

Florida Government at Work

Summative Assessment #5 For the unit, We the People (Social Studies, Reading, Writing, Math)



Table of Contents

Item	Page Number
Florida Government at Work - Instructions (Alternative instructions are included to promote differentiated assessment.)	Pages 2 - 5
Florida Government at Work - My Representatives	Page 6
Florida Government at Work - Project Guide	Page 7
Florida Government at Work - Social Studies Rubric	Page 8
Florida Government at Work - Writing Rubric	Page 9
Florida Government at Work - Cost of School	Page 10
Florida Government at Work - Answer Keys	Pages 11 - 13

Florida Government at Work Summative Assessment #5

Type of Assessment:

Constructed Response

Duration:

30 - 60 minutes for each of the four parts of this assessment

Standard (s) Assessed:

SS.C.1.2.1.4.1, SS.C.1.2.1.4.2, SS.C.1.2.2.4.1, SS.C.1.2.3.4.1, SS.C.1.2.5.4.1, 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, LA.B.1.2.2.4.1, LA.B.1.2.2.4.4, LA.B.1.2.3.4.2, LA.B.1.2.3.4.3, LA.B.1.2.3.4.5, MA.A.3.2.3.4.5, MA.D.2.2.2.4.2

Description of Assessment Activity:

Note: Alternative assessment instructions are also given in order to accommodate differentiated instruction and assessment.

This is a four-part assessment.

1. **Social Studies** – Begin this assessment on day 6 of the unit. It should be completed by day 11 of the unit. Students work on this project in conjunction with their writing lessons. Students create an expository writing about one state elected official. A social studies rubric is provided to guide students' writing and as an assessment tool for teachers when evaluating the students' abilities (SS.C.1.2.1.4.1, SS.C.1.2.1.4.2, SS.C.1.2.2.4.1, SS.C.1.2.5.4.1). The student completes a chart with the names of the state and local elected officials (SS.C.1.2.3.4.1).
 - **Alternative assessment** –
 1. Instead of an expository writing, the student can display his/her knowledge in another form such as orally, with a PowerPoint presentation, in book form, etc.
 2. The chart with the names of the elected officials can be presented orally to the teacher.
 3. The same information is required no matter the form of the assessment, so the same rubric will be used to evaluate and score the assessment.

2. **Writing** – Begin this assessment on day 6 of the unit. It should be completed by day 11 of the unit. Students work on this project in conjunction with their social studies lessons. Use the expository writing completed by the students for the social studies section of this assessment to evaluate the writing abilities of the students. A writing rubric is provided to guide students' writing and as an assessment tool for teachers when evaluating the students' abilities. (LA.B.1.2.2.4.1, LA.B.1.2.2.4.4, LA.B.1.2.3.4.2, LA.B.1.2.3.4.3, LA.B.1.2.3.4.5)
 - **Alternative assessment** –
 1. If the student chooses not to do the expository writing for social studies, use whatever writing accompanies the social studies project to assess the writing skills. An oral speech must have note cards that can be assessed. A PowerPoint presentation must contain written sections that can be assessed. A book is written and can be assessed.
 2. The same information is required no matter the form of the assessment, so the same rubric will be used to evaluate and score the assessment.

3. **Reading** – Use the students’ strategy sheets for chapter 8 of the novel, *Class President*, to assess their understanding of compare and contrast, how it helps them understand the text (LA.A.2.2.7.4.1, LA.A.2.2.7.4.2), and their development of vocabulary (LA.A.1.2.3.4.2, LA.A.1.2.3.4.3, LA.A.1.2.3.4.4). Administer this assessment on day 10 of the unit.
4. **Math** – Students use the Cost of School chart to calculate how much it costs their parents to send them to school each day for a week (MA.A.3.2.3.4.5, MA.D.2.2.2.4.2). Administer this assessment on day 10 of the unit.

Teacher Directions:

This is a four-part assessment.

1. **Social Studies** – This is a two-part assessment.

Part 1: Begin this assessment on day 6 of the unit. It should be completed by day 11 of the unit. Students work on this project in conjunction with their writing lessons. Tell students that this is their chance to use their writing skills to show what they have learned about Florida government. Read the social studies directions to the students. Distribute and discuss the social studies rubric. Answer any questions. Encourage self-assessment using the rubric before turning in the writing. Students then finish the assessment on their own and turn them in. Use the social studies rubric provided as an assessment tool for teachers when evaluating and scoring the students’ abilities (SS.C.1.2.1.4.1, SS.C.1.2.1.4.2, SS.C.1.2.2.4.1, SS.C.1.2.5.4.1).

