**Assessment Plan**

***Assessment Types***

|  |  |
| --- | --- |
| Formal | Informal |
| Worksheet | Pre-assessment Quiz |
| Group Presentation  | In-class Worksheet |
| Write-up | Exit Ticket |
| Accountability Handout  | Exploration Activity |
| Project | Warm-up |
|  | Class Discussion |
|  | Group Work |

***Description of Assessments:***

**Formal**

**Worksheet**: These will indicate the students level of understanding of the material explored that day in class. They will consist of short problems that get students thinking about geometry.

**Group Presentation**: Students will work together to present their understanding of the material they are learning about to the class in a quick five minute explanation.

**Write-up**: Students will submit a typed paper indicating what they learned while completing the project and why their room is the best.

**Accountability Handout**: This will show what each student will be completing for the final project. It will have the various shapes to be included in the floor plan with the name of the person completing each calculation written next to it.

**Project**: This will assess that they have a strong understanding of the material and are able to apply it to a situation and explain what it means in detail.

**Informal**

**Pre-assessment Quiz**: This will assess where students are in terms of the material before the unit has begun. This will give a framework as to where I start my unit of instruction.

**In-class Worksheet**: Students will review shapes and what they know about the properties of the shapes provided. It will be a little competitive in nature and will get the students thinking about what they are doing, rather than memorizing.

**Exit Tickets**: These will be given out each day and will consist of no more than 3 questions that summarize what was completed in class that day. Students will indicate on the exit ticket how they are feeling about the material as well, circling their understanding level on a 1-5 chart.

**Exploration Activity**: Students will discover things about shapes through exploration. This sheet will guide them to some conclusions, which will be shared at the end as a class.

**Warm-up**: These exercises will be on the board when students enter the room and will require them to think about what they will be doing in class that day, it is a great way to get their minds focused on the task at hand and get them excited to learn.

**Class Discussion**: Students will discuss as a class things they have discovered, equations they have derived, and other observations they have made. Debate discussions will involve three teams who are each trying to prove that their opinion is correct through valid justification.

**Group Work**: This will be an activity that requires students to work together with their classmates to discover various things about shapes. Groups may work together on a worksheet, present their findings to the class, or just explore the concept.

***Timeline of Assessments:***

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| --- | --- | --- | --- |
| Day | Assessment in Class | Assessments for Homework | Assessments Due |
| Monday | Pre-assessment QuizIn-class Worksheet/Exploration Activity (*3 Dot Quad Makers, Can You Make It?*) | None | None |
| Tuesday | In-class Worksheet (*Quadrilateral Cell Chart* on *Hiding Shape Makers, Measured Quad Makers*)  | Finish In-class Worksheet (*Quadrilateral Cell Chart*) | None  |
| Wednesday | Exploration Activity (*Haunted Hierarchy of Quadrilaterals*)Class Discussion (*Properties of 4 sided figures*) | Worksheet (*Who Am I?*)  | *Quadrilateral Cell Chart* |
| Thursday | Warm-up (*Triangle grouping activity based on properties*)Group Presentations (*Triangle properties and naming*)Class Discussion (*Triangle Debate*)  | Worksheet (*Tricky Triangles*) | *Who Am I?* |
| Friday | Warm-up (*WOW review of triangles*) Class Discussion (*Hierarchy*)Group Work (*Begin naming, drawing by hand, and reviewing properties of 5-10 sided shapes*) | Worksheet (*Searchin’ for Shapes*) | *Tricky Triangles*  |
| Monday | Warm-up (*WOW Fenced Perimeter*)Exploration Activity (*Areas of Squares, Rectangles, and Parallelograms*) | Worksheet (*Naming, Perimeter, and Area*)  | *Searchin’ for Shapes* |
| Tuesday | Warm-up (WOW Dinner Table Areas)Areas of Triangles | Worksheet (*Chip Factory Area*)  | *Naming, Perimeter, and Area*  |
| Wednesday | Warm-up (*Triangle and Parallelogram*) Exploration Activity (*Area* *of* *Trapezoids*)Exit Ticket (*Student Understanding/Confusion*) | Worksheet (*Awesome* *Areas*) | *Chip Factory Area*  |
| Thursday | Group Work (*Shape Calculations/Project*) | Accountability Handout  | *Awesome Areas* |
| Friday | In-class Worksheet (*Floor Plan/Project*)  | Project: Worksheets (*Floor Plan, Brainstorming Sheet, Shape Calculations*) Write-up |  |
| Monday | N/A | N/A | Project |