

Nonfiction Assessment Planner

Teacher Carmen Sánchez Sadek, Ph.D.

Topic VISUAL Grammatical Knowledge

Gr 8<sup>th</sup>

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Assessment: Student design a VISUAL grammar book

1. **Assessment Text Title:** Various materials to Create an On-Line Educational Experience that includes Powerpoint (Based on Many articles, textbook selections, magazines pictures, many pictures from many sources) **Author:** Carmen Sánchez Sadek, Ph.D. **Genre:** Grammar Book

<p>a. <b>Major Assertion(s)/Ideas:</b> Originally, grammatical categories were thought about because the original grammarians were looking/observing REALITY. This Unit restores that primary/original starting point to the study of grammatical categories: REALITY. Grammar must begin by observing grammatical categories in REALITY.</p>	<p>b. <b>Evidence for Assertion(s)/Ideas:</b> K-12 students struggle with the ABSTRACT CONCEPTS of NOUNS, ADJECTIVES, PREPOSITIONS and other Parts of Speech. On many occasions, students learn to identify the parts of speech from abstract conceptual definitions, i.e., A Noun names a person, place or thing; and immediately attempt to apply the concept of noun to written sentences. On fewer occasions students observe the REALITIES named by NOUNS or other parts of speech and learn to perceive these realities BEFORE listening, speaking, reading, and/or writing about them. Many students reach the 12<sup>th</sup> grade with little or no understanding of the concepts visually described by parts of speech.</p>
<p>c. <b>What is the reasoning leading from the evidence to the assertions/ideas?</b> Given the difficulties of so many students in grasping the concepts named by the Parts of Speech, possibly a return to the original ideas of the original grammarians -beginning with the REALITY— may help students achieve mastery as they learn to observe, identify, label, and grammatically (abstractly) recognize the Parts of Speech.</p>	
<p>d. <b>Significance to topic:</b> Knowledge about Parts of Speech and understanding and application of the concepts of Parts of Speech is essential to effective listening, speaking, reading and writing as well as language usage for purposes of creative expression.</p>	

3. Write the standards, both the standard number and all the words.

<p>WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS</p> <p>1.0 Written and Oral English Language Conventions Students write and speak with a command of Standard English conventions appropriate to the grade level.</p> <p>1.3 Identify all parts of speech.</p> <p>1.4 Demonstrate appropriate English usage.</p> <p>1.6 Use correct capitalization in different types and structures of sentences.</p> <p>1.7 Spell correctly derivatives based on parts of speech (ex.: Adjective to Noun).</p> <p>READING</p> <p>2.0 Reading Comprehension Students read and understand grade-level appropriate material.</p> <p>LISTENING AND SPEAKING</p> <p>1.0 Listening and Speaking Strategies Students deliver focused, coherent presentations that convey ideas clearly.</p> <p>1.6 Use speaking techniques, including voice modulation, inflection, tempo, enunciation, etc., for effective presentation.</p>

4. List the major concepts & skills students are to learn from the readings you selected.

Concept(s)	Skill(s)
<p>PARTS OF SPEECH:</p> <ol style="list-style-type: none"> <li>1. Nouns</li> <li>2. Pronouns</li> <li>3. Verbs</li> <li>4. Adjectives</li> <li>5. Adverbs</li> <li>6. Prepositions</li> <li>7. Conjunctions</li> </ol>	<p>Bloom's Taxonomy: Cognitive Domain</p> <p><b><u>Knowledge</u></b> – know, name, match to the reality, identify, label and memorize;</p> <p><b><u>Understanding</u></b> – recognize, identify, locate, express, classify, explain;</p> <p><b><u>Application</u></b> – illustrate, show, manipulate, and construct;</p> <p><b><u>Analysis</u></b> – identify, illustrate, sort, differentiate, compare &amp; contrast, cluster, describe;</p> <p><b><u>Synthesis</u></b> – collect, compile, plan, organize, arrange, design, generate, compose, create, devise, re-arrange, modify;</p> <p><b><u>Evaluation</u></b> – interpret, justify, support, explain.</p>

8. What is the overarching question that captures the major and minor issues of the topic? Do students who master Parts of Speech (Adjectives, Adverbs and Prepositions) through lessons that emphasize and focus on the REALITY (What students actually SEE and PERCEIVE) labeled by the Parts of Speech (speak)/write using more detailed sentences where significantly more parts of speech are used in expressive, narrative, description, exposition and persuasive essays?

