

Puppet Show

Summative Assessment A for Geo Jammin'

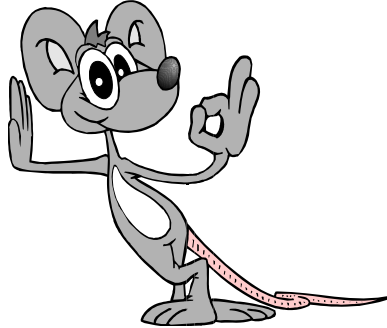


Table of Contents

Item	Page
Description of Summative Activity	2
Teacher Directions	2
Student Directions	3
Scoring Method and Criteria	3
Literacy Link	
Performance Assessment Description	4
Sample Script	5
Summative Assessment A - Record Keeping Sheet	
Presentation	6
Content	7
GLE Mastery Sheet	8 - 9
Literacy Link Performance Feedback	10

Puppet Show
Summative Assessment A
Performance Assessment

Duration:

Each student should need approximately three minutes to adequately cover the GLEs being assessed. All students should complete the performance assessment on this day, but you may divide it up into time frames that are best for your class and schedule.

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.C.3.1.1.2.1, LA.C.3.1.1.2.2

Description of Assessment Activity

Using their geo puppets, students perform their scripts for the class. It should briefly, but completely, describe the attributes of two- and three-dimensional figures. Dialogue is not required, however, if a student takes that approach it is completely acceptable. Assess students individually for accuracy of mathematical content. Students should convincingly describe two- and three-dimensional objects. Assess individual students for presentation skills with regards to the speaking qualities of clarity, volume, phrasing, intonation, and purpose. Students are *not* assessed on whether or not they know how to write a play or script. Record scores on the Summative Assessment A - Record Sheet, which is provided. Student-generated scripts are collected and assessed for completeness and content accuracy, but not writing skills. Results are sent home to parents via the Literacy Link Performance Feedback sheet, which is also provided. Data is used to drive student preparation for other summative assessments.

Teacher Directions

1. Geo George asks students where all his new friends are. Students place their geo puppets on their fingers and get ready to converse with Geo George and be the audience for the performances.
2. Use Geo George to review with students how to be a polite audience. Remind them to listen attentively, no teasing or talking with their puppet, unless it is part of the performing student's script to interact with another puppet and they are asked to do so, and any other classroom manners that you may want to review before the first student begins.
3. Remind students they are assessed on the accuracy of what they say as well as how they say it with regards to their speaking voice. Let them know that you will be sitting in the back of the classroom with a check sheet and that some writing will be done as they perform. Writing down and checking what they are doing does not mean they have said or done something wrong. It is your means by which you record to remember how each of them does during their performance. Tell them to think of it as their puppet talking to the other puppets in the class. Ask students in the audience to think of their puppet as a friend sitting in the audience and to use them as such.
4. Seat yourself in the back of the classroom. As you invite children to perform, collect their practice audiocassette tape. Collect the written script after their performance. Use the check sheet, record student performance and content by checking the appropriate boxes, making notes if necessary. Have as many students perform as is comfortable for the class, the schedule, and any other factors that may come into play. All students should complete the performance assessment on this day, but it may be divided into time frames that are best suitable for your class and schedule.
5. Record student presentation and content scores on the Literacy Link Performance Feedback student cards. Make note to parents of those areas their child needs to extra work in and send home with students.

Student Directions

Students are expected to be a quiet, polite audience and to observe all manners conducive to creating a risk-free environment for all students to perform in. Attentiveness, applause, and respect for the performer shall be demonstrated. The performing student uses his/her puppet to describe the attributes of two- and three-dimensional figures to the class. Students are expected to take home their scores via the Literacy Link Performance Feedback cards.

Scoring Method and Criteria

Two checklists are provided and are to be used to record each student performance. One reflects each student's performance PRESENTATION. The second reflects the CONTENT, or inclusion of the attributes of two- and three-dimensional figures. A third page is provided to record scores and show student GLE mastery at a glance. 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. Student growth can be easily observed.