Part 2: Administer this assessment on day 11 of the unit. Distribute the chart for the names of the state and local elected officials (SS.C.1.2.3.4.1). Students complete the chart and turn it in to the teacher. Use the teacher key for criteria and scoring.

- **Alternative Assessment –**

Part 1: Tell students that this is their chance to show what they have learned about Florida government. Tell students that instead of an expository writing, the student can display his/her knowledge in another form such as orally, with a PowerPoint presentation, in book form, etc. Distribute and discuss the social studies rubric. Answer any questions. Encourage self-assessment using the rubric before turning in the project. Students then finish the assessment on their own and turn them in. Use the social studies rubric provided as an assessment tool for teachers when evaluating and scoring the students’ abilities (SS.C.1.2.1.4.1, SS.C.1.2.1.4.2, SS.C.1.2.2.4.1, SS.C.1.2.5.4.1).

Part 2: Distribute the chart for the names of the state and local elected officials (SS.C.1.2.3.4.1). Students confer with the teacher and orally complete the chart. Use the teacher key for criteria and scoring.

2. **Writing** – Begin this assessment on day 6 of the unit. It should be completed by day 11 of the unit. Students work on this project in conjunction with their social studies lessons. Distribute and discuss the writing rubric. Answer any questions. Encourage self-assessment using the rubric before turning in the writing. A writing rubric is used as an assessment tool for teachers when evaluating and scoring the students’ abilities. (LA.B.1.2.2.4.1, LA.B.1.2.2.4.4, LA.B.1.2.3.4.2, LA.B.1.2.3.4.3, LA.B.1.2.3.4.5)

- **Alternative Assessment –**

1. Remind students that the social studies project will also be assessed for writing. Use whatever writing accompanies the social studies project to assess the writing skills. An oral speech must have note cards that can be

assessed. A PowerPoint presentation must contain written sections that can be assessed. A book is written and can be assessed.

2. Distribute and discuss the writing rubric. Answer any questions.

Encourage self-assessment using the rubric before turning in the writing. A writing rubric is provided as an assessment tool for teachers when evaluating and scoring the students' abilities. (LA.B.1.2.2.4.1, LA.B.1.2.2.4.4, LA.B.1.2.3.4.2, LA.B.1.2.3.4.3, LA.B.1.2.3.4.5)

3. **Reading** – Administer this assessment on day 10 of the unit. Before students complete the strategies sheet for chapter 8 of the novel, *Class President*, remind them that this is the time for them to show what they know about compare, contrast, and developing vocabulary. Answer any questions. Students then complete the chapter 8 strategies sheet and turn them in. Criteria and scoring are provided in this assessment tool. (LA.A.2.2.7.4.1, LA.A.2.2.7.4.2, LA.A.1.2.3.4.2, LA.A.1.2.3.4.3, LA.A.1.2.3.4.4)
4. **Math** – Administer this assessment on day 10 of the unit. Tell students that this is their chance to show that they understand how to use a chart when making a budget and can add and subtract money correctly. Distribute the Cost of School chart to students. Read the directions. Answer any questions. Students use the chart to calculate how much it costs their parents to send them to school each day for a week. The completed assessment tool is turned in. Score the assessment using percentage correct. (MA.A.3.2.3.4.5, MA.D.2.2.2.4.2)

Student Directions:

This is a four-part assessment.

1. **Social Studies** – Complete the chart by writing the names of your state and local elected officials. Turn the chart in to me. Think about all you have learned about Florida government. Pick one elected official in the Florida government. Write about this person. Use the social studies rubric to guide your writing. Remember that this assessment will be graded, so work carefully and do your best.
 - **Alternative Assessment** –
 1. Conference with your teacher and tell her the names of your state and local elected officials.
 2. Pick one elected official in the Florida government. Write about this person. You may write a book, poem, notes for an oral report, a PowerPoint presentation, or a similar type project. Use the social studies rubric to guide your writing. Remember that this assessment will be graded, so work carefully and do your best.
2. **Writing** – While writing about the elected official for social studies, use the writing rubric to self-assess your writing skills. Remember that this assessment will be graded for writing also, so work carefully and do your best.
 - **Alternative Assessment** –
 1. You may write a book, poem, notes for an oral report, a PowerPoint presentation, or a similar type project. Use the writing rubric to guide your writing. Remember that this assessment will be graded, so work carefully and do your best.
3. **Reading** - Before beginning your strategies sheet for chapter 8 of *Class President*, think about all we have learned about compare and contrast and how that strategy helps us understand text. Complete the compare and contrast charts. Answer the questions about how understanding compare and contrast helped you understand what you read. Complete

