

COMMON FORMATIVE ASSESSMENT PLANNING TEMPLATE

--FIRST DRAFT--

Grade Level or Course: 6-8th Language Arts

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Assessment Topic: Conventions/Punctuation

Selected Power Standards: List standards by number and include the full text here. Then “unwrap” to identify what students need to know and be able to do. Underline the concepts (important nouns or noun phrases) and circle the skills (verbs).

- **Use correct capitalization and end punctuation. (6)**
- **Use conventions of punctuation correctly, including commas and quotation marks. (8)**

Graphic Organizer of “Unwrapped” Concepts and Skills

Concepts: Need to Know about Punctuation & Capitalization

Endmarks

- Period w/declarative sentences
- Exclamation point w/exclamatory sentences
- Question Mark w/interrogative sentences

Capitals

- First word of a sentence
- Proper Nouns
- All important words in titles

Commas

- Separate items in a series
- Separate items in the date, in addresses, and in letter parts
- Before the conjunction when combining sentences
- After introductory elements
- Set off direct address, interrupters, and appositives

Quotation Marks

- Dialogue
- Titles of short works, poems, articles
- Use endmarks and commas correctly in dialogue
- Paragraph correctly in dialogue
- Do not use quotes for indirect quotations

Skills: Be able to Do

(Next to each skill, write number in parentheses indicating approximate level of Bloom's Taxonomy of thinking skills. Refer to Bloom's Taxonomy resource in supporting documents.)

- (1) **Recognize** correct and incorrect punctuation
- (2-3) **Construct** sentences using correct punctuation
- (4-5) **Determine** if punctuation is correct in a passage
- (6) **Produce** a paragraph that contains correct punctuation

Big Ideas from “Unwrapped” Power Standards

1. Punctuation helps writers communicate more effectively.
2. Ideas in writing are communicated clearly when punctuation is correct.
3. Correct punctuation should be used in formal writing, such as essays, homework assignments, and business letters.
4. There are specific rules for the use of endmarks, capital letters, commas, and quotation marks.

Essential Questions Matched to Big Ideas

1. Why is punctuation important in writing?
2. How does punctuation affect written communication?
3. When is it important to use formal punctuation rules?
4. What are the rules for using endmarks, capital letters, commas, and quotation marks?

SECTION 1: Selected-Response Items—Design multiple choice, matching, true-false, and/or fill-in items to assess student understanding of the following “unwrapped” concepts and skills represented on your graphic organizer. Indicate level of thinking skill in parentheses. *Match assessment items to rigor of skill level.* (Use additional space as needed.)

RECOGNIZE, SELECT, DETERMINE

Capitalization

Directions: Select the sentence in which the capital letters are used correctly. (1, 4, 5)

1. A) who is Ray bradbury?
B) Who is Ray Bradbury?
C) Who is ray bradbury?
D) who is Ray Bradbury?

2. A) My whole family went to Arizona in June.
B) my whole Family went to Arizona in June.
C) My whole family went to arizona in June.
D) my whole family went to arizona in june.

3. A) Resting my head on my shoulders, i smiled quietly.
B) resting my head on My shoulders, I smiled quietly.
C) Resting my head on my shoulders, I smiled quietly.
D) Resting My head on my shoulders, I smiled quietly.

4. A) Halfway through the tour, i wondered why the Statue of Liberty was green.
B) Halfway through the tour, I wondered why the Statue of Liberty was green.
C) Halfway through the tour, I wondered why the statue of liberty was Green.
D) halfway through the tour, I wondered why the Statue Of Liberty was green.

End Marks

Directions: Select the sentence that uses end marks correctly. (4)

1. A) Do you enjoy watching comedy shows on television.
B) Do you enjoy watching comedy shows on television!
C) Do you enjoy watching comedy shows on television?

2. A) Please board the boat carefully because it is wet!
B) Please board the boat carefully because it is wet.
C) Please board the boat carefully because it is wet?

3. A) How inspiring! You are a hero.
B) How inspiring. You are a hero?
C) How inspiring? You are a hero.
4. A) Who built the Statue of Liberty!
B) Who built the Statue of Liberty.
C) Who built the Statue of Liberty?

