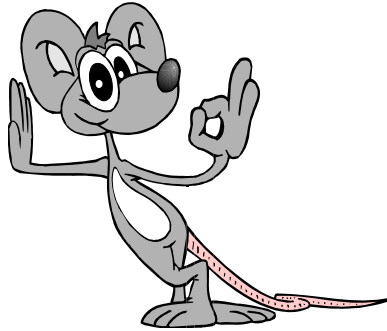


# **Copy Cat Shape Gallery**

## **Summative Assessment C for Geo Jammin'**



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Copy Cat  
**Summative Assessment C**  
Technology and Content Summative Assessment

**Selected Response – Begins on Day 3, Lesson 8 - Copy Cat.**  
**Individual students turn it in when completed, on or before, Day 7.**

**Duration:**

This assessment is completed at staggered intervals for the students. Once a student successfully completes the technology copy and paste activity and creates a computer-generated page, it is turned in for assessing.

**Standard(s) Assessed:**

MA.C.1.1.1.2.3, MA.C.1.1.1.2.4, LA.B.2.1.3

**Description of Assessment Activity**

The necessary skills for completion of this assessment page are developed in small-group settings throughout the duration of the unit. Using free clip art from the given Website, students copy and paste images into a Word document page of their own. Students first select two- and three-dimensional figures and correctly match pairs of pictures. Next they write a short paragraph telling what they know about two- and three-dimensional shapes. The page the child generates from the site must reflect correct alignment of the two- and three-dimensional figures in addition to demonstrating their ability to perform the copy and paste skill.

**Teacher Directions**

Allow for computer access, plenty of small-group instructional time, and student practice in order that students receive a fair opportunity to complete this assessment. One class lesson introduces the procedure and how-to of the copy and paste skill. (Day 3, Lesson 8 - Copy Cat) **Note** that throughout the unit, time needs to be scheduled for students to independently learn and practice how to perform this task. Arrange time for individual student assistance and/or provide individual assistance through use of a volunteer, paraprofessional, or peer teachers. Students must clearly understand exactly what is to be on the page they create. Although it is suggested that students may be allowed to turn in their assessment any time during the course of the unit, a final completion date must be given to students. The final day of the unit is suggested.

**Student Directions**

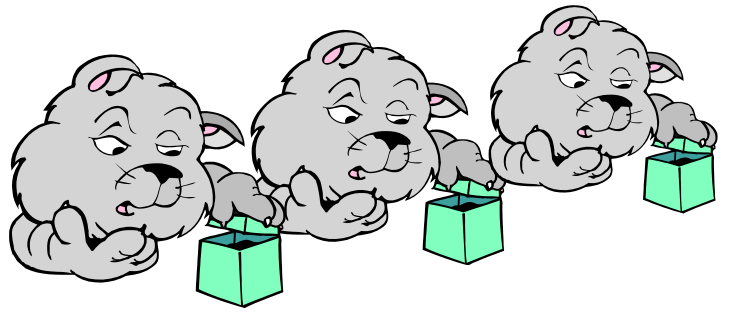
It is the students' responsibility to attend the small-group setting to receive individual instruction on how to perform the copy and paste task. They must clearly understand the task and the expected outcome. Also, they must understand that the page can be turned in at any time, but no later than the final day of the unit. The page must reflect the two-dimensional shapes of circle, square, triangle, and rectangle and each must be matched with their three-dimensional counterpart.

**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.

# Copy Cat Shape Gallery

**2-D** **3-D**



## Summative Assessment C

Each student generates this page on the computer. Day 3, Lesson 8 - Copy Cat, introduces the activity and it is completed by individual students in a small-group setting.



### Copy Cat Shape Gallery Student Page

is located in the Associated Files of  
Day 3, Lesson 8 - Copy Cat.



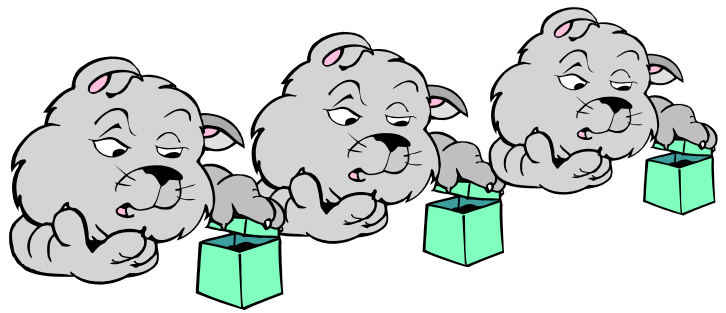
### How to make a Copy Cat Shape Gallery Template in 8 easy steps

is located in the Associated Files of  
Day 3, Lesson 8 - Copy Cat.

# Copy Cat Shape Gallery

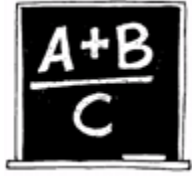
## 2-D

## 3-D

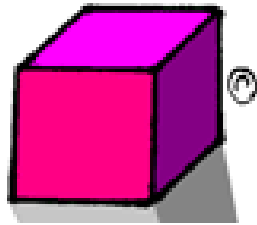


### Summative Assessment C

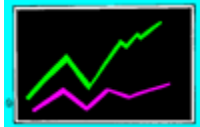
The paragraphs below are only samples. The intent is to give one idea of what a student could possibly write. The statements should be short, concise, and clearly and convincingly tell about two- and three-dimensional objects.



**Square**



**Cube**



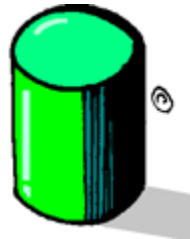
**Rectangle**



**Rectangular Solid**



**Circle**



**Cylinder**



**Triangle**



**Pyramid**

### What I know about 2-D shapes

*I know that two-dimensional shapes can only be measured in two directions, height and length. They do not have depth. They have one flat surface, the sides are line segments, where line segments meet are called vertices and these make angles.*

### What I know about 3-D shapes

*I know that three-dimensional shapes have depth. They can be measured in three directions, height, length, and depth. The flat areas are called faces, where faces meet it makes edges. Edges touch to vertices and angles. 3-Ds have many more angles and vertices than 2-Ds.*