

Complete Summative Assessment for the American Dream Unit

The Ninth-Grade American Dream Assessment: How Has the American Dream Changed Over Time?

Name: _____ Date: _____

Part 1: Constructed Response

Learning Goal: I can compare and contrast key messages in multiple texts on the same topic.

We have been exploring the following question: “How has the American dream changed over time and how does that influence my world?”

We have read “I Hear America Singing,” by Walt Whitman, and “Winter Dreams,” by F. Scott Fitzgerald. We have also read a survey on the American dream (Center for the Study of the American Dream, 2014).

For this task, read “Dreaming America,” by Joyce Carol Oates, and view the NBC news clip describing and questioning the state of the American dream (Linn, 2013).

Given the information in the article and the video, describe the key messages and how they develop. Explain your thinking using evidence from the text and video. In addition, compare and contrast the two pieces, again using evidence to support your thinking.

Criteria	Total Points Achieved
I can determine the central idea or theme in a text.	_____/10 (5 points per text)
I can analyze the details that lead to the theme over the course of a text. This means I use text evidence to support my ideas and explain them well.	_____/10 (5 points per text)
I can produce an objective summary of a text.	_____/10 (5 points per text)
I can compare and contrast key messages in multiple texts on the same topic.	_____/20 (10 points per text)
I can effectively use written language to communicate my ideas.	_____/10 (5 points per text)
Overall Total Points Achieved	_____/60 points

Part 2: Socratic Dialogue

The Socratic dialogue will be assessed using the following rubric. Points will be assigned for each criterion. During the formative assessment stages, there are no points assigned and students use the rubric to plan how to improve.

Criteria	1—Beginning	2—Emerging	3—Proficient	4—Distinguished
Questioning (20 points)	<ul style="list-style-type: none"> I can ask questions to clarify what the text means. 	<ul style="list-style-type: none"> I can pose questions that reference the text. 	<ul style="list-style-type: none"> I can pose questions that emerge directly from text evidence. I can pose questions to clarify a peer’s contribution. 	<ul style="list-style-type: none"> I can use multiple contributions to pose deeper-level questions.
Expressing Ideas (20 points)	<ul style="list-style-type: none"> I can summarize ideas from the text. 	<ul style="list-style-type: none"> I can express my ideas clearly with loose connections to the text. 	<ul style="list-style-type: none"> I can express my ideas clearly and persuasively using text evidence. I can summarize points of agreement and disagreement. 	<ul style="list-style-type: none"> I can make new connections from evidence and reasoning in the dialogue.
Generating Ideas (20 points)	<ul style="list-style-type: none"> I can reiterate what someone else said. 	<ul style="list-style-type: none"> I can respond to questions in a dialogue. 	<ul style="list-style-type: none"> I can use evidence from the text to generate dialogue. I can build on others’ ideas. 	<ul style="list-style-type: none"> I can pose questions and comments that help the dialogue go deeper.

Students will submit their notes and a self-reflection of how they feel they engaged in the Socratic dialogue using the sample rubric as a guide for this reflection.

Following the Socratic dialogue, students will then submit answers to the following using Google Docs.

- Which criteria do you feel was your strength? Explain why, and use specific examples from the dialogue.
- Which criteria do you feel you need to work on? What could you do differently next time to improve those areas?
- What was the most memorable part of the dialogue? Describe the moment and why you think it was memorable.
- Describe a comment or part of the dialogue that helped you gain a new perspective on the American dream and any of the pieces we read or viewed.
- Describe a comment or question in the dialogue that pushed your thinking or challenged you.

Part 3: Podcast

The podcast will be assessed using the following criteria. Students will indicate their assessment of each criterion with a simple *yes*, *no*, or *sometimes*. Students will explain their response using specific examples from their podcast.

Student Response	Criteria	Teacher Score (each element receives 5 points)
	Provides a clear and focused argument	
	Develops argument effectively (effective textual evidence that is explained well)	
	Contains multiple sources	
	Provides accurate interpretations of texts	
	Uses language and vocabulary effectively	
	Voice and expression is effective in delivering the message	