

## How to Keep Cool on a Hot, Summer Day

<p>A tall glass of iced tea and lemon A run through a cool Sprinkler . . .</p> <p>A straw hat . . . And sandals . . .</p> <p>If you can handle It</p> <p>Forget the socks . . . Go barefoot . . .</p> <p>A splash in a pool A cool Summer shower . . .</p> <p>Crushed ice Is nice . . .</p> <p>Reach For a cool juicy peach . . .</p> <p>Try on Some lightweight Cotton . . .</p> <p>A shirt . . . A skirt . . . Shorts and a Tee Are perfect you'll see . . . If you must We trust That sitting in front of a fan</p>	<p>Or Spending the day In an Air-conditioned Space Will cool you And Help you Face</p> <p>A Hot, Summer Day . . .</p> <p>But I must say . . . My favorite thing to do— On a hot, Summer Day . . . Is surround myself With "Cool" Summer folk . . .</p> <p>No heat stroke Just a cool Summer Conversation</p> <p>With people Who will Warm Your heart . . . And, every other part. . . . Of your soul . . . Now, That's cool!</p>
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1. This passage is an example of

- A. fiction
- B. nonfiction
- C. folk tale
- D. poetry

2. What does the speaker enjoy doing MOST on a hot summer day?

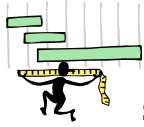
- A. sitting in front of the fan
- B. talking with good friends
- C. staying in air conditioning
- D. drinking iced tea with lemon

3. Which BEST completes the analogy?

air conditioning is to cool as furnace is to \_\_\_\_\_

- A. wind
- B. cold
- C. heat
- D. sweat

A good poem uses imagery to describe things. From the poem, describe two ways people can stay cool on a hot summer day.



## Six Point Rubric

<b>Score</b>	<b><i>Characteristics of student work at each level of competence.</i></b>
<b>6</b>	
<b>5</b>	
<b>4</b>	
<b>3</b>	
<b>2</b>	
<b>1</b>	
<b>0</b>	

**Create your own scoring rubric.**

<b>Score</b>	<b>Description</b>
<b>4</b>	
<b>3</b>	
<b>2</b>	
<b>1</b>	
<b>0</b>	
<b>Blank</b>	

## **Using the Rubric Templates in the Classroom**

### **Six Steps to Rubric Development**

1. What do you intend students to know, understand, or be able to do?
2. Identify skills that must be demonstrated in order to complete the task.
3. Identify the judging criteria or essential elements that ensure that the outcome will be high in quality. These will become the rows in your rubric.
4. In the cells of the rubric, develop clear descriptions of performance at each achievement level for each essential element of quality.
5. Decide on a rating scheme that fits in with your grading philosophy and build it into the rubric. Be prepared to translate scores received into your scheme.
6. Keep track of all your assessment data in a binder with a section for each student.

You can place the template face down in a copy machine and copy the template onto a transparency so you can develop rubrics with student input.

Project the transparency onto a white board and fill in the squares with the performance assessment measures and criteria you and your students create together.

Some teachers use colored paper 3 x 5 squares for performance levels; yellow for 0 points, blue for 6 points etc. Students write the performance assessment criteria you develop in class on the paper squares. When assessing their own work, they can select the squares that best represent the quality of their work. Their goal is to move up to all blue squares.

Learning to create rubrics is like learning anything valuable. It takes an initial time investment. Once the task becomes second nature, it actually saves time while creating a higher quality student product.

Why should students create their own rubrics? Reading or listening to a teacher's expectations is very different for a student than creating and accomplishing his or her own goals. The purpose of inviting students to develop their own evaluation structure is to improve their motivation, interest and performance in the project. As students' overall participation in school increases, they are invested in the process.