**Summative Assessment Assignment**

**ASSIGNMENT OVERVIEW:**

For this assignment you will be expected to create Summative Assessment questions **based on your Lesson Objective from Assignment 1.** The Summative Assessment questions you develop must be stand-alone. In other words, it is not an assessment over a book that has been read in class. Prompts/Paragraphs/Passages must be provided with the assessment items. The only assessment item that may be over more than just your lesson objective is the Performance Assessment because performance tasks routinely include multiple objectives.

**Assignment Resources:**

Carefully review pertinent material prior to completing this assignment, as well as review class notes. Also reference your Recording Sheets, Newsletter, as well as your Class Learning Tasks/Notes, to find additional information that can assist you with completing this assignment.

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| **Part 1: Objectives**  Review your work from Assignment 1. If no revisions are needed on your Lesson Objective, cut and paste the objective into #1 on the Template for Assignment 2. If revisions are needed, then revise your Lesson Objective **per the feedback received from your Instructor**. Type the revised Lesson Objective into #1 on the Template for Assignment 2. Only revise the objective if you received feedback to do so from your instructor on Assignment 1. |
| **1.The Lesson Objective for my Lesson Plan**  **Revised: Yes X No\_\_\_\_\_** |
| **TSWBAT describe the main character’s external traits.** |

