

Summative 3 for Native American Unit



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Assessment Activity Title: Summative 3, Rubric for Speaking and
Checklist for Reading Informational Text
Assessment Form: Summative
Type of Assessment: Performance Assessment

Duration: 30 minutes (during Language Arts time) for students to share their artwork with small groups of peers.

Standard (s) Assessed: SS.A.3.1.2.2.1, LA.A.2.1.3.2.1, LA.C.3.1.1.2.1, LA.C.3.1.1.2.2, LA.C.3.1.4.2.1, Information Managers, Effective Communicators, and Critical and Creative Thinkers.

Description of Assessment Activity: Artwork is displayed in the media center. Students from other second grade classes are invited to come view the display. Students use the *My Favorite Artwork* form to speak to a small group of peers about the activity they enjoyed most. The teacher observes and notes on the Checklist for Reading Informational Text whether or not the students read it to guide them in speaking to a small group. She also assesses each student's presentation using the Summative 3, Rubric for Speaking.

Teacher Directions:

1. Prior to the day of the Summative, arrange a time with the media specialist for students to display their artwork and speak to small groups of other second graders about their artwork.
2. Inform one or more other second grade teacher(s) of the date and time of the artwork display and invite them to bring their class (es) to view the artwork. Also, explain that the purpose of the event is to provide practice in speaking to small groups. Ask the other teachers to encourage their students to ask questions.

Note: If more than one class comes to view the display, be sure to make a schedule for them to follow so the viewers will be in small groups.

3. Locate the Summative 3, Checklist for Reading Informational Text (see extensions), which was used previously in the Artfully Speaking lesson in this unit. Download and make copies of Summative 3, Rubric for Speaking (see extensions), one per student.

Student Directions: Today you will read the notes on your *My Favorite Artwork* form to tell your friends about your favorite Native American art project. Also, if they ask questions, answer them. Remember the tools we have learned for good speaking.

Scoring Method and Criteria:

The teacher will use the Summative 3, Checklist for Reading Informational Text (see extensions) to note students who have completed the *My Favorite Artwork* form and use it as an informational text to express their ideas about their artwork to a small group of peers. The Summative 3, Rubric for Speaking (see extensions) will also be used to assess the speaking skills the students use to express ideas about their artwork. The teacher uses the assessment data to

provide reteaching and more practice to those students who are having difficulty speaking to small groups.

Possible scoring guide for Summative 3, Rubric for Speaking:

Assign points for each column. For example, an X in the “You’re doing great!” column could equal 3 points. An X in the “You have the right idea. Practice makes perfect!” column could equal 2 points. An X in the “See the teacher” column could equal 0 points. Points are added up.

Possible scoring guide might be:

15-12 points = S

11-8 points = N

7-0 points = U

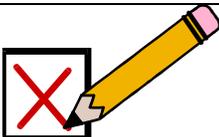
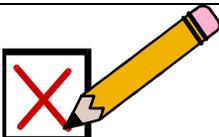
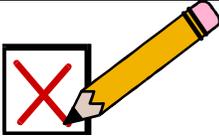
Possible scoring guide for Summative 3, Checklist for Reading Informational Text:

Student completes both tasks listed on the checklist = S.

Student completes one task listed on the checklist = N.

Student does not complete either task on the checklist = U.

Summative 3
Rubric for Speaking
 LA.C.3.1.1.2.1, LA.C.3.1.1.2.2, LA.C.3.1.4.2.1

	You're doing great!	You have the right idea. Practice makes perfect!	See the teacher.
Volume	You spoke loudly enough for everyone to hear you.	Almost everyone could hear you.	People could not hear you. You spoke too low.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Phrasing	All of your phrases, or groups of words, made sense and were easy to understand.	Most of the phrases, or groups of words, that you spoke made sense and were easy to understand.	I could not understand you. Your phrases, or groups of words, did not make sense.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tone	You used different tones for different kinds of sentences and your speech was easy to understand.	You used different tones for some different kinds of sentences. Your speech was easy to understand most of the time.	I could not understand you. The tone of your voice was always the same. Your words all ran together.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Summative 3 (cont.)
Rubric for Speaking
 LA.C.3.1.1.2.1, LA.C.3.1.1.2.2, LA.C.3.1.4.2.1

	You're doing great!	You have the right idea. Practice makes perfect!	See the teacher.
Eye Contact	You looked at the people who were listening the whole time you spoke.	You looked at the people who were listening most of the time. Sometimes you looked at other things in the room.	You did not look at the people who were listening to you.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gestures	You made gestures while speaking. The gestures made your talk more interesting.	You made too many or too few gestures while you were speaking.	You did not make gestures while you were speaking.
			

Possible scoring guide:

Assign points for each column. For example, an X in the “You’re doing great!” column could equal 3 points. An X in the “You have the right idea. Practice makes perfect!” column could equal 2 points. An X in the “See the teacher” column could equal 0 points. Points are added up. Possible scoring guide might be:

- 15-12 points = S
- 11-8 points = N
- 7-0 points = U

