Read each sentence from the story. Put an X by the best meaning of the underlined word. (LA.A.1.2.3.4.2, LA.A.1.2.3.4.3)

1. When the United States was a new country, our **Founding Fathers** wanted to form a government

- _____ Our Founding Fathers were men who found America.
- _____ Our Founding Fathers were sent by the King of England.
- _____ Our Founding Fathers were men in charge of forming our new government.

2. The king was a **tyrant**.

- _____ A tyrant has all the power to rule and does not follow any laws or the constitution
- _____ A tyrant is like a president.
- _____ A tyrant obeys all the laws.

3. The people vote and elect **representatives**.

- _____ Representatives work for the king.
- _____ Representatives are elected to do what the people ask.
- _____ Representatives are checks and balances.

4. Our Founding Fathers chose **democracy**.

- _____ Democracy is government by the people.
- _____ Democracy is checks and balances.
- _____ Democracy is having power.

5. Three **separate** branches of government were established by the Constitution.

- _____ Separate means there are three parts.
- _____ Separate means that the branches are not the same.
- _____ Separate means that our Constitution gave the power.

Use a dictionary or thesaurus to find each of these words and write the meaning that best matches the way the word was used in the story above. (LA.A.1.2.3.4.4)

1. authority - _____

2. tyranny - _____

3. charged - _____

4. established - _____

5. separation - _____

Comprehension

Read the story again. Use the story to complete the comparison and contrast tables below.
(LA.A.2.2.7.4.1)

| Comparison | |
|-------------------------|--|
| Tyranny – US Government | |
| | |

| Contrast | |
|-----------------|---------------|
| Tyranny | US Government |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

Read the story again. Answer the questions about the story. (LA.A.2.2.7.4.2)

1. We know that the King of England was a tyrant. How did the author use comparison and contrast to help you understand the difference in tyranny and our form of government?

2. How did the author use compare and contrast to help you understand about the need for three branches to the government?

Reading to Learn
Summative Assessment #2
Teacher Key

Reading

Listen and follow as the story is read to you. Then, you read the story.

Three Branches

When the United States was a new country, our **Founding Fathers** wanted to form a government that did not allow one person to have too much **authority**. They had learned that having one person with all the power was bad for the people. The King of England had all the power in the British government. He did not allow the people to have choices. Everything was done the way the king wanted it. Everyone had to obey the king. Even the lawmakers and judges had to obey the king. If the king chose to change the law, it was changed. The king was a **tyrant** and his government was a **tyranny**.

The men **charged** with forming the new government for the United States wanted the people to have power over the government. No one person would ever have power to control our country like the King of England controlled his country. The people vote and elect **representatives** to serve in our government and do what the people ask them to do for our country. Our Founding Fathers chose **democracy**, government by the people.

In order to be sure that no person in our government became too powerful, three **separate** branches of government were **established** by the Constitution. This was called **separation** of powers. Each branch has some power, but no branch has more power than the other two. Each branch of government can **check** on the other two branches to be sure that the power stays **balanced** among the three branches. By using the checks and balances system, no person can take control of our government like the King of England did in his country.

Vocabulary

Read each sentence from the story. Put an X by the best meaning of the underlined word. (LA.A.1.2.3.4.2, LA.A.1.2.3.4.3)

1. When the United States was a new country, our **Founding Fathers** wanted to form a government

- Our Founding Fathers were men who found America.
 Our Founding Fathers were sent by the King of England.
 Our Founding Fathers were men in charge of forming our new government.

2. The king was a **tyrant**.

- A tyrant has all the power to rule and does not follow any laws or the constitution
 A tyrant is like a president.
 A tyrant obeys all the laws.

3. The people vote and elect **representatives**.

Representatives work for the king.

Representatives are elected to do what the people ask.

Representatives are checks and balances.

4. Our Founding Fathers chose **democracy**.

Democracy is government by the people.

Democracy is checks and balances.

Democracy is having power.

5. Three **separate** branches of government were established by the Constitution.

Separate means there are three parts.

Separate means that the branches are not the same.

Separate means that our Constitution gave the power.

Use a dictionary or thesaurus to find each of these words and write the meaning that best matches the way the word was used in the story above. (LA.A.1.2.3.4.4)

Answers will vary according to the dictionary or thesaurus used. Exact answers are not necessary; however, answers must align with the meaning of the word as used in the text.

1. authority - _____

2. tyranny - _____

3. charged - _____

4. established - _____

5. separation - _____

Comprehension

Read the story again. Use the story to complete the comparison and contrast tables below. (LA.A.2.2.7.4.1)

| Comparison | |
|--|--|
| Tyranny – US Government | |
| Both are kinds of government. Both make laws. Both have people in power. | |
| These are sample answers. Any appropriate answers from the story may be accepted. | |

| Contrast | |
|--|---|
| Tyranny | US Government |
| Has one person who rules. | Has representatives elected by the people. |
| One person makes all the laws. | Three branches of the government make the laws. |
| The tyrant can change the laws. | Three branches of the government work together to change the laws. |
| The tyrant has all the power. | The people have the power because they elect the representatives that make our government. |
| These are sample answers. Any appropriate answers from the story may be accepted. | |

Read the story again. Answer the questions about the story. (LA.A.2.2.7.4.2)

1. We know that the King of England was a tyrant. How did the author use comparison and contrast to help you understand the difference in a tyranny and our form of government?

Accept any appropriate answer involving a tyranny and democracy.

2. How did the author use compare and contrast to help you understand about the need for three branches to the government?

Accept any appropriate answer involving of three branches of government and tyranny.