

Summative Assessment A – for Geo Jammin’ II By De’ Sign Unpack My Mind to Make a Design



Table of Contents

Item	Page
Description of Assessment Activity	2
Teacher Directions	2
Student Directions	3
Scoring Method and Criteria	3
For the Teacher How and What	4
Unpack My Mind to Make a Design Quilt Square Design Student Checklist	5
Literacy Link Parent Feedback Form	6
Product Summative Assessment A Record Sheet	7

Unpack My Mind to Make a Design
Summative Assessment A
– Product –

Duration: This assessment is not timed. Allow enough time for all students to be successful. Two math periods or equivalent is suggested.

Standard (s) Assessed:

MA.C.2.1.1.2.1, MA.C.2.1.1.2.2, MA.C.2.1.1.2.3, MA.C.2.1.1.2.4, MA.C.2.1.1.2.5, MA.C.2.1.2.2.1, MA.C. 3.1.2.2.2, MA.D.1.1.2.2.2, MA.D.1.1.2.2.3, LA.A.2.1.3.2.1.

Description of Assessment Activity

Assessment A is administered on Day 7, during Lesson 33, Unpack My Mind to Make a Design. Teach the lesson (Procedure steps 1-6) to assure modeling of and practice with the Quilt Square Design student checklist. Directions for the assessment begin with Step 7 of the Procedures in Lesson 33.

Students work independently to create a design. Transfer of design is accomplished by using tangrams as shapes templates. The design will fit a 7 X 7* inch square. It must be symmetrical in design, be colored symmetrically using more than one color, and include a slide, a flip, and a turn. Students identify and label, using Post-It notes as indicators, a slide, a flip, a turn, congruent shapes, shape within a shape, and line of symmetry within the design they create. Students also include a description of symmetry.

*Square size may be adjusted to accommodate the size of the tangram used

Teacher Directions

**Procedure steps 1 – 6 of Lesson 33, Unpack My Mind to Make a Design,
MUST precede the following steps.**

After teaching steps 1 – 6 of Lesson 33, Unpack My Mind to Make a Design:

- 7) Hand out to students a copy of Unpack My Mind to Make a Design Student Checklist and a coordinate grid with letters (Lesson 27, DeSigning Coordinates, Associated File). Instruct students to read and follow directions in the box in the middle of the page. No assistance should be given with the directions or activity in the name box, as students are assessed on their ability to read informational text for specific purpose and locating points on a coordinate grid.
- 8) After students have completed writing their name using the coordinate grid, collect grid sheets.
- 9) Hand out to each student a tangram puzzle, square of newsprint, and a pencil. Have available a supply of newsprint squares for student use as they experiment with creating the design. Squares cut from better quality paper should be available for the final product. Students will need a supply of Post-It Notes.
- 10) Remind students this is a summative assessment and they will be scored on how well they include and identify each item on the checklist.
- 11) Explain that exploring and experimenting is to be done on the newsprint squares and there are more available if they need them.
- 12) Read and go over each item on the student checklist. Explain how to use this list as a guide to make sure they have included all required specifications. Explain they may have to try more than one design before making a design that includes all items on the list.
- 13) Observe students as they work. Monitor for understanding of what they are to do, that they are on task, if they are using their time wisely, if they are using the checklist as a guide, and that they are working independently.
- 14) Reading is not assessed (except for in the name box). It is permissible for the checklist to be read to students.
- 15) Once students have a complete design, they re-make the design on the better quality paper. Once this is completed they color it symmetrically, and label the design as indicated on the checklist.

- 16) Allow plenty of time for completion of the designing/labeling activity. Recommendation is at least two days, or equivalent, of math time be allowed for this assessment. (See Options I and II in Lesson 33, Unpack My Mind to Make a Design) This assessment is not timed and students should be given time as needed, and allowing for interruptions that may occur during the assessment (fire drills, guest speakers, etc.). Be flexible with scheduling so all students have the time opportunity to be successful.
- 17) As students complete their design, they write their name on the back and turn it in.
- 18) Score and enter outcome data on the Product Summative Assessment A Record Sheet.
- 19) Complete a Literacy Link form for each student and send it home.
- 20) As quilt block designs are collected and scored, mount them to a wall area, connecting them in quilt fashion.

Student Directions

Students' responsibilities are to:

- 1) Participate in Lesson 33, Unpack My Mind to Make a Design, Procedure Steps 1 – 6.
- 2) Understand this is a summative assessment and once designing has begun, they are to work alone.
- 3) Read and follow directions given in the name box, writing their name and giving coordinates for each letter.
- 4) Listen carefully to the task directions.
- 5) Use manipulatives and the Student Checklist to create a design on a 7 X 7* inch square of paper. Newsprint squares are to be used for designing.
- 6) Make their chosen design on a square of the better quality paper.
- 7) Color it symmetrically.
- 8) Use Post-It Notes to label their design.
- 9) Write their name on the back of the design and turn in to the teacher.

Scoring Method and Criteria

Included in this file is the Product Summative Assessment A Record Sheet. Write each student's name on the record sheet and indicate with an E, S, N, U, or I (E – Exceeds S – Satisfactory N – Needs Improvement U – Unsatisfactory I – Incomplete) the items included, described, and identified in each child's design. Record outcome data on the Student **DIAGNOSTIC** and **SUMMATIVE** Record Sheet, adding comments in the Summatively Assessed box if necessary.



Product Summative Assessment – A



For the Teacher – How and What –

(MAC 21121, MAC 21122, MAC 21123, MAC 21124, MAC 21125, MAC 21221,
MAC 31222, MAD 11222, MAD 11223, LAA 21321)
Goal 3 - #1, #2, #3, #4, #5, #6)

– CREATE –

A GEOMETRIC DESIGN using tangrams as a template for drawing the shapes. Present the design on a 7 x 7* inch square background for use in a class quilt.

