

# Summative Assessment D – for Geo Jammin' By DeSign Up, Down, and All Around



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Up, Down, and All Around  
**Summative Assessment D**  
– **Created Response and Performance** –

**Duration:** 60 - 75 minutes or time as needed

**Standard (s) Assessed:**

MA.C.3.1.2.2.2, M.A.D.1.1.2.2.3, M.A.D.1.1.2.2.5, SS.A.3.1.2.2.1, SS.B.2.1.3.2.1, SS.B.2.1.4.2.1, LA.A.2.1.3.2.1

**Description of Assessment Activity**

This is a created response assessment. Students need a copy of the assessment, a pencil, a lettered coordinate grid (See Lesson 27, DeSigning Coordinates, Associated File) and a sheet of plain paper. There are several suggestions for both size and type of paper that works best. Size: The largest would be 15 x 20 inch, the smallest, 6 x 8 inch. A full size sheet of newsprint works well also, and this you wouldn't have to cut. Suggested paper types are: newsprint, newspaper, thin chart paper, or thin wrapping paper. (Copy paper is too heavy) To assess LA.A.2.1.3.2.1, students make a paper popper. To check for accuracy each student has his/her popper checked by the teacher. If the popper is made correctly, the student goes outside to a designated area with a classroom assistant to play with the popper. As students complete their poppers and are 'approved' by the teacher, they join the outside group. If a popper is not made correctly, the child either fixes it, or gets another sheet of paper and begins again.

**Teacher Directions**

**Before the Day of the Assessment**

- 1) Read the directions, First Steps. If they are appropriate for your classroom, use them as written. If they are not suitable for the physical layout of your classroom, write a set of beginning directions that is. In the event you write your own, use the directions, First Steps, as a model. Write beginning directions clearly.  
\*Option I: Make a transparency of First Steps (or your own beginning directions). Show these on the overhead projector, and allow students to read from the screen. If you use this option, consider that this is a full page of text. To help students keep their place as they read, cover all the text with a sheet of paper. Move the paper down as each line of text is read.  
\*Option II: Make a hard copy of First Steps (or your own beginning directions) for each student and hand out to students to be read at their seats.
- 2) Make a popper following the directions. Practice to be sure you know how to make it snap, producing a popping sound. (Once it is folded correctly, hold it by the vertex of the triangle and with an out and downward flip of the wrist, the inside triangle pops out making a snapping noise.) Keep it hidden until it is time to introduce the assessment.
- 3) Read over, First Steps. Understand the procedures for checking student poppers and 'what if' it is not made correctly.
- 4) Prepare a stack of newspaper, newsprint, or thin wrapping paper for making the poppers. Cut to size if necessary. (See note above)
- 5) Make a copy of the written portion of the assessment Up, Down, and All Around and Directions for Making a Geo Popper for each child.
- 6) Make a copy of the coordinate grid for each child from the Associated File in Lesson 27, DeSigning Coordinates.
- 7) Make a copy of Up, Down, and All Around Literacy Link parent feedback forms. Cut in half and enter each child's name on a sheet.
- 8) Make a copy of Up, Down, and All Around Student Record Sheet. Enter student names.
- 9) Arrange for a classroom aid or volunteer to work with you during this time.
- 10) Know a location where students can go outside to use their poppers.

## **Teacher Directions**

### **Day of the Assessment**

- 1) To gain students' attention, make a loud noise with your popper by snapping it with a quick snap of the wrist. Repeat the noise a couple of times.
- 2) Explain to students they are ready to take the final summative assessment. First they are to complete the written portion of the assessment, and lastly they will make a popper of their own. In order to do so they will read and follow directions without assistance from others.
- 3) Hand out to students Page 1 of Up, Down, and All Around. Allow sufficient time for all students to complete this written portion of the assessment. Collect student papers. (Page 1 of assessment)
- 4) With all students quiet, Option I: put the First Steps transparency on the overhead, or Option II: hand out First Steps to each student.
- 5) Allow students to work.
- 6) Make yourself available in a particular spot where those having difficulty come for individual reading assistance and those who have completed their poppers have them checked for accuracy.
- 7) Record on the Student Record Sheet each child's score.
- 8) Students with correctly made poppers will take them outside with the aide/volunteer to pop them and make noise. As students complete the task successfully they join the others outside.
- 9) Allow time for all students to enjoy their noisemakers outside.
- 10) Grade student assessments, Page 1, and record each child's score on the Student Record Sheet.
- 11) Complete a Literacy Link parent feedback form for each student.
- 12) Send this home at the end of the day.

