

Short Answer Constructed Response

Summative Assessment B for Geo Jammin'

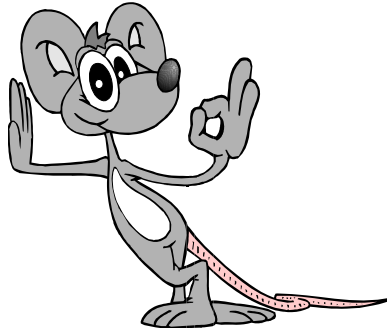


Table of Contents

Item	Page
Description of Summative Activity	2
Teacher Directions	2
Student Directions	3
Scoring Method and Criteria	3
Geo Jammin' Summative Assessment B	4 - 7
Geo Jammin' Summative Assessment B - KEY	8 - 10

Short Answer Summative Assessment
Summative Assessment B
Constructed Response

Duration:

Whatever it takes, allow plenty of time. There is much to write, little hands get tired, and you do not want anything omitted because they felt rushed or overwhelmed. If it is good for the students, take a break between each page of the assessment.

Standard(s) Assessed:

MAC.1.1.1.2.1, MAC.1.1.1.2.2, MAC.1.1.1.2.3, MAC.1.1.1.2.4, LAB.2.1.2.2.3

Description of Assessment Activity

This is the final activity of the Geo Jammin' unit. Students independently complete the third summative assessment of the unit, which is short answer written response. The format of the assessment includes a significant amount of writing but assesses students in ways they have used throughout the unit. Each student needs a pencil, scissors, and paste to complete the assessment.

Teacher Directions

1. Explain to students this is the written summative assessment and they are to work by themselves. Remind them to think about what each question is asking. When they write an answer, do not tell just one thing they know, but take the time to tell everything they know about two- and three-dimensional objects, the different parts of them, or whatever the question happens to ask. Tell everything they know about what is asked. They have learned a lot about each item, they need to do some thinking and writing to tell it all.
2. Hand out to students the Geo Jammin' Summative Assessment B.
Go over the first page with the students, explaining what to do. Read questions aloud, be sure they understand they are to circle one answer for the first and second questions and write in the space to answer the third question.
On page two, read each part of the directions aloud making certain students understand they are to say something about each component an arrow is pointing to, in addition to everything they know about each. Draw their attention to the final direction under each drawing, to name something they can think of that is that shape.
For page three, direct students to pull the picture page off the back of the packet, cut out each picture, and paste each in the correct place. Read the directions at the top of the page aloud, being sure they understand that pictures must be in the correct column and pasted side-by-side with the two- or three-dimensional shape it matches.
3. Make it clear to students this is not a reading test, and if they forget what to do or can not understand the written directions when they come to any part of the test, they may raise their hand and ask you privately. When all students understand, they may begin. As students work, be available to answer reading questions or questions about the directions they might have.
4. Either have a location where students can get scissors and paste as they need them, or hand them out before beginning.
5. As students complete the assessment, scan the pages to make sure students have not omitted any part of any set of directions. This is not a "gotcha" for the students! If the student overlooks something, call their attention to it. For example, on the second page if they omit the part where it asks for something that has that shape, ask if they remembered this part was there and be sure they understand what it is they are to do. It is appropriate to turn it into a question, for example asking the child, "Can you think of something that has this shape?"

6. Collect all tests as students finish. Check for accuracy and record results on the Assessment Management Tool. This record-keeping tool makes it easy for seeing what each child has learned during this unit.

Student Directions

Students are expected to know how to properly use all the materials necessary to perform the task. Children are to work quietly and independently on the assessment. Once complete, students check to see that pages are stapled together and have the teacher scan their work to make sure they have not omitted any of the parts of any set of directions.

Scoring Method and Criteria

An answer key is provided for scoring the summative. 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.

Name _____

Geo Jammin' Summative Assessment B

1. SHOW AND TELL (MA.C.1.1.1.2.1, MA.C.1.1.1.2.4, LA.B.2.1.2.2.3)

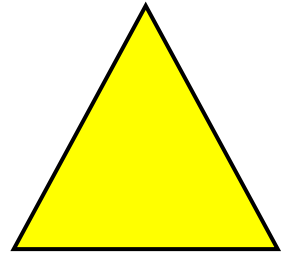
What Am I?

Cube Pyramid Triangle Rectangular Solid

Which Am I?

Two-dimensional Three-dimensional

Why?



