

Summative Assessment 1 Interview Project for Inventions and Inventors



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Assessment Title: Summative Assessment 1
Interview Project

Assessment Form: Summative (for Day 8)

Type of Assessment: Performance Assessment and Constructed Response

Duration: four days

Standard (s) Assessed: SS.A.1.2.3.3.1, SS.A.3.2.1.3.1, SS.A.3.2.1.3.2, LA.A.2.2.5.3.1, LA.A.2.2.8.3.1, LA.B.2.2.3.3.1, Information Managers, and Critical and Creative Thinkers

Description of Assessment Activity: Students conduct an interview with a parent, grandparent, or other adult about an invention of the twentieth century that has impacted his/her life the most. The student will then research the invention that the adult sites and create a project to communicate information about the invention and inventor.

Teacher Directions:

1. Make copies of the Interview Form, Inventions and Inventor Research Form, Parent Letter, Light Bulb pattern, and Interview Project Rubric, one of each per student.
2. Make examples of possible projects to show students.
3. On day three of the unit, distribute copies of the Interview Project, Inventions and Inventor Research Form, Parent Letter, and Interview Project Rubric.
4. Review the meaning of the word interview by referring to the word and meaning on the Big Word Wall.
5. Explain students are to interview a parent, grandparent, or other adult (with parental permission). They are to tell the adults their class is studying about inventions and inventors. The student is to ask the adult:
 - What invention of the twentieth century has greatly impacted your life?
 - In what ways has this invention impacted your life?
6. Tell students they are to use the Interview Form (graphic organizer) as a means of organizing and recording the information provided by the person being interviewed.
7. On days 4 -7 (at home), students complete the Inventions and Inventors Research Form based on the responses of the person interviewed. Students then create a project to communicate the information they gathered in their research. This project will be presented to the class on Day 8.
Note: If some students do not have the necessary resources to complete this project at home, encourage them to tell you in order to make accommodations for the student to do the activities at school.
8. Suggest that the students be creative with their projects. Possible projects might include: an oral report, a display board about the inventor and invention, a rap song, a poster, a mobile, a reenactment of the interview, an advertisement for the invention, a model of the invention and a written or oral report, etc.
9. Show teacher made examples of possible projects.
10. Emphasize that each project, no matter what type, must include: the invention, the inventor, the date it was invented, the place it was invented, and ways the invention impacted society.

11. In addition, tell students on the day they present their projects each student will be asked to read and interpret the class timeline and identify where the invention would fit on the timeline. (An optional way of doing this might be to have the students use the Light Bulb Pattern in this Assessment File to illustrate their inventions and add the light bulbs to the class timeline.)
12. Discuss the criteria on the Interview Project Rubric with the class.
13. Explain to students that they will receive a grade on this project based on how well they meet the criteria outlined on the Interview Project Rubric.

Student Directions:

1. We are studying about inventions and inventors. There have been so many wonderful inventions in the past that it is hard to study all of them. Therefore, we will study selected inventors and inventions that have made an impact on our daily lives.
2. We are also learning how to use a variety of references to locate information. Sometimes other people can be used as references. We can obtain information from them.
3. For the next few days you will be involved in a project. Please take the Parent Letter home tonight. Share it with your parents so they will know about this assignment.
4. Tonight you are to interview a parent, grandparent, adult relative, or other adult (with parental permission).
5. You will ask the adult questions about an invention that has impacted his/her life. The questions you are to ask are printed on the Interview Project form.
6. You will record the responses of the person being interviewed on the Interview Project form.
7. Next, you will use a variety of references to complete the Inventions and Inventors Research Form about the invention.
8. Let's go over the Inventions and Inventors Research Form and make sure you understand what you need to do. (Go over the research form with students and answer any questions.)
9. If you need reference materials let me know. We can make arrangements with the media specialist for you to check some out of our media center. Try to use a variety of references. The person you interview can also be listed as a reference.
10. After you complete the two forms (Interview Project and Inventions and Inventors Research Form) you are to create a project about the invention.
11. You can do any type project you would like. Try to be creative. Possible projects might include: an oral report, a display board about the inventor and invention, a rap song, a poster, a mobile, a reenactment of the interview, an advertisement for the invention, a model of the invention and a written or oral report, etc.
12. Each project, no matter what type, must include: the invention, the inventor, the date it was invented, the place it was invented, and ways the invention impacted society.
13. On the day you present your project to the class, you will also be asked to read and interpret the class timeline and identify where your invention should be placed on the timeline. (An optional way of doing this might be to have the students use the Light Bulb Pattern in this Assessment File to illustrate their inventions and add the light bulbs to the class timeline.)
14. Projects will be due and presented on Day 8 (specify what day of the week this will be).
15. The Interview Project Rubric will be used to assess your project.

16. Let's look at the rubric and see the criteria. (Discuss the rubric criteria with students.)
17. If you have any problems that you think might keep you from completing this project, please come talk to me so we can work out another plan for you.
18. Remember, you need to be ready to present your project on Day 8 (state day of the week).
19. Are there any questions?
20. Put these papers in a safe place and remember to take them home tonight.