9. What are the questions students must answer in order to answer the overarching question?

1. In looking at REALITY (what I SEE and PERCEIVE) do I recognize, name and classify correctly and express in a detailed sentences descriptions of REALITY that include . . . . .

(Nouns)

(Pronouns)

(Verbs)

Adjectives (NOTE: Only Adjectives will be addressed in this Unit of Instruction)

Adverbs

Prepositions

(Conjunctions)

10. Write your End-of-Unit Assessment (EOUA) question first. Then write in the elements that must be in the prompt. If an element is missing, rewrite the prompt to include the missing element in the prompt.

Questions:

1. What do you see?
2. Can you name what you perceive?
3. Can you describe what you perceive?
4. Can you describe the details of what you see and perceive?
5. Can you name the Part of Speech that classifies what you named in #2?
6. Can you write a very detailed sentence describing what you perceive and see?

<b>End-of-Unit Assessment (EOUA)</b>	
<p><b>The Prompts</b>  <b>Response to prompt answers Overarching Q.</b></p>	<p>Questions:</p> <ol style="list-style-type: none"> <li>1. What do you see?</li> <li>2. Can you name what you perceive?</li> <li>3. Can you describe what you perceive?</li> <li>4. Can you describe the details of what you see and perceive?</li> <li>5. Can you name the Part of Speech that classifies what you named in #2?</li> <li>6. Can you write a very detailed sentence describing what you perceive and see?</li> </ol> <p>(Write a detailed description (1) of what you see or (2) of an event or happening in which you were a participant using pictures that help the reader SEE or PERCEIVE what you are describing.)</p>
<p><b>Purpose of Writing</b>                      (narrative, descriptive, expository, persuasive)  <b>Tab 8</b></p>	<p>To create a book of pictures --or an electronic Power Point Presentation-- and describe in very detailed sentences the pictures in the book.                      (Write either a narrative, descriptive or expository essay describing in great detail the persons, things, events, feelings, etc.)</p>
<p><b>Genre</b> (editorial, essay, ,poem, letter, Pwrpt...)</p>	<p>Student may select essay, poem, letter, etc.</p>
<p><b>Audience</b></p>	<p>Teacher, other students, parents.</p>
<p><b>Student Pt. of View</b>                      (1st or 3<sup>rd</sup> Person)</p>	<p>Students may select 1<sup>st</sup> or 3<sup>rd</sup></p>
<p><b>5 W's + How</b>                      (who, what, where, when, why, how?)</p>	
<p><b>Organization Skills</b>                      (compare/contrast, summarize, explain, analyze, convince...)</p>	<p>Bloom's Taxonomy: Cognitive Domain  <u><b>Knowledge</b></u> – know, name. match to the reality, identify, label and memorize;  <u><b>Understanding</b></u> – recognize, identify, locate, express, classify, explain;  <u><b>Application</b></u> – illustrate, show, manipulate, and construct;  <u><b>Analysis</b></u> – identify, illustrate, sort, differentiate, compare &amp; contrast, cluster, describe;  <u><b>Synthesis</b></u> – collect, compile, plan, organize, arrange, design, generate, compose, create, devise, re-arrange, modify;  <u><b>Evaluation</b></u> – interpret, justify, support, explain.</p>

**11. Write your response to you assessment on this form. Share response with partners.**

**Did your prompt assess the concepts and skills you wanted?    oYes    oNo**

**If no, revise as needed. What did you revise?**

12. On **chart paper**, write the following: 1) **topic**, 2) **team names**, 3) **grade**, 4) **standards assessed (key points only)**, 5) **overarching question**, 6) **genre**, 7) **assessment**, 8) **activities** that teach the concepts and skills in the assessment.  
Be ready to make a brief **presentation** (3 min.) of this chart.  
**DONE!!!!!!**
  
13. **Design Rubric**.  
See Tab 4 for writing (W) and reading (R) templates, AND for electronic copies of the templates, see downloaded files in your electronic folder.  
**DONE!!!!!!**
  
14. **Format** your assessment in a **student booklet format**.  
See Tab 4 for student booklet templates, AND for electronic copies see downloaded files in your electronic folder.  
**DONE!!!!!!**
  
15. **Design the assessment score sheet**.  
See Tab 4 for score sheet templates, AND for electronic copies see downloaded files in your electronic folder.  
**DONE!!!!!!**