– WHAT –

The GEOMETRIC DESIGN must:

Be symmetrical and fit the square

Use tangrams as templates

Be colored symmetrically with two or more colors

Include a slide, a flip and a turn

Be colored neatly

– HOW –

Create the design by transferring the pattern from tangrams

USING 'POST-IT NOTES' ON THE PRESENTATION SURFACE:

– DESCRIBE –

- ▶ Write to explain the symmetry of the design

– IDENTIFY –

- ▶ Label a slide, a flip, and a turn
- ▶ Label the Line of Symmetry
- ▶ Label a shape within a shape
- ▶ Label congruent shapes

UNPACK MY MIND TO MAKE A DESIGN



Write your name on the line.

Under your name write the coordinate points for each letter.

Name _____
(,) (,) (,) (,) (,) (,) (,) (,) (,) (,) (,) (,) (,) (,) (,) (,)

QUILT SQUARE DESIGN STUDENT CHECKLIST

I . . .

- Made a symmetrical design to fit the square
- Used a tangram to make the pattern
- Colored it symmetrically with more than one color
- Colored it neatly
- Wrote about symmetry and 'Post-It' on the design
- Included a slide and 'Post-It' on the design
- Included a flip and 'Post-It' on the design
- Included a turn and 'Post-It' on the design
- Showed the Line of Symmetry and 'Post-It' on the design
- Showed a shape within a shape and 'Post-It' on the design
- Showed congruent shapes and 'Post-It' on the design

Name _____

Literacy Link



UNPACK MY MIND TO MAKE A DESIGN

Product Summative Assessment - A

MAC 21121, MAC 21122, MAC 21123, MAC 21124, MAC 21125,
MAC 21221, MAC 31222, MAD 11222, MAD 11223, LAA 21321



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

Assessment Criteria															
Created a Symmetrical design MAC 21122 MAD 11222 Goal 3 #1, #4, #6		Transfer pattern from tangram template MAD 11223 Goal 3 #4, #6		Colored Symmetrically MAC 21122 MAC 21125 MAD 11222 Goal 3 #4, #5		Fits on 7 x 7* square Goal 3 #1, #4, #6		Neatly Colored Goal 3 #5		Locate/Id coordinate points MAC 31222		Read to perform task LAA 21321		Described Symmetry MAC 21121 Goal 3 #1, #2, #3	
Slide MAC21221 Goal 3 #1, #2, #4		Flip MAC21221 Goal 3 #1, #2, #4		Turn MAC21221 Goal 3 #1, #2, #4		Line of Symmetry MAC21122 Goal 3 #1, #2, #4		Congruent Shapes MAC21123 Goal 3 #1, #2, #4		Shape within Shape MAC21124 Goal 3 #1, #2, #4					
Include	Identify	Include	Identify	Include	Identify	Include	Identify	Include	Identify	Include	Identify	Include	Identify	Include	Identify

Name _____

Literacy Link

UNPACK MY MIND TO MAKE A DESIGN

Product Summative Assessment - A

MAC 21121, MAC 21122, MAC 21123, MAC 21124, MAC 21125,
MAC 21221, MAC 31222, MAD 11222, MAD 11223, LAA 21321



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

Assessment Criteria															
Created a Symmetrical design MAC 21122 MAD 11222 Goal 3 #1, #4, #6		Transfer pattern from tangram template MAD 11223 Goal 3 #4, #6		Colored Symmetrically MAC 21122 MAC 21125 MAD 11222 Goal 3 #4, #5		Fits on 7 x 7* square Goal 3 #1, #4, #6		Neatly Colored Goal 3 #5		Locate/Id coordinate points MAC 31222		Read to perform task LAA 21321		Described Symmetry MAC 21121 Goal 3 #1, #2, #3	
Slide MAC21221 Goal 3 #1, #2, #4		Flip MAC21221 Goal 3 #1, #2, #4		Turn MAC21221 Goal 3 #1, #2, #4		Line of Symmetry MAC21122 Goal 3 #1, #2, #4		Congruent Shapes MAC21123 Goal 3 #1, #2, #4		Shape within Shape MAC21124 Goal 3 #1, #2, #4					
Include	Identify	Include	Identify	Include	Identify	Include	Identify	Include	Identify	Include	Identify	Include	Identify	Include	Identify



Product Summative Assessment A

Record Sheet



MAC 21121, MAC 21122, MAC 21123, MAC 21124, MAC 21125, MAC 21221, MAC 31222, MAD 11222, MAD 11223, LAA 21321

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

Student Name	Quilt Square Criteria													
	Create Symmetrical Design MAC 21122 MAC 21125 MAD 11222 Goal 3 #1, #4, #6	Transfer pattern tangram template MAD 11223 Goal 3 #4, #6	Colored Symmetrically MAC 21122 MAC 21125 MAD 11222 Goal 3 #4, #5	Goal 3 #1, #4, #6		Locate, identify Coordinate points MAC31222	Read to perform task LAA21321	Describe Symmetry MAC 21121 Goal 3 #1, #2, #3	Included (Inc) and Identified (Id)					
				Fits 7 x 7* square	Colored neatly				Slide MAC21221 Goal 3 #1, #2, #4	Flip MAC21221 Goal 3 #1, #2, #4	Turn MAC21221 Goal 3 #1, #2, #4	Line of Symmetry MAC21122 Goal 3 #1, #2, #4	Congruent Shapes MAC21123 Goal 3 #1, #2, #4	Shape within Shape MAC21124 Goal 3 #1, #2, #4
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.														