Commas

Directions: Select the sentence in which the commas are used correctly. (4)

1. A) Tell me, Susan who was Moses in *Harriet Tubman: Conductor on the Underground Railroad*?
B) Tell me Susan who was Moses, in the *Harriet Tubman: Conductor on the Underground Railroad*?
C) Tell me Susan, who was Moses in the *Harriet Tubman: Conductor on the Underground Railroad*?
D) Tell me Susan who was Moses in the *Harriet Tubman: conductor, on the Underground Railroad*?
2. A) Thomas Garrett because, he wanted to help, gave shelter to run away slaves.
B) Thomas Garrett, because he wanted to help, gave shelter to run away slaves.
C) Thomas Garrett, because he wanted to help gave shelter, to run away slaves.
D) Thomas Garrett because he wanted to help, gave shelter to run away slaves.
3. A) The slaves had to travel through, Virginia West Virginia, and Georgia before reaching a free state.
B) The slaves had to travel through Virginia West Virginia and Georgia before reaching a free state.
C) The slaves had to travel through Virginia, West Virginia, and Georgia before reaching a free state.
D) The slaves had to travel through, Virginia West Virginia, and Georgia before reaching a free state.
4. A) Marjorie Rawlings who was born on August 8, 1896 wrote many of her novels while living in Anchorage Alaska.
B) Marjorie Rawlings who was born on August 8, 1896 wrote many of her novels, while living in Anchorage Alaska.
C) Marjorie Rawlings, who was born on August 8, 1896, wrote many of her novels while living in Anchorage, Alaska.
D) Marjorie Rawlings who was born on August 8 1896, wrote many of her novels while living in Anchorage, Alaska.

5. A) The famous guide, Harriet Tubman, told her exhausted travelers that Frederick Douglass a famous escaped slave had achieved great things once he gained freedom.
B) The famous guide Harriet Tubman told her exhausted travelers that Frederick Douglass a famous escaped slave, had achieved great things once he gained freedom.
C) The famous guide Harriet Tubman, told her exhausted travelers, that Frederick Douglass a famous escaped slave had achieved great things once he gained freedom.
D) The famous guide Harriet Tubman told her exhausted travelers that Frederick Douglass, a famous escaped slave, had achieved great things once he gained freedom.
6. A) During the Civil War many slaves escaped north to freedom and some of these slaves were caught and returned to their owners.
B) During the Civil War many slaves escaped north to freedom, and some of these slaves were caught and returned to their owners.
C) During the Civil War, many slaves escaped north to freedom, and some of these slaves were caught and returned to their owners.
D) During the Civil Was many slaves escaped north to freedom, and some of these slaves were caught, and returned to their owners.

Quotation Marks

Directions: Select the sentence that uses quotation marks correctly. Not all sentences need quotation marks. (4)

1. A) Joe asked, What movie are “you” going to see?
B) “Joe asked,” What movie are you going to see?
C) Joe asked, “What movie are you going to see?”
D) “Joe asked, What movie are you going to see?”
2. A) The song You’re Beautiful is by “James Blunt.”
B) The song “You’re Beautiful” is by James Blunt.
C) “The song You’re Beautiful” is by James Blunt.
D) The song You’re Beautiful is by James Blunt.
3. A) “Hey Julie!” Mark exclaimed. “I passed my science test!”
B) “Hey Julie! Mark exclaimed. I passed my science test!”
C) “Hey Julie!” Mark exclaimed. I passed my science test!
D) Hey Julie! “Mark exclaimed.” I passed my science test!
4. A) Tim said that “he went to Zumiez yesterday.”
B) “Tim said” that he went to Zumiez yesterday.
C) Tim said that he went to Zumiez yesterday.

- D) Tim said “that he went to Zumiez yesterday.”

Comma Rules

Directions: Write the letter of the comma rule used in the sentence. (5)

- A. To separate items in a series
 - B. To separate the parts of compound sentences
 - C. To separate items in dates, address, and letters
 - D. After introductory words and phrases
 - E. To set off a direct address
 - F. To set off interrupting words or phrases
 - G. To set off appositive
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- 1. ___ Although it was raining, the game started on time.
 - 2. ___ Believe me, Thomas, we all thank you for the food.
 - 3. ___ Mr. Smith, my history teacher, also coaches the baseball team.
 - 4. ___ Harriet Tubman, fortunately, never lost confidence in herself.
 - 5. ___ Today at school we received a math book, science book, and social studies book.
 - 6. ___ The president gave the speech on January 20, 2007, in Portland, Oregon.
 - 7. ___ Our coach said that we played the game well, and he was proud of our sportsmanship.