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| **Part 2: Selected Response Assessment Items**  **TSWBAT describe the main character’s external traits.**  **E Each partner should create 2 multiple choice questions. Include your name next to the questions you create. Work together to write the directions. Note there are 6 sections for 6 multiple choice questions. This is provided in case there are 3 partners.**  **Craft Multiple Choice Questions which you will use to evaluate how well they learned the *Knowledge and Skills* from Assignment 1.**   * Include theinterpretive prompt with the question. I**f a reading passage is needed, you may include it below the directions. Interpretive prompts include reading passages, word problems, pictures, etc. See practice examples and Newsletter to support this.** * Be sure they are aligned to the objective. * Be sure they are crafted according to the guidelines for creating Multiple Choice questions. (Refer to the NOTES Doc link on the agenda and your notes/activities from class.) * Be sure they are DAP: developmentally appropriate. * Be sure to “key” your distractors by bolding the correct answer or providing an answer key. * Be sure to include 4 plausible distractors. * Make sure the visuals of concepts that your students will be familiar with, and developmentally appropriate. Additionally, it would be EXPECTED that pictures would accompany items for primary children (1st grade). |
| **My Selected Response Assessment Directions:** Write developmental, ethical and skill appropriate “Assessment Directions” for your items. **Write the exact words that you plan to say to your students** when you hand them the assessment. For example, how long do do they have? What do they need to do? Where do they need to turn in the assessment? |
| **Directions:** We are getting ready to take an assessment, please clear your desk. The only thing you should have on your desk is your pencil. I will pass out the assessment. When I put the assessment on your desk, please leave it face down (I will model the assessment lying face down) until I ask you to begin. You will have twenty minutes to complete the assessment. When you are finished, quietly place it in the turn-in box located on my desk. You are allowed to read a book quietly or finish any unfinished assignments. Please stay seated and quiet until all tests are turned in. Any questions before we begin?  **Directions on Assessment:** Read the following passage. Circle the correct answer. |
| **Reading Passage for Questions:**  *Little Red Riding-Hood*  Once upon a time there lived a little country girl, the prettiest creature that ever was seen. Her mother was very fond of her, and her grandmother loved her even more. This good woman made for her a little red riding-hood, which became the girl so well that everybody called her Little Red Riding-hood.  One day her mother said to her, "Go, my dear, and see how your grandmother is doing, for I hear she has been very ill; carry her a custard and this little pot of butter." Little Red Riding-hood set out immediately to go to her grandmother's, who lived in another village. As she was going through the wood, she met Gaffer Wolf, who had a very great mind to eat her up!  He asked her where she was going. The poor child, who did not know that it was dangerous to stay and hear a wolf talk, said to him, "I am going to see my grandmother, and carry her a custard and a little pot of butter from my mother." "Does she live far off?" said the Wolf. "Oh, yes," answered Little Red Riding-hood; "It is beyond that mill you see there, the first house you come to in the village." "Well," said the Wolf, "and I'll go and see her, too. I'll go this way, and you go that, and we shall see who will be there first."  The Wolf began to run as fast as he could, taking the shortest way, and the little girl went by the longest way, amusing herself by gathering nuts, running after butterflies, and making nosegays of such little flowers as she met with. The Wolf was not long before he reached the old woman's house. He knocked at the door— tap, tap, tap. "Who's there?" called the grandmother. "Your grandchild, Little Red Riding-hood," replied the Wolf, imitating her voice, "who has brought a custard and a little pot of butter sent to you by mother." The good grandmother, who was in bed, because she was somewhat ill, cried out:— "Pull the bobbin, and the latch will go up." The Wolf pulled the bobbin, and the door opened. He fell upon the good woman and ate her up in no time, for he had not eaten anything for more than three days.  He then shut the door, went into the grandmother's bed, and waited for Little Red Riding-hood, who came sometime afterward and knocked at the door—tap, tap, tap. "Who's there?" called the Wolf. Little Red Riding-hood, hearing the loud voice of the Wolf, was at first afraid; but thinking her grandmother had a cold, answered:— "'It’s your grandchild, Little Red Riding-hood, I have brought you a custard and a little pot of butter sent to you by mother." The Wolf cried out to her, softening his voice a little:— "Pull the bobbin, and the latch will go up." Little Red Riding-hood pulled the bobbin, and the door opened. The Wolf, seeing her come in, said to her, hiding himself under the bedclothes, "Put the custard and the little pot of butter in the kitchen, and come keep me company."  Little Red Riding-hood did as her grandmother asked and went to keep her grandmother company. She was much surprised to see how her grandmother looked in her night-clothes. She said to her, "Grandmother, what big arms you have!" "The better to grab you with, my dear, said the wolf." "Grandmother, what big legs you have!" "The better to catch you with, my dear." "Grandmother, what big ears you have!" "The better I can hear you, my dear." "Grandmother, what big eyes you have!" "The better I can see you with, my dear." "Grandmother, what big teeth you have!" "The better I can eat you!" In saying those words, this wicked Wolf grabbed Little Red Riding-hood, and ate her all up! |
| **Question 1: Caroline Henry**  **Which of the following is the main character in Little Red Riding-Hood?**   1. **Grandma** 2. **Little Red Riding- Hood** 3. **The Wolf** 4. **Little Red Riding- Hood’s Mom**   **ebj**  **wqh** |
| **Question 2: Caroline Henry**  **Which of the following is an external trait of the Wolf?**  **a. Big Ears**  **b.** **Pink Fur**  **c.** **Small teeth**  **d.** **Blue eyes** |
| **Question 3: Shavonda Allen**  The wolf’s big ears, big arms, and big legs describes what form of trait?   1. Internal traits 2. **External traits** 3. These are not character traits 4. Both A and B |
| **Question 4: Shavonda Allen**  What is an external character trait?   1. These are traits that determine the main character. 2. These are traits that describe the way a character acts. 3. These are traits that describe the way a character feels. 4. **These are traits that you can see and use to describe what a character looks like.** |
| **Question 5: Partner Name** |
| **Question 6: Partner Name** |
| **Reference(s) for Questions:**  **For Shavonda**  <http://www.shortstoryamerica.com/pdf_classics/grimm_red_riding_hoodl.pdf> |