the vocabulary section of the strategies sheet. Remember that this page of the strategies sheets will be graded, so work carefully and do your best.

4. **Math** - Use the Cost of School chart to figure how much it costs your parents to send you to school each day for a week. Answer all the questions using the chart. Remember that this assessment will be graded, so work carefully and do your best.

Scoring Method and Criteria:

1. **Social Studies** – A teacher key for scoring criteria is provided for scoring the chart. A rubric with specific criteria and a scoring guide is used to score the report.
2. **Writing** - A rubric with specific criteria and a scoring guide is used.
3. **Reading** - A teacher key with possible answers is given. Scoring is by percentage correct.
4. **Math** – A teacher key with possible answers is given. Scoring is by percentage correct.

Name _____

Date _____

Florida Government at Work
My Representatives
(SS.C.1.2.3.4.1)

Directions: Complete the chart.

Florida

Governor = _____

Lt. Governor = _____

My Senator = _____

My Representative in the House of Representatives = _____

My Town or City

Mayor = _____

My County

County Commissioners = _____

Name _____

Date _____

Florida Government at Work Project Guide

Due date _____

Your project must include:

1. The three branches of Florida government.
2. Which branch your elected official belongs to.
3. How the elected official knows what is supposed to be done in the job.
4. A description of what the elected official is supposed to do in the job.
5. A description of at least three things the elected official has done while in office.
6. One thing the elected official has done for your school.
7. One thing the elected official has done for your community.
8. One thing the elected official has done for our state.
9. One thing the elected official has done for our nation.

Hint: Remember that sometimes elected officials do things by voting for/ against bills, signing bills into law, or appointing people to serve others. Look at voting records, bill signings, and appointments when finding things the elected officials have done.

Use the Social Studies Rubric to help you self-assess. It will guide you to know that you have told everything you need to tell.



Name _____

Date _____

**Florida Government at Work
Social Studies Rubric**

Standard	3	2	1	0
SS.C.1.2.1.4.1 (Understands the function of government under the Florida Constitution)	<input type="checkbox"/> Tells the section of the Florida Constitution that describes the branch of government of the representative, and states what the constitution tells about the branch.	<input type="checkbox"/> Tells the section of the Florida Constitution that describes the branch of government of the representative, or states what the constitution tells about the branch.	<input type="checkbox"/> Mentions the Florida Constitution, but information is weak or not correct.	<input type="checkbox"/> Does not mention the Florida Constitution in the writing.
SS.C.1.2.1.4.2 (Knows branches of government)	<input type="checkbox"/> States all three branches of Florida government.	<input type="checkbox"/> States two of the three branches of the Florida government.	<input type="checkbox"/> States one of the three branches of the Florida government.	<input type="checkbox"/> Does not state the branches of the Florida government.
SS.C.1.2.2.4.1 (Understands structure, function, and responsibilities of branches of government)	<input type="checkbox"/> Tells in which branch the elected official works.	<input type="checkbox"/> Attempts to tell in which branch the elected official works, but is not correct.	<input type="checkbox"/>	<input type="checkbox"/> Does not tell in which branch the elected official works.
	<input type="checkbox"/> Tells at least three things the elected official has done while in office.	<input type="checkbox"/> Tells two things the elected official has done while in office.	<input type="checkbox"/> Tells one thing the elected official has done while in office.	<input type="checkbox"/> Does not tell things the elected official has done while in office.
SS.C.1.2.5.4.1 (Knows thing Florida government does for school, community, state, and nation)	<input type="checkbox"/> Tells something the elected official has done for our school and our community, and our state, and our nation. (All four areas are included.)	<input type="checkbox"/> Tells something the elected official has done for our school and/or our community, and/or our state, and/or our nation. (Three of the four areas are included.)	<input type="checkbox"/> Tells something the elected official has done for our school and/or our community, and/or our state, and/or our nation. (Two or one of the four areas are included.)	<input type="checkbox"/> Does not tell anything the elected official has done for our school and/or our community, and/or our state, and/or our nation. (Zero of the four areas are included.)

