This summative assessment assess you on the following 5 learning targets: comprehension, mechanics, purpose, organization, and support. Your research score, which is the 6th and final learning target score used to calculate your final summative score, is the score from your research paper.

The article for this summative is at: <http://www.cnbc.com/2016/03/16/could-you-fall-in-love-with-this-robot.html> There is a video supplement that is optional. Watching the video may help you comprehend the text, but it is not necessary to succeed on this assessment.

**Comprehension**: Read the entire article first. Read the entire article first. Yes, I repeated that twice to emphasize the importance of those directions. Then, answer the following questions that do assess what was literally said, but also ask you to consider the dfunction and purpose of certain passages. This requires you to think about the text as a whole as well.

1. The function of the first sentence can best be described as…
   1. A detail of the main idea of the passage
   2. An personal opinion of the author
   3. A piece of research that the robiticists found
   4. The thesis of the entire article
2. The function of the second sentence can best be described as…
   1. A personal opinion of the author
   2. Research that supports the first sentence
   3. Further clarification of the first sentence
   4. A contradiction to the first sentence
3. If the author was to delete the third sentence, the article would lose…
   1. A contrast to the previous paragraph
   2. A key detail that contextualizes the main example of the text
   3. An effect that resulted from the thesis of the article
   4. An additional main idea that is different from the main idea previously stated in the second sentence.
4. In the fourth paragraph (Sophia’s lifelike skin…), the author provided how many unique features about the android?
   1. Three
   2. Four
   3. Five
   4. Six
5. Which words from the text were most helpful in reaching the correct answer from the previous question?
   1. Voice, smarter, skin, 62, combination
   2. Silicon, emulate, algorithms, eyes, skin, voice
   3. Skin, expressions, eyes, voice
   4. Skin, eyes, voice
6. Which words from the paragraph that starts “The artificial intelligence…” best describe the arrival of these androids for the consumer?
   1. “evolve to a point where they will truly be our friends”
   2. “decrease the trend of the difference between people”
   3. “announce pricing and availability of his humanlike robots later this year”
   4. “not in ways that dehumanize us”
7. Why is the name “Geminoid” appropriate? Choose the BEST answer. Some answers are correct, but incomplete, and therefore are not the best.
   1. It mimics human traits
   2. The creator and the progeny are alike
   3. People tend to greet it with a “hello”
   4. “Gemini” means twin
8. When the author used the term “uncanny valley,” he most likely was referring to…
   1. How the androids appear human but are missing key human traits
   2. How the cost of the robots is not realistic for most people
   3. How fears about android will slowly evaporate
   4. How the androids will be an asset in working with the elderly

**Mechanics**: For the following questions, re-read the words from the text and choose the answer that is also grammatically correct and consistent with the author’s message. The right answer is a different version, though also grammatically correct and aligned with what the author was expressing, for words that you read in the text.

1. Two teams working to develop the most humanlike robots on the planet — often dubbed androids — are [Hanson Robotics](http://www.hansonrobotics.com/) and [Hiroshi Ishiguro Laboratories](http://www.geminoid.jp/en/index.html).
   1. planet, often dubbed androids, are
   2. planet, often dubbed androids are
   3. planet often dubbed androids are
   4. planet; often dubbed androids, are
2. Dr. David Hanson leads the engineers and designers that created Sophia, the team's most advanced android to date.
3. Sophia; the
4. Sophia-the
5. Sophia: the
6. Sophia. The
7. Sophia's lifelike skin is made from patented silicon and she can emulate more than 62 facial expressions
8. silicon; and she
9. silicon; She
10. silicon; she
11. silicon. However, she
12. A combination of [Alphabet](http://data.cnbc.com/quotes/GOOGL)'s Google Chrome voice recognition technology and other tools enable Sophia to process speech, chat and get smarter over time.
13. Speech but chat and get
14. speech, and get
15. speech, chat to get
16. speech, chat, and get
17. "We are more autonomous and more intelligent — that's it," he said.
18. "We are more autonomous and more intelligent. That's it," he said.
19. "We are more autonomous and more intelligent but that's it," he said.
20. "We are autonomouser and intelligenter — that's it," he said.
21. "We are more autonomous and more intelligent — that's it”, he said.
22. For those situations, a mechanical-looking robot is better, he said.
23. However, in those situations, a
24. Specifically in those situations, a
25. On the other hand, in those situations, a
26. Situations such as those, a
27. Like [Amazon](http://data.cnbc.com/quotes/AMZN)'s Echo — but much cuter — these chatty robots use voice recognition technology and artificial intelligence to simulate conversation.
28. Echo — but not much cuter — these
29. Echo, and much cuter, these
30. Echo, but much cuter, these
31. Echo but much cuter these
32. But whether those robots need human faces is unclear, he said.
33. In addition,
34. Furthermore,
35. With this in mind,
36. However,