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| **Part 3: Constructed Response Assessment Items**  **TSWBAT understand what the main character’s external traits are.**  **Each partner should create 1 constructed response question. Include your name next to the questions you create. Work together to write the directions. Question 3 is for a third partner, if needed.**  **You may choose to craft either a completion questions or a short answer question which you can use to evaluate how well they learned the *Knowledge and Skills* from Assignment 1.**   * Be sure they are aligned to the objective. * Be sure they are crafted according to the guidelines for creating questions. (Refer to the textbook and your notes/activities from class.) * Be sure they are DAP: developmentally appropriate. * Be sure to “key” your Constructed Response items by giving the correct answer or providing a possible answer if it is an unrestricted constructed response question. |
| * **My Constructed Response Assessment Directions:** Write developmental, ethical and skill appropriate “Assessment Directions” for your items. **Write the exact words that you plan to say to your students** when you hand them the assessment. For example, how long do they have? What do they need to do? Where do they need to turn in the assessment? * NOTE: If you are doing a Reading TEKS, you may use the passage in Part 2 for your Questions. |
| **Directions:** We are getting ready to take an assessment, please clear your desk. The only thing you should have on your desk is your pencil. I will pass out the assessment. When I put the assessment on your desk, please leave it face down (I will model the assessment laying face down) until I ask you to begin. You will have twenty minutes to complete the assessment. When you are finished with your assessment, quietly place it in the turn-in box on my desk. After you turn your assessment in, you are allowed to read a book quietly or finish any unfinished assignments. Please stay seated and quiet until all tests are turned in. Any questions before we begin?  **Directions on Assessment:** Fill in the blank with the best answer choice. |
| **Question 1: Caroline Henry**  **Little Red Riding Hood said “Grandma, what big \_\_\_\_\_\_ you have.**   1. **Eyes** 2. **Shoes** 3. **Tail** 4. **Belly Buttom** |
| **Question 2: Shavonda Allen**  The wolf’s big arms, big legs, and big feet are examples of \_\_\_\_\_\_\_\_ character traits.  **a. External**  b. Internal  c. |
| **Question 3: Partner Name** |
| **Reference(s) for Questions:**  **for Shavonda:**  <http://www.shortstoryamerica.com/pdf_classics/grimm_red_riding_hoodl.pdf> |

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| **Part 4: Performance Assessment for CUIN 4315**  **You are to work with your partner to create a Performance Assessment that you could use as a Summative Assessment for your Learning Target/Objective. Your Performance Assessment must include both a task and a scoring guide (either a Holistic Rubric or an Analytic Rubric). Remember, a PT is authentic, so the passage above may NOT be used for this if you are focusing on Reading. It MUST be based on a book.**  **General Directions for the Performance Task:**  The introduction must include *the materials* that your students will need to complete the Task that you will assign them, |
| |  |  | | --- | --- | | **Materials:**  IncludeA list of all materials and/or resources that you expect your students to use when completing their Performance Task. | The materials needed are:   * Pencil * Assessment Handout | | **Reference(s) for P.T.**  If you are using a Performance Task or modified a Performance Task found on the Internet or other resources, include the URL or the reference information for where you found it. | NA | |
| **My Performance Task Directions are as Follows:**  Your **Performance Task Directions** MUST be written as if you are talking to students. Therefore, the language you use in your directions needs to be age-appropriate and student-friendly. Additionally, your **Performance Task Directions** MUST include a detailed description of the exact Performance Task (i.e., activity) that you expect your students to complete for their Summative Assessment which you will use to evaluate how well they learned the *Knowledge and Skills* from Assignment 1. Your Performance Task Directions must be **developmentally, ethically and skill appropriate** and they **must adhere to ALL of the research-informed guidelines for creating Performance Tasks discussed in class AND all relevant information included within the newsletter.** The Performance Task directions should include the following (not necessarily in this order):  **The Performance Task must adhere to all of the requirements (not necessarily in this order) for writing the directions for a Performance Task that are listed below:**   * Exactly what students must “do” (i.e., perform) for completing the Task; * Make sure your PT includes the characteristics of a Performance Task. * Include the role and audience for the PT. This will support an authentic task. * If you want the students to follow specific steps for completing the task, then you must indicate those steps. Alternatively, if you want them to apply their own unique steps for performing the Task then indicate this; and   **Managerial Issues to Consider and Communicate to Students for the PT:**   * In what grouping formations can they work while they complete the Tasks (e.g., alone, in partners in small groups, etc.); * What materials are you requiring that they use, or do you recommend that they use; * What is the length of time you will provide for your students to complete the Task; * Indicate what will they be expected to do at the end of the Task to turn in their Performance Task product or perform their Performance Task process. |
| **Performance Task Directions:**  **You will need a pencil to complete this.**  **You are an interviewer for the local newspaper. You are interviewing a student on what they think of the new County Fair coming to town. This is what the student tells you and what you see during the interview:**   * **The student says “I am excited about the new county Fair”** * **The student says “I am scared to go on the big roller coaster”** * **The student says “There will be a ferris wheel, a marry go round, the zipper and go carts!”** * **The student is wearing his County Fair Tshirt with his VIP pass that gets him on all of the rides** * **The student is excited to talk about everything except the roller coaster ride**   **Using your pencil and the sheet of paper I gave you, write a 1/2 page review about what you learned while interviewing the student about how they feel about the County Fair.**  **You will have 30 minutes to complete this task.**  **When you are finished, you may turn in the paper to the reading inbox on my desk.**  **You may read a book from your book bag until everyone has finished.** |