Literacy Link

Puppet Show Summative Assessment A Performance

(MA.C.1.1.1.2.1, MA.C.1.1.1.2.2, MA.C.1.1.1.2.3, LA.B.2.1.2.2.3, LA.C.3.1.1.2.1, LA.C.3.1.1.2.2)

Given an 8½" square of paper, the student will fold to create a Chatter Box. The Chatter Box will become a puppet. The student will write a brief script for the puppet. The script will tell about his/her two-dimensional flat beginnings, describing his/her features and attributes, and how, after folding, he/she is now a three-dimensional character with very different attributes! The puppet will explain his/her 3-D figure, describing his/her faces, edges, vertices, and three-way measurement.

The student performs the script for the class using the geo puppet described above. They will be assessed on the accuracy of the content, as described above and on their speaking voice with regards to:

Purpose – express ideas in an entertaining or informative manner

Volume – How loud or soft they speak; ability to hear them

Phrasing – How they express in words; or use of language or word choice

Intonation – the rise and fall in pitch of the voice in speech

Literacy Link

Chatter Box Puppet Show Sample Script

This is only a sample. The intent is to give one idea of what a student could possibly say. The presentation should be short, concise, and clearly and convincingly describe two- and three-dimensional objects.

My life used to be flat and only two-dimensional. It was very scary to be measurable in only two directions. Up and Down and Back and Forth, Up and Down and Back and Forth, how boring! Every corner of my life was the same. No matter which way I looked I saw the same . . . line segments, those were my sides, touching at a point to make the vertex of an angle, and after all that I still had only one flat surface.

But then, a miracle! With just a little willingness on my part to be folded I have been changed into a three-dimensional figure! Why, I have all the attributes of a cereal box! Just look at me and I will show you. I now have many faces so I can see in more directions, and wherever my faces touch, I have a sharp, sleek edge. Oh, it is so much more fun to have a point where edges meet to form the vertex of angles! I have a much better figure now because of having so many more angles and vertices! Look at me (child turns the puppet around) now I can be measured in three directions, height, length, and depth!

Two-dimensional Attributes

Flat
Measures in two
directions (Up and down
(height) and back and forth
(length))

Features

Surface
Side
Vertex (Vertices)
Angles

Three-dimensional Attributes

Solid
Takes space
Measures in three
directions (Up and down
(height), back and forth
(length), and front to back
(depth))

Features

Faces
Edges
Vertex (Vertices)
Angles

Performance **PRESENTATION** Summative Assessment A - **RECORD SHEET**

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

KEY: E - Exceeds S – Satisfactory N – Needs Improvement U – Unsatisfactory I - Incomplete

Student Name	GLEs				
	LA.B.2.1.2.2.3 Wrote to express ideas of targeted GLEs w/ purpose to inform/entertain	LA.C.3.1.1.2.1 Volume was appropriate; audible	LA.C.3.1.1.2.1 Phrasing displayed appropriate use of language; word choice	LA.C.3.1.1.2.1 Intonation; modeled rise and fall of pitch	L.A.C.3.1.1.2.2 Spoke with purpose to inform/entertain
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
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17.					
18.					
19.					
20.					
21.					
22.					
23.					
24.					
25.					
26.					

Performance **CONTENT** Summative Assessment A - **RECORD SHEET**

(MA.C.1.1.1.2.1, MA.C.1.1.1.2.2, MA.C.1.1.1.2.3)

KEY: E - Exceeds S – Satisfactory N – Needs Improvement U – Unsatisfactory I – Incomplete

Student Name	TWO-DIMENSIONAL ATTRIBUTES						THREE-DIMENSIONAL ATTRIBUTES					
	Flat	Measures two ways	Surface	Side	Angles	Vertices	Solid	Measures three ways	Faces	Edges	Angles	Vertices
1.												
2.												
3.												
4.												
5.												
6.												
7.												
8.												
9.												
10.												
11.												
12.												
13.												
14.												
15.												
16.												
17.												
18.												
19.												
20.												
21.												
22.												
23.												
24.												
25.												
26.												

