

# **Gee Quiz!**

## Diagnostic Assessment for Geo Jammin'



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Gee Quiz!  
**Diagnostic Assessment**  
Constructed Response

**Duration:** Each student should be given sufficient time to complete the entire assessment. Make accommodations for those students needing more time.

**Standard(s) Assessed:**

MA.C.1.1.1.2.1, MA.C.1.1.1.2.2, MA.C.1.1.1.2.3, MA.C.1.1.1.2.4, LA.B.2.1.2.2.3, LA.B.2.1.3

**Description of Assessment Activity**

An enjoyable activity for students, this assessment includes color-coding geometric shape components, cutting and pasting, labeling, and writing as the voice of a puppet. Created to be fun and non-intimidating for students. Due to the types of activities included with the assessment, it may take a substantial amount of time for all to complete.

**Teacher Directions**

Geo George, the geometric character puppet, administers the assessment. (Lesson 1, Gee Quiz!) There should be a simple and convenient process by which necessary materials are handed out to students. Each student needs a pencil, scissors, paste, and crayons. Tell students they are not expected to know all of the answers and that this is only to find out what they do not know so it can be taught during the unit. Students are not being assessed on their reading ability so it is appropriate for questions to be read aloud to students. However, content words should not be explained. As students work on the assessment, the teacher continues to use the puppet as the instructor and observer as she monitors the children's work. Geo George offers guidance with regards to keeping students on task and is the one who tends to the administering of the test. Once the assessment is complete, materials are handed in. Students use their assessment to respond to questions posed by Geo George. (Lesson 2, Math Mouth) For example, he asks if there were any words on the assessment they did not know. After determining what students do not know, students hand in their diagnostic assessments. Score to gain insight as to knowledge students are bringing into the unit and what needs developing. Result of the diagnostic assessment guides the instruction of the unit.

**Student Directions**

Students are expected to know the proper use of all the materials required for completing the assessment. Questions may be read aloud for students, however, students will respond to the questions independently and without help or assistance from peers. They need to stay on task so as to take no more time than necessary. After completion of the assessment, materials should be put away. Students keep their assessment until after feedback is given on words they found to be difficult. Once that has taken place, papers are passed in.

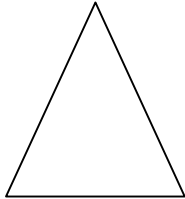
**Scoring Method and Criteria**

A colored-coded answer key is provided for scoring the diagnostic. If a color printer is not available, color-code the answer key to match the directed colors before checking student papers. Outcome data is to be entered on the Assessment Management Tool. (See the Associated Files section in the Unit Plan) Mark achievement using the Scoring Key symbol as indicated at the bottom of the record sheet. Include comments as necessary for each student. Use this diagnostic data to drive the instruction of the unit.

Name \_\_\_\_\_

# Gee Quiz! Diagnostic Assessment

## 1. COPY CAT! (MA.C.1.1.1.2.1, MA.C.1.1.1.2.3, MA.C.1.1.1.2.4)



This is a

\_\_\_\_\_.

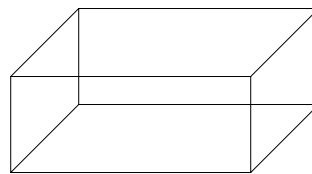


This is a

\_\_\_\_\_.

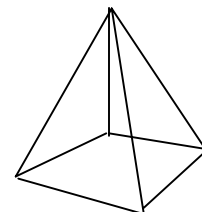
1. Write the name of the shape on the line.

2. On each shape color:  
the LINE SEGMENTS green  
the VERTICES blue  
the ANGLES orange



This is a

\_\_\_\_\_.



This is a

\_\_\_\_\_.

1. Write the name of the shape on the line.

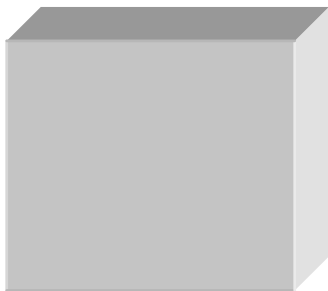
2. On each shape color:  
one FACE green  
the EDGES purple  
the VERTICES blue  
the ANGLES orange

## 2. SPECIAL VISION! (MA.C.1.1.1.2.1, MA.C.1.1.1.2.2, MA.C.1.1.1.2.3, MA.C.1.1.1.2.4)

Write 2-D on the small line under the two-dimensional picture.