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| **.**    **Levels:**  B Be sure to include **five distinctive levels** representing a continuum of degrees of quality, indicating a range of performance quality from “novice” to “proficient.” Each level must include both:   * The degree of quality; For the degree of quality, you MUST write the full word (Excellent) [e.g., Unsatisfactory; Emerging, Satisfactory; Above Average; Excellent]. * The total number of points (whole numbers) that the level is worth**.** For the points, you can assign EITHER single distinct whole number points (e.g., 1, 2, 3) OR equally distributed distinct point ranges\* (e.g., Level 5: 1-to-3 Points/ Level 4: 4-to-6 Points / Level 3: 7-to-9 Points/Level 4: 10-to-12 Points/ and Level 5: 13-to-15 Points).   **Descriptor:**   * Be sure to use appropriate descriptive language at each level. * Be sure the rubric is aligned to the performance task. * Be sure to address everything from the task that needs to be graded. * Be sure you only include academic-based, objective items to grade. * Be sure to include AT LEAST 3-5 bullet points for each descriptor at each level. * Be as objective with your descriptors as possible. **Do not include social skills as criteria to be graded.** |
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| **Analytic Rubric**  *(Cut and Paste Your Lesson Objective from Assignment 1 and Place It Here)*  **Levels:**   * Include **five distinctive levels** representing a continuum of degrees of quality, indicating a range of performance quality from “novice” to “proficient.” The **LEVEL** must include both: * The degree of quality: For the degree of quality, you MUST write the full word (Excellent) [e.g., Unsatisfactory; Emerging, Satisfactory; Above Average; Excellent]. * The total number of points (whole numbers) that the level is worth**:** For the points, you can assign EITHER single distinct whole number points (e.g., 1, 2, 3) OR equally distributed distinct point ranges\* (e.g., Level 5: 1-to-3 Points/ Level 4: 4-to-6 Points / Level 3: 7-to-9 Points/Level 4: 10-to-12 Points/ and Level 5: 13-to-15 Points).   **Criterion:** Include each category that will be used to assess the Performance Task.  **Descriptors:**   * Be sure to use appropriate descriptive language at each level. * Be sure the rubric is aligned to the performance task. * Be sure to address everything from the task that needs to be graded. * Be sure you only include academic-based, objective items to grade. * Be sure to include ONE DESCRIPTOR for each criterion at each level. * You need to have AT LEAST 3 criterion. |

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|  | **Level: \*\*\*\*\***  **Points: 4** | **Level: \*\*\*\***  **Points: 3** | **Level:\*\*\***  **Points: 2** | **Level:\*\***  **Points: 1** | **Level:\***  **Points: 0** |
| **Print Conventions** | Spelling, grammar, capitalization, and punctuation In the review paper has no errors that interfered with explanation. | Spelling, grammar, capitalization, and punctuation on the chart has few errors that interfered with the explanation | Spelling, grammar, capitalization, and punctuation on the chart has some errors that interfered with the explanation | Spelling, grammar, capitalization, and punctuation on the chart has many errors that interfered with the explanation | Errors in  Spelling, grammar, capitalization, and punctuation on the chart made it unreadable/completely interfered with the explanation |
| **Reflection** | Clearly demonstrated what you learned about using context clues to explain how the student felt about the county fair | Mostly demonstrated what you learned about using context clues to explain how the student felt about the county fair | Somewhat demonstrated what you learned about using context clues to explain how the student felt about the county fair | Not very clear demonstration of what you learned about using context clues to explain how the student felt about the county fair | Did not demonstrate at all what you learned about using context clues to explain how the student felt about the county fair |
| **Sentences** | Clearly wrote all complete sentences. | Mostly wrote in complete sentences | Somewhat wrote in complete sentences | Had 1-2 complete sentences in the entire review paper. | Did not write any complete sentences |
| **Organization** | Meets all expectations | Mostly Uses reference to interview to connect opinions and reason.  mostly Uses transition words in paper.  Page is in logical order | Somewhat uses transition words.  Details somewhat follow logical order. | Uses transition words 1-2 times in the paper.  Few details are in logical order | Does not use logical order.  Makes no reference to the interview. |
| **Reference for Rubric:** [**http://www.surfinthroughsecond.com/2013/10/common-core-writing-rubrics.html**](http://www.surfinthroughsecond.com/2013/10/common-core-writing-rubrics.html) | | | | | |