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| The eight questions below all address the Learning Target “Demonstrate **Comprehension** of a text” | | | | |
| Number | My best answer | Right: no mark, Wrong: X | One sentence paraphrase of the article: | |
| 1 |  |  |
| 2 |  |  |
| 3 |  |  |
| 4 |  |  |
| 5 |  |  |
| 6 |  |  |
| 7 |  |  |
| 8 |  |  |
| **Comprehension** | 4.0 = 8 Correct &  Insightful **Paraphrase** | 3.0 = 7-6 Correct &  Accurate **Paraphrase** | 2.0 = 5 Correct &  Satisfactory **Paraphrase** | 1.0 = less than 5 correct  and/or inaccurate  **paraphrase** |
| The eight questions below all address the Learning Target “Use effective grammar **MECHANICS**” | | | | |
| Number | My best answer | Right: no mark, Wrong: X | One grammatically perfect sentence that uses an appositive **and** semi-colon correctly: | |
| 9 |  |  |
| 10 |  |  |
| 11 |  |  |
| 12 |  |  |
| 13 |  |  |
| 14 |  |  |
| 15 |  |  |
| 16 |  |  |
| **Mechanics** | 4.0 = 8 Correct &  Accurate **Sentence** | 3.0 = 7-6 Correct &  Accurate **Sentence** | 2.0 = 5 Correct &  Satisfactory **Sentence** | 1.0 = less than 5 correct  and/or inaccurate  **sentence** |

**Name:**

To show proficiency in purpose, organization and support, answer the **question, “How did the author demonstrate his purpose? In other words, what is the author’s purpose and what author’s craft techniques did the author use to make this purpose clear?”** Mr. Foster is purposefully only giving you these directions and the rubric below. Part of this assessment is to see if you can accomplish this task with these directions. If you are confused, do the following:

1. Re-read the directions (AND THE LIST BELOW THE RUBRIC) and “talk to the text” to highlight key elements of the question; if that doesn’t remove your confusion, do the next step.
2. Take a few seconds to focus, concentrate, and think about all that we have done with answering analysis questions and how you can use that practice to accomplish this task. Review, or at least remember, the feedback you got about analysis and “Purpose” writing. Then, re-read the directions again; if that doesn’t remove your confusion, do the next step.
3. Read the two page document called “Summative Essay Help,” which is posted in the hall. Either take a picture of both pages or scan the QR code of it so tha you can have it on your phone to refer to if needs be.
4. Have some more grit and repeat steps one and two; if that doesn’t remove your confusion, do the next step.
5. Consult Mr. Foster with a specific, focused question-not just “Can you help me?” or “I don’t get it.” If that doesn’t remove your confusion, do the next step.
6. Try your best; believe in yourself; gain confidence from the fact that Mr. Foster will return this assessment with helpful feedback and you will be able to revise this summative assessment (if you are not the ICU list).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learning Targets** | 4 | 3 | 2 | 1 |
| **Purpose** = Did I produce clear writing to accomplish a specific purpose: to persuade, to inform, to **analyze**, and/or to entertain? | **I can make my** purpose very clear beyond teacher expectations. My reader is completely familiar with my claim in a profound way. | **I can make my** purpose clear consistently. My reader is pretty familiar with my claim. My purpose is apparent and believable. | **I can make my** purpose fairly clear. My reader is somewhat familiar with my claim. Some aspects of my purpose are confusing or unclear. | **I struggle to make my purpose** **obvious.** My reader is not clear about my claim. **I require teacher assistance to clarify a purpose in my writing.** |
| **Support** = Did I use accurate and relevant **evidence** to support claims and/or counter claims? | I can use an **abundance** of  evidence that is **reliable,**  **specific, relevant,**  **unbiased** & directly proves  my thesis beyond teacher  expectations. | I can use a supply of  evidence that is **specific,**  **useful, unbiased**  and proves the thesis. I do  this consistently for every  argument/reason. | Some evidence I used is  **helpful, relevant,**  **unbiased**  and works to prove the  thesis. I am sometimes  inconsistent or  inaccurate w/support | I used little to no evidence;  it is **unreliable, vague,**  **irrelevant, biased**,  plagiarized and/or doesn’t  directly prove the thesis. I  require teacher help to show  evidence for arguments |
| **Organization** = Did I organize my ideas in a logical & effective manner so that my audience can follow my thinking? | **I can** structure ideas  to make my claim  obvious beyond teacher  expectations; my  transitions are  smooth, mature,  varied & artistic. | **I can** structure ideas  to **make my** claim  apparent consistently;  my transitions are  clear, obvious, &  usefulconsistently. | **My structure implies**  my claim; some of my transitions help  move between ideas.  My reader has to infer  my flow of ideas. | **My structure is confusing**  and/or misleading; my  transitions are lacking  or ineffective. **I require**  **teacher assistance to**  **organize my thoughts.** |

**Link to Summative Article**

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**Summative Essay Help**