Write 3-D on the small line under the three-dimensional picture.

Write the name of each shape on the long line under each picture.



\_\_\_\_\_

Describe this shape.

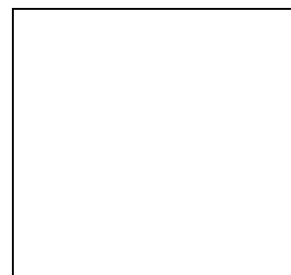
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\_\_\_\_\_

Describe this shape.

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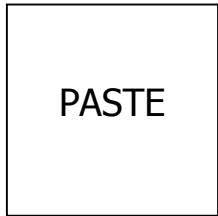
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3. SORT, MATCH, NAME! (MA.C.1.1.1.2.3, MA.C.1.1.1.2.4)

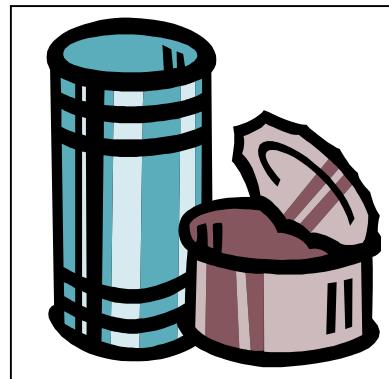
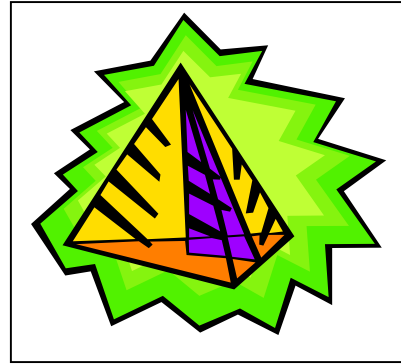
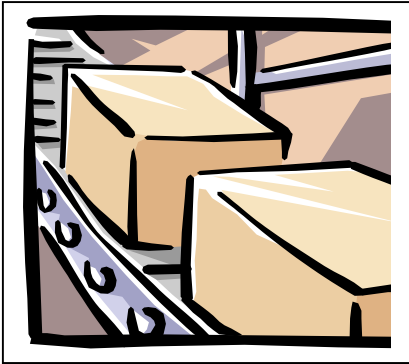
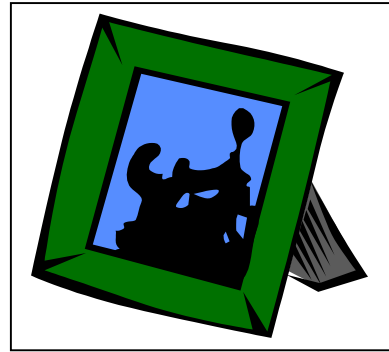
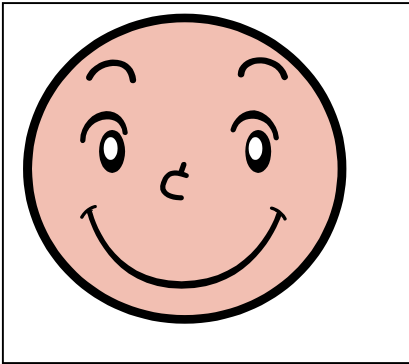
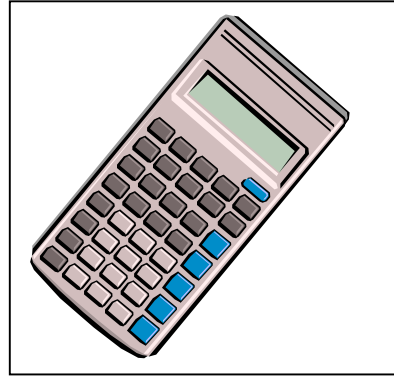
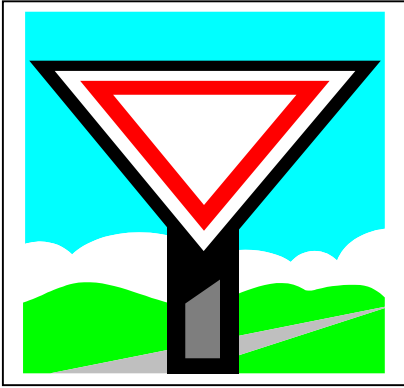
Cut out each picture on the picture page. Match each two-dimensional picture with the correct three-dimensional picture. Paste each on this page. The 2-D and 3-D objects should match across. Write the geometric name for each shape on the line.