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| **Video, Peer Feedback, and Video Reflection Question:**  Watch your partner’s video. Use the rubric below to provide feedback for your partner.  Then each individual student should complete the video reflection questions on his/her own. | |
| **Whose video?**  **Caroline Henry**  **Who watched the video? Shavonda Allen** | **Video Link:** [**https://www.youtube.com/watch?v=ZT8-3qJk-3E&feature=youtu.be**](https://www.youtube.com/watch?v=ZT8-3qJk-3E&feature=youtu.be) |
| **Highlight the level you feel your partner reached in the video you watched.**  **Feedback from \_\_\_\_\_\_\_** |
| |  |  |  | | --- | --- | --- | | Clearly communicated directions for either the Multiple Choice or the Constructed Response Assessment | Somewhat communicated directions for either the Multiple Choice or the Constructed Response Assessment | Did not clearly communicated directions for either the Multiple Choice or the Constructed Response Assessment | |
| **Whose video? Shavonda Allen**  **Who watched the video?** | **Video Link:** |
| **Highlight the level you feel your partner reached in the video you watched.**  **Feedback from \_\_\_\_\_\_\_** |
| |  |  |  | | --- | --- | --- | | Clearly communicated directions for either the Multiple Choice or the Constructed Response Assessment | Somewhat communicated directions for either the Multiple Choice or the Constructed Response Assessment | Did not clearly communicated directions for either the Multiple Choice or the Constructed Response Assessment | |
| **Whose video?**  **Who watched the video?** | **Video Link:** |
| **Highlight the level you feel your partner reached in the video you watched.**  **Feedback from \_\_\_\_\_\_\_** |
| |  |  |  | | --- | --- | --- | | Clearly communicated directions for either the Multiple Choice or the Constructed Response Assessment | Somewhat communicated directions for either the Multiple Choice or the Constructed Response Assessment | Did not clearly communicated directions for either the Multiple Choice or the Constructed Response Assessment | |
| **Reflection from Caroline Henry** | **Reflection Question: What did you learn from this experience (video)?**  **I have learned how to construct a lesson plan and effectively give an assessment to students. I have also learned how to detail everything and make my directions and expectations meet the students’ needs and understanding.** |
| **Reflection from Partner 2 (S.A.)** | **Reflection Question: What did you learn from this experience (video)?**  I learned how to clearly communicate directions to the classroom. I also learned that it is extremely important for me to state what I want the kids to do before, during, and after an assessment. I should also clearly state what students are supposed to do on the assessments. All directions should be developmentally appropriate and not to wordy. |
| **Reflection from Partner 3** | **Reflection Question: What did you learn from this experience (video)?** |