## **Student Directions**

### **Student responsibilities are to:**

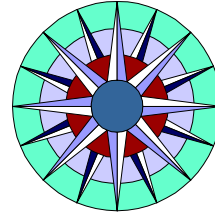
- 1) Understand this is a summative assessment.
- 2) Work independently.
- 3) Listen as directions are given before the assessment begins.
- 4) Complete the written portion of the assessment and turn it in.
- 5) Make a popper.
- 6) Have their popper checked for accuracy. Make another popper if the first is not made correctly or if it doesn't pop.
- 7) Take home their poppers and Literacy Link parent feedback form.

## **Scoring Method and Criteria**

Included in this file is the Product Summative Assessment D Record Sheet. Record 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 child's performance with regards to the stated standard. 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.



AND



AROUND

Look at the block designs. Match the design to the pattern name.  
Draw a line to match. (M.A.D.1.1.2.2.5)



Patchwork

Rotation

Repeating

Read each sentence.

Use the coordinate grid to fill in the missing word.

Answer the question.

1. How is a \_\_\_\_\_ an example of saving and using what is on hand?  
(5,4) (4,1) (5,5) (4,3) (3,2)

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2. How could \_\_\_\_\_ a quilt help meet other needs a family may have?  
(3,2) (1,4) (1,5) (4,2) (5,5) (2,1) (2,2)

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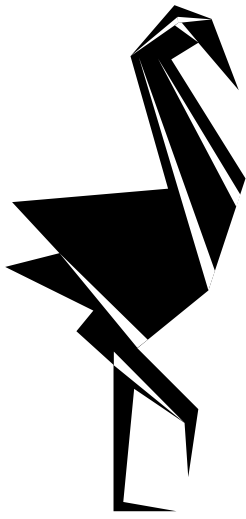
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3. Explain why a quilt is a work of \_\_\_\_\_ that shows the ideas of the people who made it.  
(1,5) (1,4) (3,2)

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# First Steps

**So you want to make a Popper! Be my guest.  
But remember:**

You cannot change it.

You must follow the directions.

You may NOT get help from a classmate.

I will be sitting on the stool in the corner.

Come to me if you need help with a word.

The directions for the popper are on the back counter.

The paper to use is on the chair at the front of the class.

Go and get a set of directions. Lay it on your desk.

Go and get the paper you will need. Sit at your desk.

Read all the directions. Read carefully.

Do what each step tells you.

Bring the popper to me.

I will check it.

If you did not follow directions you will have to fix it.

If you cannot fix it you will make another one.

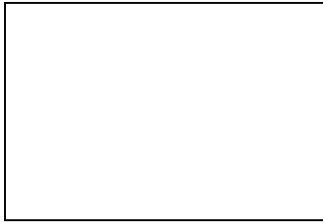
You cannot pop your popper until it is made right.

When I have said the popper is right, you may go use it.

Ask me and I will tell you where.

# Directions for Making a Geo Popper

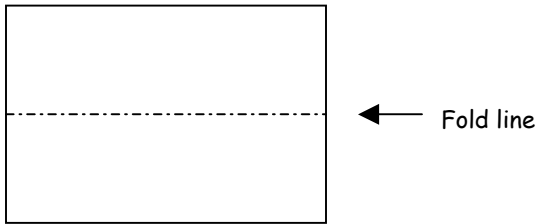
1. Lay the paper rectangle horizontally.



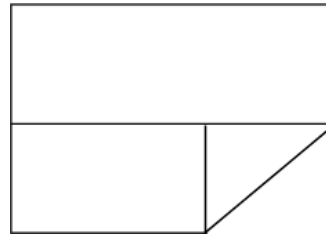
2. Make a horizontal fold. Fold on the line of symmetry. Crease.



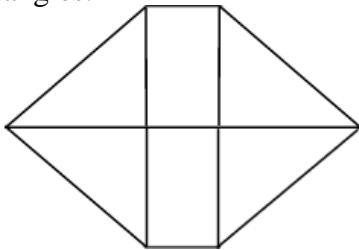
3. Unfold to get two congruent rectangles.