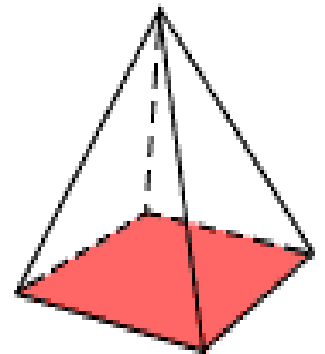
What Am I?

Cube Pyramid Cylinder Triangle

Which Am I?

Two-dimensional Three-dimensional

Why?



Harcourt Brace illustration

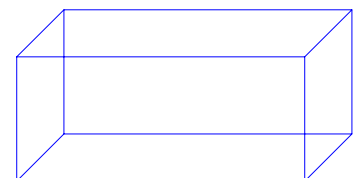
What Am I?

Cube Pyramid Cylinder Rectangular Solid

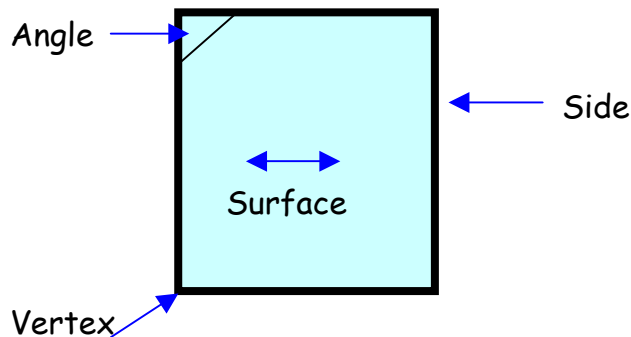
Which Am I?

Two-dimensional Three-dimensional

Why?



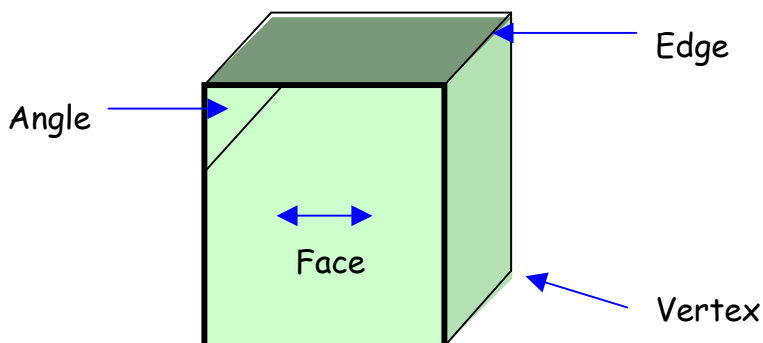
2. Look at the shape. (MA.C.1.1.1.2.1, MA.C.1.1.1.2.2, MA.C.1.1.1.2.3, MA.C.1.1.1.2.4, LA.B.2.1.2.2.3)



This shape is: two-dimensional or three-dimensional (Circle one)

Why?

Name something you can think of that has this shape. _____



This shape is: two-dimensional or three-dimensional (Circle one)

Why?

Name something you can think of that has this shape. _____

3. Sort, Match, Name (MA.C.1.1.1.2.3, MA.C.1.1.1.2.4)

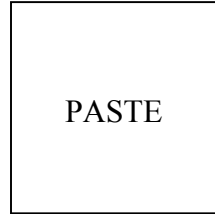
Cut out each picture. Match each two-dimensional picture with the correct three-dimensional picture. Paste each on the page. The 2-D and 3-D objects should match across. Write the geometric name for each shape you have pasted.

TWO-DIMENSIONAL

THREE-DIMENSIONAL



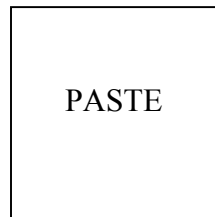
Geometric Name



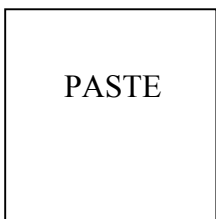
Geometric Name



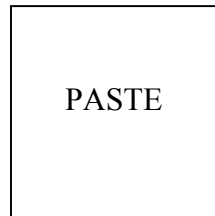
Geometric Name



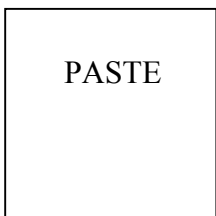
Geometric Name



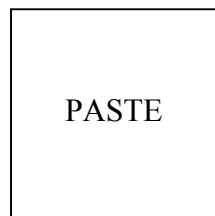
Geometric Name



Geometric Name



Geometric Name



Geometric Name

3. Sort, Match, Name (MA.C.1.1.1.2.3, MA.C.1.1.1.2.4)

Pictures for Sort, Match, Name