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| **Answer the following Reflection Questions. Be sure to address each part of the question in a robust, thoughtful way.**   * ***Think about the process of creating and developing your Summative Assessments. What criteria/guidelines did you use to create them? Why are these guidelines important in creating Summative Assessment items?*** * ***We have discussed Backwards Lesson Design and the importance of creating the Assessment before you plan your instruction. How would your work on THIS assessment be used to inform creating and developing an aligned lesson plan?*** * ***How have your thoughts about Summative Assessments changed as a result of working though this assignment? How have your thoughts changed with regard to the connections between instruction and assessment?*** |
| **Reflection Questions.Partner 1 Name: Caroline Henry**   * **While creating and developing my summative assessment, I used the guidelines from M3 newsletter and the anchor lesson. I made sure to have different types of response questions. These guidelines are important to follow so that you can make sure you are setting your students up for success.** * **Designing a BLD based on this assessment would be easier in my opinion that what we did before. Before we designed a BLD without knowing how to design an assessment. Since I now know what I will be giving an assessment over, while designing my BLD i would make an emphasis on the main characters and their external traits.** * **My thoughts have changed through this summative assessment because at first i was scared and I doubted myself that I could grasp all of this information in one semester. After sitting down and doing the entire BLD and Summative Assessment assignments i am a thumbs up for everything now.** |
| **Reflection Questions.Partner 2 Name: Shavonda Allen**   * Some criteria/guidelines that I used when creating my summative assessment questions were: * Give students clear instructions. * Use 3-4 plausible distractors. * Include only one blank. * Be sure there is only one correct response, if it is a multiple choice question. * Indicating what steps the specific steps for completing the Performance Task.   These guidelines are important in creating Summative Assessment items because if assessments are not written correctly teachers will not be able to identify students who did not understand the objective that was taught.   * I know that the overall theme of this assessment is for students to be able to describe the main character's external trait. So, I would make a lesson plan that taught students what external traits where and how to identify them. * Creating a Summative Assessment was not as easy as I thought. I now realize how thoughtful you have to be when creating questions, plausible distractors, and directions. I also understand how important summative assessments are. I have always thought that the more students understood an objective the easier the assessment would be. That is even more evident after doing this assignment. |
| **Reflection Questions.Partner 3 Name** |

**Self Assessment**

What ONE level of **affect** would you put yourself on in **Bloom’s Affective Domain**? Each partner must put **YOUR NAM**E by where you feel you are, and write a brief explanation why (1-2 sentences).

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|  | I have never heard of Summative Assessment, or I know little about Summative Assessment. |
|  | I am aware of the importance of Summative Assessment. |
|  | I can create Summative Assessment items that are aligned to the targeted content for a unit/lesson. |
|  | I believe in the value of Summative Assessment, and plan to use Summative Assessments to assess mastery of content in my own classroom. |
|  | I make it a practice in my classroom to use Summative Assessments to assess mastery of content in my own classroom. |
| Shavonda Allen  Caroline Henry | I make it a practice to use Summative Assessments to assess mastery of content in my own classroom, but I also use Backward Lesson Design to plan my Summative Assessments at the beginning of each grading period. |
| **Partner 1: Explanation for Affective Domain Level Chosen: Caroline Henry**  **I can organize a summative assessment to correctly evaluate the knowledge and understanding that my students possess based on the specific lesson that I have taught.** | |
| **Partner 2: Explanation for Affective Domain Level Chosen: Shavonda Allen.**  I know how to create a summative assessment and align it to my objective. I will use summative assessment not only with a BLD, but with other types of lesson plans for example: Traditional lesson plans and 5E model lesson plans. | |
| **Partner 3: Explanation for Affective Domain Level Chosen: Include your name.** | |

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|  | **Possible Points** | **Earned Points** |
| **Lesson Objective (.50) and Differentiated Summative Assessment (.50)** | **1.00** |  |
| **Selected Response Questions were DAP, optimally aligned to the objective, and crafted appropriately. (.75/question)** | **1.50** |  |
| **Constructed Response Questions were DAP, optimally aligned to the objective, and crafted appropriately. (.75)/question** | **.75** |  |
| **Performance Task is aligned (.50), qualities that make it authentic (.50), is DAP (.50), and includes all required directions (.50).** | **2.00** |  |
| **Rubric is aligned to the task (.50), written with rubric language (.50), and includes everything from the task that needs to be graded (.50).** | **1.50** |  |
| **Video, Peer Feedback, and Video Reflection Question (.50/each)** | **1.50** |  |
| **Reflection questions were fully and completely (.50/each)** | **1.50** |  |
| **Identified and Explained Bloom’s Affective Level** | **.25** |  |
| **Total Points 10 possible points** | |  |