PUPPET SHOW

Performance Summative Assessment A - **GLE MASTERY SHEET**

(LA.B.2.1.2.2.3, LA.C.3.1.1.2.1, LA.C.3.1.1.2.2, MA.C.1.1.1.2.1, MA.C.1.1.1.2.2, MA.C.1.1.1.2.3)

Student Name	GLE																		
	LA.B.2.1.2.2.3 Writes for purpose Inform/Entertain/ Express ideas	LA.C.3.1.1.2.1 Uses voice appropriate for oral stories/drama				LA.C.3.1.1.2.2 Speaks for purpose Inform/entertain/ Express ideas	MA.C.1.1.1.2.1 Describes 2-D Attributes					MA.C.1.1.1.2.2 Describes 3-D Attributes				MA.C.1.1.1.2.3 Sorts 2-D, 3-D figures according to attributes			
	Written Script	Clarity	Volume	Phrasing	Intonation	Spoke with purpose (Inform/ Entertain)	Flat	Measure 2 ways	Surface	Side	Angles	Vertices	Solid	Measure 3 ways	Face	Edge	Angle	Vertices	Successful Completion Of Task
1.																			
2.																			
3.																			
4.																			
5.																			
6.																			
7.																			
8.																			
9.																			
10.																			
11.																			
12.																			
13.																			
14.																			
15.																			
16.																			
17.																			

PUPPET SHOW

Performance Summative Assessment A - **GLE MASTERY SHEET**

(LA.B.2.1.2.2.3, LA.C.3.1.1.2.1, LA.C.3.1.1.2.2, MA.C.1.1.1.2.1, MA.C.1.1.1.2.2, MA.C.1.1.1.2.3)

Student Name	GLE																		
	LA.B.2.1.2.2.3 Writes for purpose Inform/Entertain/ Express ideas	LA.C.3.1.1.2.1 Uses voice appropriate for oral stories/drama				LA.C.3.1.1.2.2 Speaks for purpose Inform/entertain/ Express ideas	MA.C.1.1.1.2.1 Describes 2-D Attributes					MA.C.1.1.1.2.2 Describes 3-D Attributes				MA.C.1.1.1.2.3 Sorts 2-D, 3-D figures according to attributes			
	Written Script	Clarity	Volume	Phrasing	Intonation	Spoke with purpose (Inform/ Entertain)	Flat	Measure 2 ways	Surface	Side	Angles	Vertices	Solid	Measure 3 ways	Face	Edge	Angle	Vertices	Successful Completion Of Task
18.																			
19.																			
20.																			
21.																			
22.																			
23.																			
24.																			
25.																			
26.																			
27.																			
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29.																			
30.																			
31.																			
32.																			
33.																			
34.																			



Name _____

Date _____

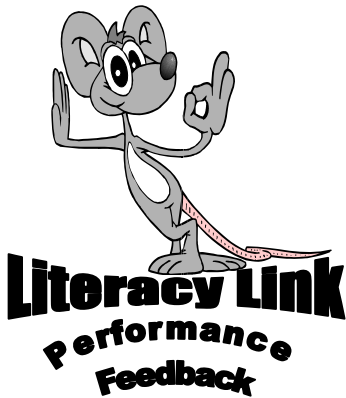
Presentation: E - Exceeds S – Satisfactory N – Needs Improvement

U – Unsatisfactory I - Incomplete

Content: E - Exceeds S – Satisfactory N – Needs Improvement

U – Unsatisfactory I - Incomplete

The circled score reflects how your child did on the performance summative assessment. Any written notes indicate areas that need further review. All students are encouraged to practice more before the written summative assessment.



Name _____

Date _____

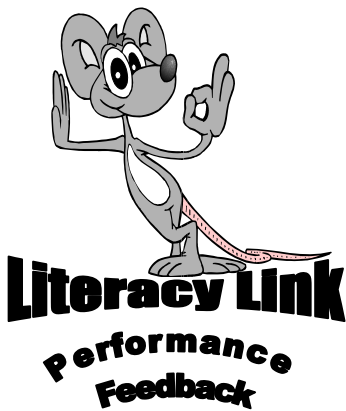
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