The students must write to levels 3 or 2 for the standard to be considered satisfactorily completed. Students not writing to at least level 2 should be retaught and reassessed. Mark each appropriate box, then add the points earned to calculate total points earned. Suggested point conversion: A = 15 - 13, B = 12 - 9, C = 8 - 5, D = 4 - 1

Date _____

Florida Government at Work
Writing Rubric

Standard	3	2	1	0
LA.B.1.2.2.4.1 (Focus)	<input type="checkbox"/> The writing has a central idea, and all sentences focus on the central idea.	<input type="checkbox"/> The writing has a central idea, but not all sentences focus on the central idea.	<input type="checkbox"/> The student does not stay focused on the writing.	<input type="checkbox"/> No attempt was made to write a report. The student would not accept help.
	<input type="checkbox"/> The same ideas are not repeated.	<input type="checkbox"/> Some ideas are repeated.	<input type="checkbox"/> Many ideas are repeated.	
	<input type="checkbox"/> All information is on the topic.	<input type="checkbox"/> Most information is on the topic.	<input type="checkbox"/> Little information is on the topic.	
LA.B.1.2.2.4.4 (Support from variety of sources)	<input type="checkbox"/> At least one supporting idea, detail, and fact are present.	<input type="checkbox"/> Support is written but does not include at least one supporting idea, detail and fact.	<input type="checkbox"/> Attempt was made to write supporting ideas, but does not include a detail and fact.	<input type="checkbox"/> No attempt was made to write a report. The student would not accept help.
	<input type="checkbox"/> More than one source is written.	<input type="checkbox"/> One source is written.	<input type="checkbox"/> Sources were used but not written.	
LA.B.1.2.3.4.2 (Punctuation)	<input type="checkbox"/> The writing shows proper use of punctuation.	<input type="checkbox"/> The writing shows use of punctuation but some errors are made.	<input type="checkbox"/> The writing shows use of punctuation, but many errors are made.	<input type="checkbox"/> No attempt was made to use punctuation correctly.
LA.B.1.2.3.4.3 (Capitalization)	<input type="checkbox"/> The writing shows proper use of capitalization.	<input type="checkbox"/> The writing shows use of capitalization but some errors are present.	<input type="checkbox"/> The writing shows use of capitalization but many errors are present.	<input type="checkbox"/> No attempt was made to use capitalization correctly.
LA.B.1.2.3.4.5 (Paragraph indentation)	<input type="checkbox"/> All paragraphs are indented.	<input type="checkbox"/> Most paragraphs are indented.	<input type="checkbox"/> Few paragraphs are indented.	<input type="checkbox"/> No paragraphs are indented.

The students must write to levels 3 or 2 for the standard to be considered satisfactorily completed. Students not writing to at least level 2 should be retaught and reassessed. Mark each appropriate box, then add the points earned to calculate total points earned. Suggested point conversion: A = 24 - 20, B = 19 - 12, C = 11 - 4, D = 3 - 1

Name _____
 Date _____

Cost of School
 (MA.A.3.2.3.4.5, MA.D.2.2.2.4.2)

Directions: Use the chart below to complete the questions.

Item	Price each day
School breakfast	\$ 0.75
Breakfast from home	\$ 0.50
School lunch	\$ 1.50
Pack lunch from home	\$ 1.25
Notebook paper each day	\$ 0.25
One pencil each day	\$ 0.53
Gas for the car	\$ 1.51
Fuel for the bus	\$ 2.79

<p>1. Everyday Alex eats breakfast at home and a school lunch. He uses paper and a pencil each day. His mom brings him to school everyday. What does it cost Alex's parents to send him to school for one day?</p>	<p>2. Abbie rides the bus to school. She eats a school breakfast and school lunch. She uses paper each day, but she has been using the same pencil all year, so does NOT need a new pencil each day. What does it cost Abbie's parents to send her to school for one day?</p>
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3. Use **today** to figure the cost of sending you to school for one day. Look at the Cost of School chart. If you ride in a car to school and ride the bus home, pretend you are riding in one or the other both ways. If there were any special costs today such as field trip money, or juice money, be sure to add them to your chart. Complete the chart below.