Scoring Method and Criteria:

The Interview Project Rubric will be used to summatively assess this project.

Summative Assessment 1
Interview Project

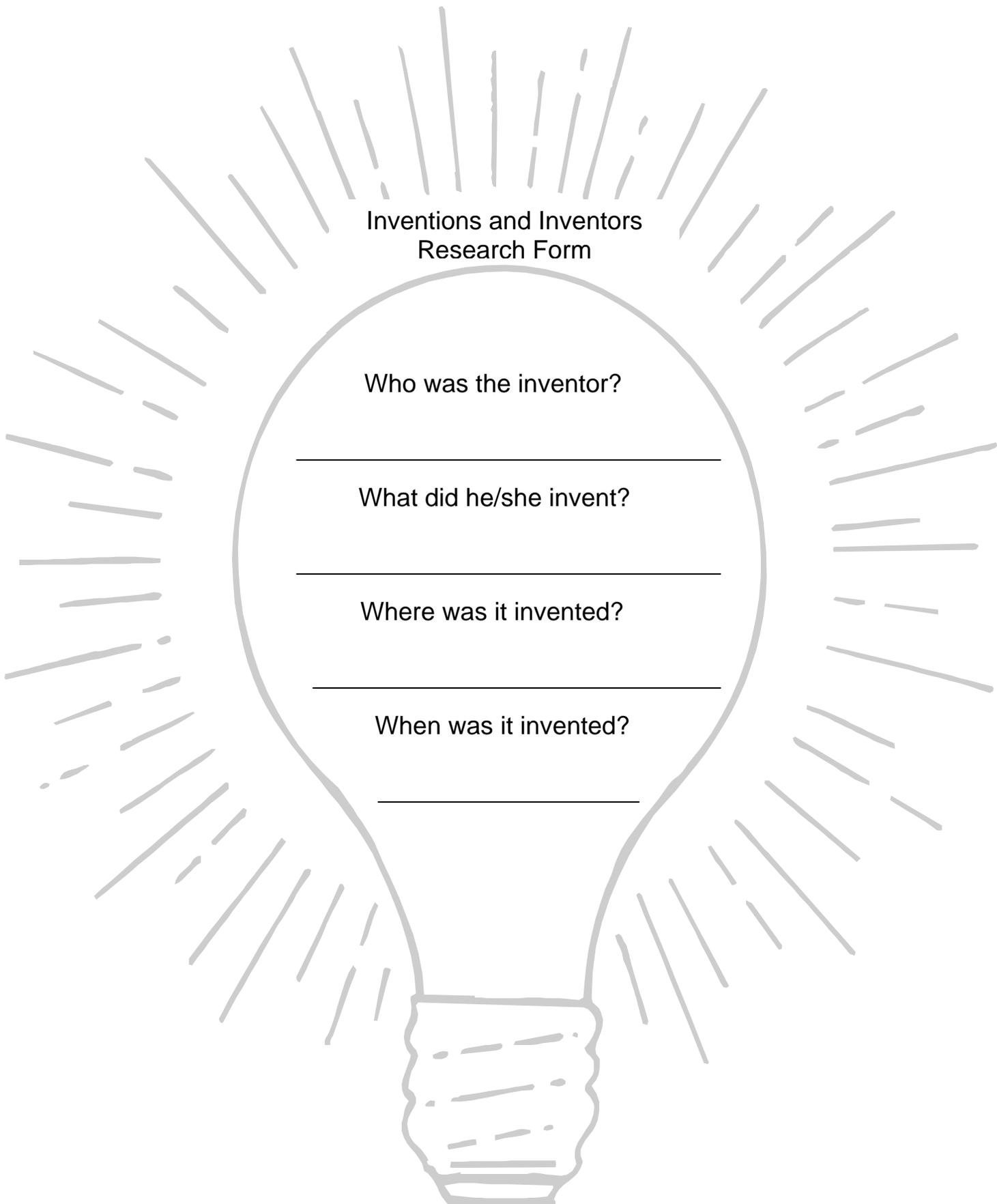
SS.A.1.2.3.3.1, SS.A.3.2.1.3.1, SS.A.3.2.1.3.2, LA.A.2.2.5.3.1, LA.A.2.2.8.3.1,
LA.B.2.2.3.3.1, Information Managers, and Critical and Creative Thinkers

Name _____ Date _____

Interview Form

Questions: What invention of the twentieth century has greatly impacted your life?
In what ways has this invention impacted your life?

The diagram is a vertical flowchart. At the top is a rectangular box containing the text "I interviewed" and a horizontal line below it. A vertical line connects the bottom center of this box to the top of an oval labeled "Invention". Another vertical line connects the bottom center of the oval to the top center of a large rectangular box labeled "Impact".



Inventions and Inventors
Research Form

Who was the inventor?

