We Have Arrived!

Summative Assessment #4 for Going to Grandma’s

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Assessment Activity Title:
We Have Arrived!

Assessment Form:
Summative #4

Type of Assessment:
Performance Assessment, Constructed Response,

Duration:
Since this assessment has three parts and is given on an individual basis, it should be administered as students show readiness for the individual parts. It should not be given in its entirety at one setting. Each student will require about 10 minutes.

Standards Assessed:
SC.C.1.1.1.K.1, SC.C.1.1.2.K.1, SC.C.2.1.1.K.1, SS.A.2.1.2.K.1, SS.B.2.1.5.K.1, SS.D.2.1.1.K.1, LA.A.1.1.2.K.4, LA.A.1.1.2.K.5, LA.A.1.1.3.K.1, MA.A.3.1.2.K.1

Description of Assessment Activity:
This summative assessment is being provided as an additional tool for use with those students who have not yet demonstrated mastery of the standards addressed in this unit. This is a three-session assessment and must be given individually in order to assess individual student’s knowledge. One-on-one conferencing is a necessity. Session one can be done during phonics time, session two during reading, and session three during math, or however your schedule permits, but students should not be expected to complete all three sessions in one sitting. Using the attached picture and word cards, poem, and illustrations, students demonstrate proficiency in the nine science, social studies, and language arts standards included in this unit. Using manipulatives to represent forms of transportation, students demonstrate proficiency in the math standard included in this unit. Remember that you are teaching for mastery, so students will be retaught and reassessed until mastery is documented.

Teacher Directions:

Note: This is an optional assessment. Students who have demonstrated mastery of all standards using summative assessments 1 – 3 will not need to participate in this assessment. This assessment is being provided as another source of documentation for those students still not demonstrating mastery.

Gain students’ attention by explaining that you will be calling on some of them to come read to you and talk to you about kinds of transportation.
**Session 1** – Print and cut apart the picture cards and word cards included in this assessment. Students use these cards as described to show proficiency in the standards stated. As each part is completed, mark the Assessment Records.

1. Display the ten transportation picture cards by placing them on a table.
2. Display the words slide, roll, fly. Read the words to the students.
3. Select a picture card and ask the student to identify the picture and tell what it is used for (SS.A.2.1.2.K.1).
4. As each picture is identified, ask the student whether it slides, rolls, or flies. Have the student place the picture under the word he/she determines describes the movement (SC.C.1.1.2.K.1).
5. When all pictures have been identified and categorized, display the word cards that name the pictures. Have the student read the name cards (LA.A.1.1.3.K.1), and then make sets of the pictures and names that match (LA.A.1.1.2.K.4).
6. With all ten pictures still on display, ask the student to select the picture that shows what moves the fastest, then slowest. Ask what moves faster than an airplane, and slower than an airplane (SC.C.1.1.1.K.1).
7. Remove all the word cards and all the picture cards except the shuttle and bus. Allow the student to select one of these pictures and tell about the person who works on the selected form of transportation. What is the person called that works on the selected transportation and what does he/she do on the job (SS.D.2.1.1.K.1)?

**Session 2** – Print the poem, visual that accompanies the poem, and questions to be asked concerning the poem. Print the wagon picture. As each part described below is completed, mark the Assessment Records.

1. Display the visual for the student to see. The visual is to be used to keep the student’s interest and to give hints for the rhyming words. Name the pictures. Have the student repeat the names of the pictures.
2. Explain to the student that you will read a poem. In the poem, there are rhyming words missing. It is the student’s job to tell the missing rhyming word from the pictures he/she sees on the visual.
3. Read the poem. When you come to a blank, wait for the student to fill in the blank with a rhyming word (LA.A.1.1.2.K.5). If he/she does not understand, or gives the wrong word, mark the Assessment Records accordingly and continue.
4. After reading the poem, ask the questions supplied (SS.B.2.1.5.K.1).
5. Show the wagon picture. Tell student that the girl is going home from Grandma’s and ask the student how she can get all the things home. The key words you are listening for are “push” and/or “pull” (SC.C.2.1.1.K.1).

**Session 3** – Collect a set of five manipulatives that can be used as models of transportation. Unifix cubes would work great as they could be individual objects or could connect to form a different object. This increases the possibilities for students’ stories.