Complete the table below.

Item	Price each day

Total cost of sending you to school today - \$

4. Does it cost more for you or Abbie to go to school each day? How much more? Show your work.

Florida Government at Work
My Representatives
(SS.C.1.2.3.4.1)
Teacher Key

Directions: Complete the chart.

These answers will vary depending on the year this unit was completed and the area of Florida in which you live.

In Bay County, Florida, Supervisor of Elections Website at <http://www.bayvotes.org/electedofficials.htm> houses names of elected officials. For other locations, check your local Supervisor of Elections Website for information.

Florida

Governor = _____

Lt. Governor = _____

My Senator = _____

My Representative in the House of Representatives = _____

My Town or City

Mayor = _____

My County

County Commissioners = _____

Students must correctly complete a majority of these representatives in order to show mastery of the standard. Correct spelling is not a requirement as long as you can tell which name the student has written. For scoring purposes, assign grades as to the percentage correct.

Reading Strategies
Chapter 8
 Teacher Key

Vocabulary:

Word	Definition (in your own words)	Page
1.		
<p>Any appropriate words may be listed. The definition should be in the students' own words and should demonstrate comprehension of the meaning of the word from the text. (LA.A.1.2.3.4.2, LA.A.1.2.3.4.3)</p>		

Word	Definition (from resource)	Resource used
1.		
<p>The same words should be listed in this section as in the section above. The definition should be from a resource such as a dictionary or thesaurus. The type resource should be noted. (LA.A.1.2.3.4.4)</p>		

Comparison

Speeches - Cricket and Julio (page 83 and 84)
<p>Accept any appropriate answers that demonstrate students' ability to recognize and understand comparison in a text. (LA.A.2.2.7.4.1, LA.A.2.2.7.4.2)</p>

Contrast

Cricket's speech (pages 83 - 84)	Julio's speech (pages 83 - 84)
<p>Accept any appropriate answers that demonstrate students' ability to recognize and understand contrast in a text. (LA.A.2.2.7.4.1, LA.A.2.2.7.4.2)</p>	

How did the comparison and contrast of the speeches help you understand what was happening in the story and why the students voted as they did?

Accept any appropriate answer that describes how comparison and contrast aided in comprehension of story. (LA.A.2.2.7.4.2)

For the purpose of assigning a reading grade, score on a percentage correct basis.

Cost of School

(MA.A.3.2.3.4.5, MA.D.2.2.2.4.2)

Teacher Key

Directions: Use the chart below to complete the questions.

Item	Price each day
School breakfast	\$ 0.75
Breakfast from home	\$ 0.50
School lunch	\$ 1.50
Pack lunch from home	\$ 1.25
Notebook paper each day	\$ 0.25
One pencil each day	\$ 0.53
Gas for the car	\$ 1.51
Fuel for the bus	\$ 2.79

1. Everyday Alex eats breakfast at home and a school lunch. He uses paper and a pencil each day. His mom brings him to school everyday. What does it cost Alex's parents to send him to school for one day?

\$ 0.50
1.50
0.25
0.53
+ 1.51
\$ 4.29

2. Abbie rides the bus to school. She eats a school breakfast and school lunch. She uses paper each day, but she has been using the same pencil all year, so does NOT need a new pencil each day. What does it cost Abbie's parents to send her to school for one day?

\$ 2.79
0.75
1.50
+ 0.25
\$ 5.29

3. Use **today** to figure the cost of sending you to school for one day. Look at the Cost of School chart. If you ride in a car to school and ride the bus home, pretend you are riding in one or the other both ways. If there were any special costs today such as field trip money, or juice money, be sure to add them to your chart. Complete the chart below.

Complete the chart below.

Item	Price each day
Accept any answer that shows the student used the chart to gather data (MA.D.2.2.2.4.2).	
Accept any answer that involves correct addition and/or subtraction of the values and has a total of less than \$100.00 (MA.A.3.2.3.4.5).	

Total cost of sending you to school **today** - \$

4. Does it cost more for you or Abbie to go to school each day? How much more? Show your work. **Accept any answer that shows correct addition and subtraction.**