Answer Key:

Capitals

- 1. B
- 2. A
- 3. C
- 4. B

End Marks

- 1. C
- 2. B
- 3. A
- 4. C

Commas

- 1. A
- 2. B
- 3. C
- 4. C
- 5. D

6. C

Quotation Marks

1. C

2. B

3. A

4. C

Comma Rules

1. D

2. E

3. G

4. F

5. A

6. C

7. B

SECTION 2: Extended Constructed-Response—Design an extended-response item to evaluate student understanding of the following “unwrapped” concepts and skills represented on your graphic organizer. Include level of thinking skill in parentheses. *Match item to rigor of skill level.* Evaluate student work using the Task-Specific Scoring Guide below (to be completed).

- I. Directions:** Read the passage. Correct all errors in punctuation and capitalization. There are 10 errors. (6)

Late on the night of april 14 1912, the Titanic radioed for help. The British luxury liner, the largest ship ever built up to that time, had struck an iceberg in the Atlantic ocean. At 2:20 a.m. on April 15, the Titanic, with more than fifteen hundred people still aboard, sank into the seas, survivors in lifeboats on the icy waters watched in horror. responding to the distress call the first rescue ship arrived around 4:00 a.m. The Carpathia picked up more than seven hundred survivors and took them to New York city.

- II. Directions:** Julie and Dan are trying to decide what movie to go to. Write a conversation (dialogue) of 6-10 lines between them. Be sure to include correct capitalization, commas, endmarks, and quotation marks. (6)

Answer Key:

- I. Late on the night of April 14, 1912, the Titanic radioed for help. The British luxury liner, the largest ship ever built up to that time, had struck an iceberg in the Atlantic Ocean. At 2:20 A.M. on April 15, the Titanic, with more than fifteen hundred people still aboard, sank into the seas. Survivors in lifeboats on the icy waters watched in horror. Responding to the distress call, the first rescue ship arrived around 4:00 A.M. The Carpathia picked up more than seven hundred survivors and took them to New York City.

Task-Specific Scoring Guide:

Exemplary

- Correctly identifies 9-10 capitalization/punctuation errors in a written passage.
- Constructs 9-10 lines of dialogue with correct punctuation/capitalization with no mistakes.

Proficient

- Correctly identifies 7-8 capitalization/punctuation errors in a written passage.
- Constructs 6-8 lines of dialogue with correct punctuation/capitalization with fewer than 2 mistakes.

Progressing

- Correctly identifies 5-6 capitalization/punctuation errors in a written passage.
- Constructs 6-8 lines of dialogue with correct punctuation/capitalization with fewer than 3-5 mistakes.

Beginning

- Cannot correctly identify capitalization/punctuation errors in a written passage.
- Constructs 6-8 lines of dialogue with correct punctuation/capitalization with more than 5 mistakes.
- Task to be repeated after remediation

Teacher's Evaluation _____

Comments regarding student's performance:

SECTION 3: Short Constructed-Response

Note to Teachers: This portion of the common formative assessment requires students to demonstrate their *integrated* understanding of all the “unwrapped” concepts and skills from the targeted Power Standards by expressing their understanding of the Big Ideas in their own words. Copy your planned Essential Questions (and corresponding Big Idea responses) for your own reference in the space provided.

Student Directions: Write a Big Idea response for each of the following Essential Questions. Include supporting details and any vocabulary terms from the “unwrapped” concepts you have been learning for each response. Your responses will be evaluated using the Generic Scoring Guide below.

1. Why is punctuation important in writing?
2. How does punctuation affect written communication?
3. When is it important to use formal punctuation rules?
4. What are the rules for using end marks, capital letters, commas, and quotation marks?

Generic Scoring Guide:

Exemplary

- All “Proficient” criteria *plus*:
- Makes connections to other areas of school or life
- Provides example(s) as part of explanation

Proficient

- States Big Ideas correctly in own words
- Provides supporting details for each one
- Includes vocabulary of “unwrapped” concepts in explanation

Progressing

- Meets 2 of the “Proficient” criteria

Beginning

- Meets fewer than 2 of the “Proficient” criteria
- Task to be repeated after remediation

Teacher’s Evaluation _____

Comments regarding student’s performance:

Design Team Reflections after Administration of Assessment to Students

1. Which assessment items produced the results we intended?
2. Which items do we need to revise?
3. Regarding the design, administration, scoring, and analysis of the assessment, what worked? What didn't?
4. What do we need to do differently next time?
5. What should we again do the same?