

Summative Assessment B – for Geo Jammin' By DeSign Piecing Together What I Know (Quilt Report)



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Piecing Together What I Know

Summative Assessment B

– Product/Performance –

Duration: This is not a timed assessment. Allow sufficient time for all students to be successful. Two writing periods or equivalent is suggested. Allow more if needed.

Standard (s) Assessed:




SS.A.3.1.2.2.1, SS.B.2.1.3.2.1, SS.B.2.1.4.2.1, MA.C.2.1.1.2.1, MA.C.2.1.1.2.4, MA.D. 1.1.2.2.5

Description of Assessment Activity




Suggested quilt patterns for the report can be found on SiteMaker, for online student reports, and in the Books Online teacher resource section on the Beacon site at <http://www.beaconlearningcenter.com/>

On Day 8 of the unit, Summative Assessment B is administered. Place, Piecing Together What I Know student task sheet, on an overhead projector. Students choose to write a SiteMaker report, write a report on a provided handout, or give an oral report about their chosen design. Students select a quilt block/pattern they want to write/talk about from an assortment of pictured quilts. Next, a Flying Geese quilt pattern is used as a graphic organizer for recording their ideas. The graphic organizer is a tool to help student organize their thoughts and is not part of the assessment. Students write two paragraphs or prepare an oral report.

The first paragraph, or part of the oral report, will demonstrate knowledge of and address the significance of quilt making with regards to:

-  The ideas that quilts and quilt block designs are works of art.
-  The idea that quilts were recycled scraps of fabric, and this conserved and replenished resources.
-  The idea that quilts could be traded to meet other needs such as clothing, food, and shelter.

The second paragraph, or part, addresses geometric aspects of the selected design. The student must address:

-  Is the design symmetrical? Why or why not?
-  What shapes within shapes are found in the design?
-  What type of pattern is it? (Repeating Patchwork, Rotational Patchwork, Crazy Quilt, Appliqué)

Teacher Directions

- 1) Make a transparency of Piecing Together What I Know student task sheet.
- 2) Make a transparency of the Flying Geese graphic organizer.
- 3) Make a copy of the Flying Geese graphic organizer for each student.
- 4) Make enough copies of varying quilts for students to select from. (If using SiteMaker, selection is made on the site.) Lay out printed quilt samples for students to select.
- 5) Introduce the assessment by displaying, Piecing Together What I Know task sheet on an overhead projector. Read the task aloud. Explain what the task is. Explain that scoring is based on how well and accurately information about each item on the task sheet is included. Remind students this is a summative assessment and they are to work independently.
- 6) Display the Flying Geese graphic organizer on the overhead. Remind students how to use it to write down ideas they want to include. (Students used the same organizer the day before.) Read each statement on the organizer aloud and explain.
- 7) Respond to any questions students may have.
- 8) Hand out My Quilt Report writing page and the Flying Geese graphic organizer.
- 9) Leave, Piecing Together What I Know, displayed on the overhead if it is not distracting for students.
- 10) Following classroom procedures, have students choose one picture of a quilt; take it back to their seat to complete the assignment.

- 11) Students work independently. Observe students as they work. Monitor for: understanding of the task; on task behavior; wise use of time; and independent work habits. (Students readying for an oral presentation will write notes and/or sentences to use as guide cards.)
- 12) Allow sufficient time for students to complete the activity. If students tire before finishing, there is the option to collect work and finish later in the day or on the following day. Remember, this is not a timed assessment. If students need more time or if there have been interruptions (fire drills, guest speakers, etc.) give time as your schedule allows, so that all students are successful.
- 13) Collect written reports. Read SiteMaker reports. Listen to oral reports. Presentations may be spread out over the course of a couple of days, but should be done after all written reports are turned in. Score and enter outcome data on the Product Summative Assessment B Record Sheet.
- 14) Enter performance on the Student **DIAGNOSTIC** and **SUMMATIVE** Record Sheet, adding comments in the Summatively Assessed box if necessary.
- 15) Complete the Literacy Link feedback form for each student. Indicate if the report was oral or written. If SiteMaker was used, provide the address where reports can be viewed, and send home with students.

Student Directions

Students' responsibilities are to:

- 1) Understand this is a summative assessment and work independently.
- 2) Listen carefully to task directions.
- 3) Ask questions for clarification.
- 4) Decide if they will do a written report, SiteMaker report, or oral presentation.
- 5) Use the Student Task Sheet on the overhead to guide them through the process.
- 6) Use, Piecing Together What I Know, Flying Geese graphic organizer.
- 7) Write two paragraphs or prepare an oral presentation that address/includes the criteria.
- 8) Hand in completed report, have their report approved for SiteMaker, or give an oral presentation.