1. Ask the student to tell you a number story about the models and to use the models to show the story (MA.A.3.1.2.K.1). The story can be a counting story such as: “There are five cars on the train.” If addition and/or subtraction have been taught, the stories may include these functions such as: “The train had three cars. It got two more hooked on. Now it has five cars.” Any story that includes numbers and can be enacted using the models is acceptable.
2. When completed, mark the Assessment Records.
3. After completion of the assessment, review the assessment with students to aid in retention.

Student Directions:

Session 1 – Look carefully at the cards. Listen to my instructions.

1. Tell me what is on the card and what it is used for (SS.A.2.1.2.K.1).
2. Tell whether the things on the cards slide, roll, or fly. Put them under the correct word (SC.C.1.1.2.K.1).
3. Read the words on the cards (LA.A.1.1.3.K.1).
4. Match the words with the pictures named (LA.A.1.1.2.K.4).
5. Think about how fast or how slow the things on the cards move (SC.C.1.1.1.K.1). Listen as I tell you which card you should find.
6. Pick one of these cards left on the table. Tell who works on this thing and what the person does (SS.D.2.1.1.K.1).

Session 2 –

1. Look at the picture. Listen as I tell you the names of the pictures. Say the names after I say them.
2. Listen as I read the poem. Some of the words are missing. The missing words are all rhyming words from the pictures. When I stop, you fill in the next word with one of the picture words. Remember that they must rhyme (LA.A.1.1.2.K.5).
3. This girl has been at Grandma’s, but now she is ready to go home. Look at all the things the girl has. She needs to get everything home. How can she get her things home (SC.C.2.1.1.K.1)?

Session 3 –

1. Look at the things on the table. Think of a number story about the things you see. Tell me the number story. Show the story using the things on the table (MA.A.3.1.2.K.1).

Scoring Method and Criteria:
Use the Assessment Records form from the unit’s attached files to record results of the summative assessment. A key is located on the form.
<table>
<thead>
<tr>
<th>slide</th>
<th>roll</th>
</tr>
</thead>
<tbody>
<tr>
<td>fly</td>
<td></td>
</tr>
<tr>
<td>bus</td>
<td>canoe</td>
</tr>
</tbody>
</table>
sled

boat

shuttle
<table>
<thead>
<tr>
<th>plane</th>
<th>helicopter</th>
<th>skis</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Plane" /></td>
<td><img src="image2.png" alt="Helicopter" /></td>
<td><img src="image3.png" alt="Ski" /></td>
</tr>
</tbody>
</table>

Going to Grandma's

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van

train
Poem and Questions  
(Session 2)

I’m going to Grandma’s  
Can you come too?  
I’m going to Grandma’s  
Riding in my **canoe**.

I’m going to Grandma’s  
It will snow on my head.  
I’m going to Grandma’s  
Riding on my **sled**.

I’m going to Grandma’s  
I have such good luck  
I’m going to Grandma’s  
Riding in a **truck**.

I’m going to Grandma’s  
As fast as I please  
I’m going to Grandma’s  
Through the snow on my **skis**.

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**Questions**  
(SS.B.2.1.5.K.1)

1. Would you ever really take a **canoe** to go visit someone?  
   Why? (no - might tip over, not enough room for your stuff, only go on water, yes - she lives just across the creek, )

2. Are **canoes** best for moving people, things, or ideas?  
   (people)

3. What would you use a **canoe** for? (taking a ride on a stream, playing in a lake)

4. Would you ever really go visiting on a **sled**? Why? (can’t ride it uphill or on flat ground, no room for your stuff, only go on snow)

5. What is moved using a **sled**? (people)

6. What would you use a **sled** for? (riding down a hill in the snow)

7. **Why** is a **truck** important? (transports people and/or cargo, goes long distances, carries a lot at once)

8. What might be on a **truck**? (people, cargo)

9. **What** can a **truck** do that a **car** cannot? (holds more and bigger things)

10. **Would** you ever really take a **truck** to go visit someone?  
    Why? (yes/no - depending on the kind of truck)

11. **When** would **skis** work better than walking? (going down a snowy hill)

12. **We** are all packed and ready to go to grandma’s. We want to let her know we are on our way. Which would be the best form of transportation to move this idea to grandma. Tell why you would or would not use these methods of moving your idea.  
    (telephone – fast, hear her voice; letter – slow, don’t know if she gets it; computer – fast, but she may not turn hers on, may not have one)
Visual (Session 2)
Wagon
(Session 2)

How can she get all of her things home?