TWO-DIMENSIONAL

THREE-DIMENSIONAL

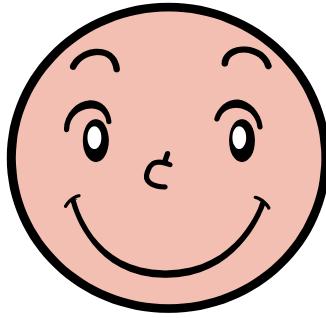


# Pictures for Cut and Paste



# TELL ME A STORY . . .

(LA.B.2.1.2.2.3, LA.B.2.1.3, LA.C.3.1.1.2.1, LA.C.3.1.1.2.2)



This is a puppet. Imagine you are making him talk. Tell what he would say to explain how to use a computer to copy his picture and paste it on paper on the screen.

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Match the words that mean the same by writing the letter on the line.

- A. Volume                      \_\_\_\_ Use of language or word choice
- B. Intonation                      \_\_\_\_ Easy to understand the purpose
- C. Clear                              \_\_\_\_ How loud or soft
- D. Phrasing                              \_\_\_\_ Rise and fall in pitch

Are these things important when you are talking to someone? Yes or No Why?

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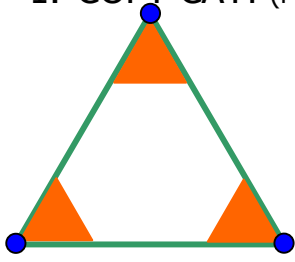
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## ANSWER KEY

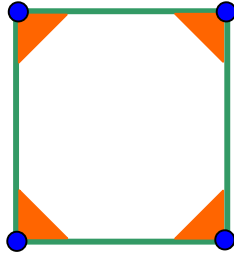
# GEE QUIZ!

## Diagnostic Assessment

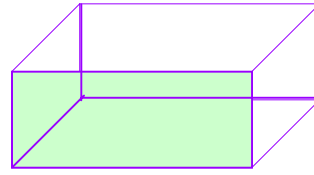
1. COPY CAT! (MA.C.1.1.1.2.1, MA.C.1.1.1.2.3, MA.C.1.1.1.2.4)



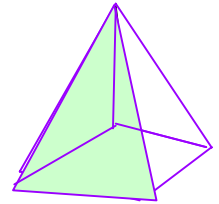
This is a  
**triangle.**



This is a  
**square.**



This is a  
**rectangular solid.**





This is a  
**pyramid.**

1. Write the name of the shape on the line.

2. On each shape color:  
the LINE SEGMENTS green  
the VERTICES blue  
the ANGLES orange

1. Write the name of the shape on the line.

2. On each shape color:  
one FACE green  
the EDGES purple  
the VERTICES blue  
the ANGLES orange

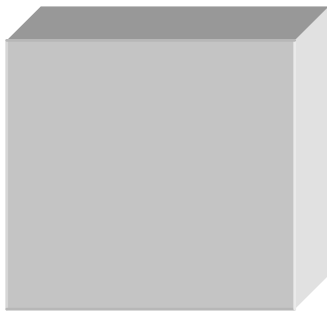
**All color-coding  
has not been  
done here. For  
example see   
and  .**

2. SPECIAL VISION! (MA.C.1.1.1.2.1, MA.C.1.1.1.2.2, MA.C.1.1.1.2.3, MA.C.1.1.1.2.4)

Write 2-D on the small line under the two-dimensional picture.

Write 3-D on the small line under the three-dimensional picture.

Write the name of each shape on the long line under each picture.



3-D     Cube



2-D     Square

Describe this shape.

**A description should include:  
Three-dimensional, solid, faces,  
edges, angles, vertices, measured in  
three directions, takes space.**

Describe this shape.