Scoring Method and Criteria

Included in this file is the Product Summative Assessment B Record Sheet. Record each student's name on the record sheet and indicate with a E, S, N, U, or I (E – Exceeds S – Satisfactory N – Needs Improvement U – Unsatisfactory I – Incomplete) each listed standard that was included in each child's product. Record outcome data on the Student **DIAGNOSTIC** and **SUMMATIVE** Record Sheet, adding comments in the Summatively Assessed box if necessary. Performance feedback will be given to parents via the Literacy Link form.

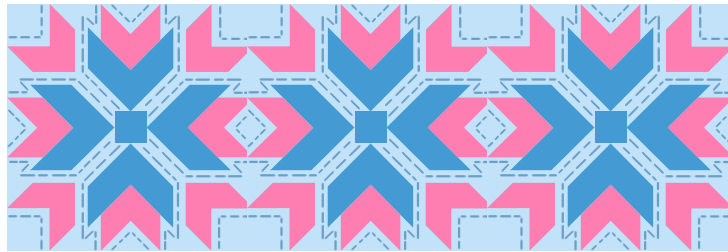
Piecing Together What I Know

Product Choice: Written Report or Oral Presentation

Student Task Sheet

WHAT DO I DO?

1. Choose a picture of a quilt pattern.
2. Look at the picture.
3. Write your ideas on the Flying Geese triangles.
4. Use your ideas to write two paragraphs about the quilt.



My Quilt Report

In the **FIRST PARAGRAPH** tell what you know about:

- Quilts as art
- Quilts as a way to save and use what is on hand
- Quilts traded for other needs

In the **SECOND PARAGRAPH** tell about:

- The pattern of the quilt
(Patchwork repeating, Patchwork rotational, Appliquéd quilt, Crazy quilt, Theme quilt, Album quilt)
- The symmetry of the design
- Shapes within shapes that make the design



Piecing Together What I Know



Name _____

Flying Geese Graphic Organizer

Social Studies
(History)
Tell what you know
about how quilts . . .

Math
(Geometry)
Look at the picture of
the quilt. Tell about . . .

Are forms of art

The kind of pattern this quilt is

Save and use what is on hand

Why it is or is not symmetrical

Were used for trade

What shapes within shapes make the design



Literacy Link



Summative Assessment B (Product) - Quilt Report

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

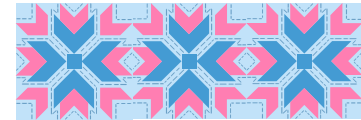
Student Name _____

Oral Written

Quilt Report								
Assess One		Paragraph # 1			Paragraph # 2			
Correctly identified chosen quilt pattern as symmetrical MAC21121	Correctly identified chosen quilt pattern as not symmetrical MAC21121	A form of Art SSA31221	Trade for other needs SSB21321	Conserve and replenish resources SSB21421	Describe symmetry of the design MAC21121		Identify shapes within shapes MAC21124	Identify the type of pattern MAD11225
					Assess one			
					Explained why it is symmetrical	Explained why it is not symmetrical		



Literacy Link



Summative Assessment B (Performance) - Quilt Report

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

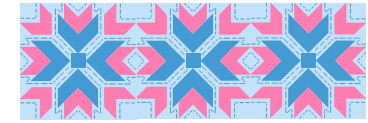
Student Name _____

Oral Written

Quilt Report								
Check One		Paragraph # 1			Paragraph # 2			
Correctly identified chosen quilt pattern as symmetrical MAC21121	Correctly identified chosen quilt pattern as not symmetrical MAC21121	A form of Art SSA31221	Trade for other needs SSB21321	Conserve and replenish resources SSB21421	Describe symmetry of the design MAC21121		Identify shapes within shapes MAC21124	Identify the type of pattern MAD11225
					Assess one			
					Explained why it is symmetrical	Explained why it is not symmetrical		



Product Summative Assessment B Student Record Sheet



(SSA 31221, SSB 21321, SSB 21421, MAC 21121, MAC 21124)

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

Students	Quilt Report										
	O – Oral W - Written	Check One MAC21121		SSA 31221, SSB 21321, SSB 21421			MAC 21121, MAC 21124, MAD 11225				
		Correctly identified pattern as symmetrical	Correctly identified pattern as not symmetrical	As a form of Art	Conserve and replenish resources	Trade for other needs	Describe symmetry of the design		Identify shapes within shapes	Identify the type of pattern	
		Assess One		Explain why symmetrical	Explain why not symmetrical						
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