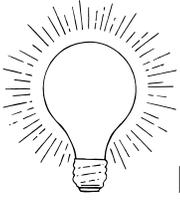
What did he/she invent?

Where was it invented?

When was it invented?

Name _____

Date _____



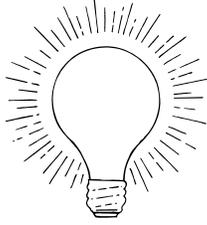
How did this invention impact society?



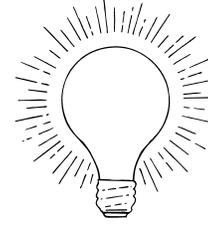
Some interesting facts about this invention are:



The references I used for this report include:

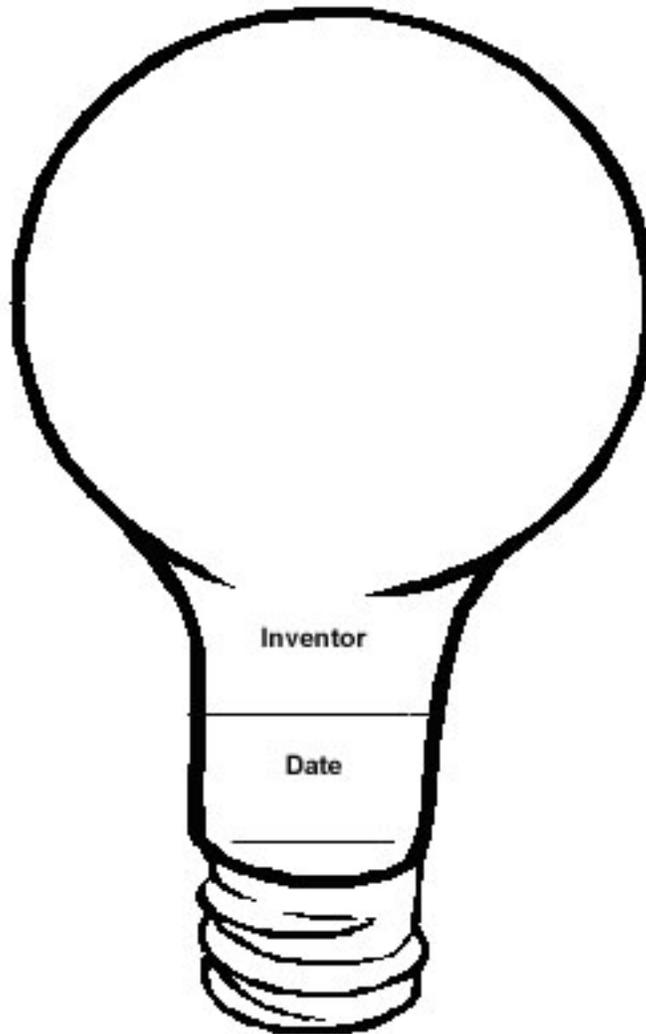


Interview Project Rubric



	Outstanding	Acceptable	Needs Work
Project SS.A.3.2.1.3.1 SS.A.3.2.1.3.2	Your project includes the inventor, the invention, and more than one way the invention impacted society.	Your project includes the inventor, the invention, and one way the invention impacted society.	Your project lacks information about the inventor, the invention, or ways the invention impacted society.
Interview Form and Research Form LA.B.2.2.3.3.1 Information Managers	Your forms are detailed and complete.	Your forms are completed, but some details are lacking.	Your forms are incomplete and lack detail.
Reference List LA.A.2.2.8.3.1	You used a variety of reference materials (such as timelines, charts, photos) to gather information for your project.	You used some reference materials, but a not a wide variety.	You did not use a variety of reference materials.
Timeline SS.A.1.2.3.3.1	You read and interpreted the class timeline and identified the order of events.	You read and interpreted the class timeline, but had some difficulty identifying the order of events.	You did not read and interpret the timeline and/or were unable to identify the order of events.

Light Bulb Pattern



Draw a picture of the invention you researched in the top of the light bulb. Write the name of the inventor and the date of the invention in the narrow part of the light bulb.

Parent Letter

Dear Parent or Guardian,

Our class has begun a unit on inventions and inventors in the fields of communication and technology. As part of our unit each student is asked to interview a parent, relative, or neighbor about an invention in one of these fields that has greatly impacted his/her life. Of course, your child should only interview someone with your permission.

Attached are the necessary papers for the project. Included is an Interview Form to be completed by the student during the interview. After the interview, the student is to use a variety of references (encyclopedias, nonfiction books, Websites, etc.) and look up information concerning the invention named by the person who was interviewed and complete the Inventions and Inventors Research Form. Finally, the student is asked to draw a picture of the invention on the light bulb and write the name of the inventor and the date on the narrow part of the light bulb. The light bulbs will be used to designate the event on our class timeline.

Also attached is the Interview Project Rubric that states the criteria for assessment. Your child will receive a grade on this project.

The project is due _____.

Sincerely,