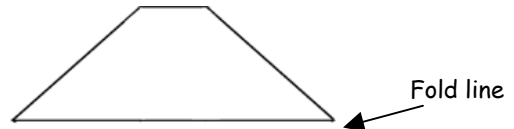
4. Fold the bottom right corner in. Make the right side meet the line of symmetry. This will make a triangle. Crease.



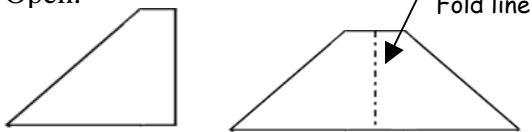
5. Turn the shape. Repeat this for each corner. This makes a hexagon. You should have triangles and rectangles.



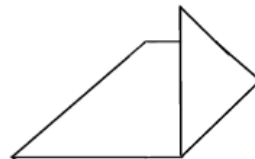
6. Fold the hexagon vertically on the line of symmetry. Bring bottom up to top. Make it meet the top edge. Now you have a trapezoid.



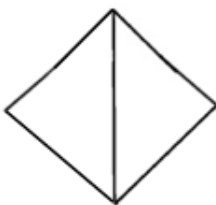
7. Fold the trapezoid in half horizontally. Fold on the line of symmetry. Crease. Open.



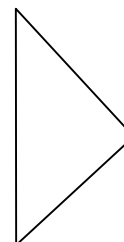
8. Fold the right bottom edge in. Make it meet the line of symmetry. Crease.



9. Fold the left bottom edge in. Make it meet the line of symmetry. Crease. You have two congruent triangles. You have a square.



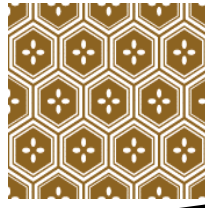
10. Fold the square on the line of symmetry. You should have a triangle.



11. Bring the popper to be checked.



Look at the block designs. Match the design to the pattern name.  
 Draw a line to match. (MA.D.1.1.2.2.5)



Patchwork

Rotation

Repeating

Read each sentence.

Use the coordinate grid to fill in the missing word.

Answer the question.

- How is a Q U I L T an example of saving and using what is on hand?  
 (5,4) (4,1) (5,5) (4,3) (3,2)

*Students should give sufficient evidence of understanding quilts were made from scraps of fabric cut from worn out clothing, bedding, etc. and that not even the smallest piece was thrown away, but rather saved and used in a quilt pattern, to be utilized again.*

- How could T R A D I N G a quilt help meet other needs a family may have?  
 (3,2) (1,4) (1,5) (4,2) (5,5) (2,1) (2,2)

*Students should give sufficient evidence of understanding quilts were not only works of art, but very necessary for warmth. Families could trade a quilt for vegetables, money, a wagon, saddle, livestock, or something else they needed in the way of food, shelter, clothing, etc.*

- Explain why a quilt is a work of A R T that shows the ideas of the people who made it.  
 (1,5) (1,4) (3,2)

*Students should give sufficient evidence of understanding quilts are works of art and that the designs and material they are made of show the cultural ideas, beliefs, and way of life of the people who made it.*

Name \_\_\_\_\_

**Literacy Link**

**Up, Down, and All Around**



**SUMMATIVE ASSESSMENT D (Created Response)**

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

TARGETED STANDARD						
Locates & Identifies coordinate points MAC 31222	Transfers patterns from one medium to another MA.D.1.1.2.2.3	Identifies patterns in the real world MA.D.1.1.2.2.5	Knows some works of art that reflect heritage SS.A.3.1.2.2.1	Knows ways trade helps meet needs SS.B.2.1.3.2.1	Knows ways people can conserve and replenish resources SS.B.2.1.4.2.1	Reads to perform a task LAA21321

Name \_\_\_\_\_

**Literacy Link**

**Up, Down, and All Around**



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# Summative Assessment D

## Student Record Sheet



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

Student Names	Activities						
	Locates and identifies coordinate points MAC 31222	Transfers patterns from one medium to another MA.D.1.1.2.2.3	Identifies patterns in the real world MA.D.1.1.2.2.5	Knows some works of art that reflect heritage SS.A.3.1.2.2.1	Knows ways trade helps meet needs SS.B.2.1.3.2.1	Knows ways people can conserve and replenish resources SS.B.2.1.4.2.1	Reads to perform a task LAA21321
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