**A description should include:  
Two-dimensional, flat, surface, sides,  
angles, vertices, measured in two  
directions.**

3. SORT, MATCH, NAME! (MA.C.1.1.1.2.3, MA.C.1.1.1.2.4)

**ANSWER KEY**

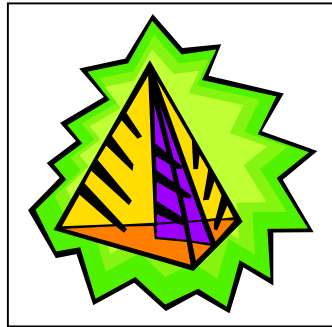
Cut out each picture on the picture page. Match each two-dimensional picture with the correct three-dimensional picture. Paste each on this page. The 2-D and 3-D objects should match across. Write the geometric name for each shape on the line.

TWO-DIMENSIONAL

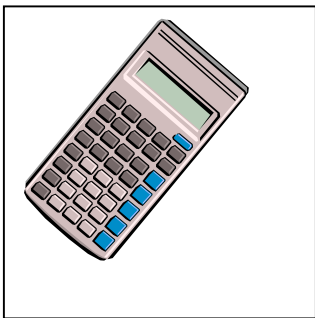
THREE-DIMENSIONAL



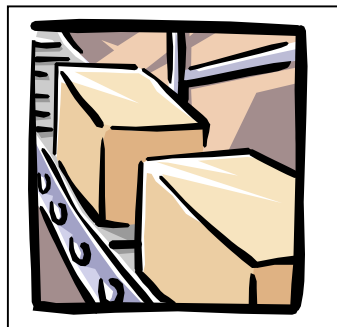
*Triangle*



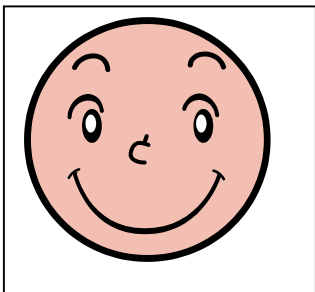
*Pyramid*



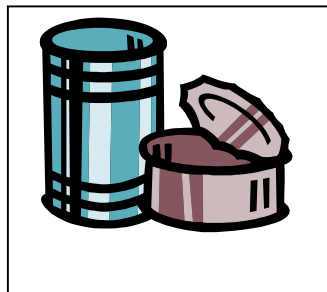
*Rectangle*



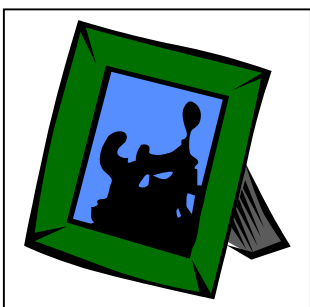
*Rectangular solid*



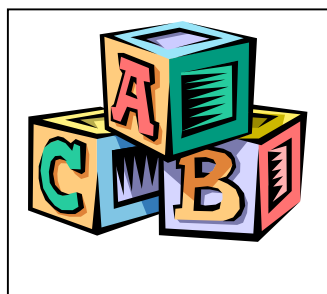
*Circle*



*Cylinder*



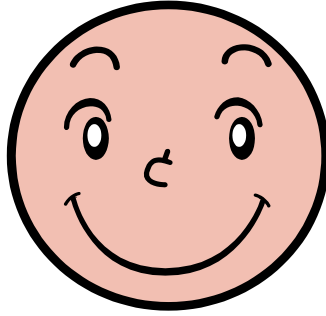
*Square*



*Cube*

# TELL ME A STORY . . .

(LA.B.2.1.2.2.3, LA.B.2.1.3, LA.C.3.1.1.2.1, LA.C.3.1.1.2.2)



This is a puppet. Imagine you are making him talk. Tell what he would say to explain how to use a computer to copy his picture and paste it on paper on the screen.

**The student needs to demonstrate some kind of an idea of how to do a cut and paste on a computer. Some terminology should be in place, such as click on or highlight the picture, click the word cut or copy. Then on your paper on the screen, click the mouse to show where you want the picture to be. Click the word paste and then the picture will be pasted on that spot.**

Match the words that mean the same by writing the letter on the line.

- |                       |   |
|-----------------------|---|
| <u>A</u> . Volume     | <u>D</u> Use of language or word choice |
| <u>B</u> . Intonation | <u>C</u> Easy to understand the purpose |
| <u>C</u> . Clear      | <u>A</u> How loud or soft               |
| <u>D</u> . Phrasing   | <u>B</u> Rise and fall in pitch         |

Are these things important when you are talking to someone? Yes or No Why?

**The student must indicate that these are important when speaking in order for others to hear you and in order for your thoughts, ideas, and opinions to be shared and understood by others.**