

1. Actual Assessment-Student Instructions

- a. You will use the provided character trait chart or a Tree Map to describe 2-3 characters from the Mr. Popper's Penguins extended text we read. You need to list at least 4 verbs and 6 adjectives that describe the characters.
- b. Once you have made your charts you will use Puzzlemaker.com on the computer to make a word search about one of your characters. You will enter all of the verbs and adjectives for one of your characters into the puzzle.

Steps to completing the puzzle

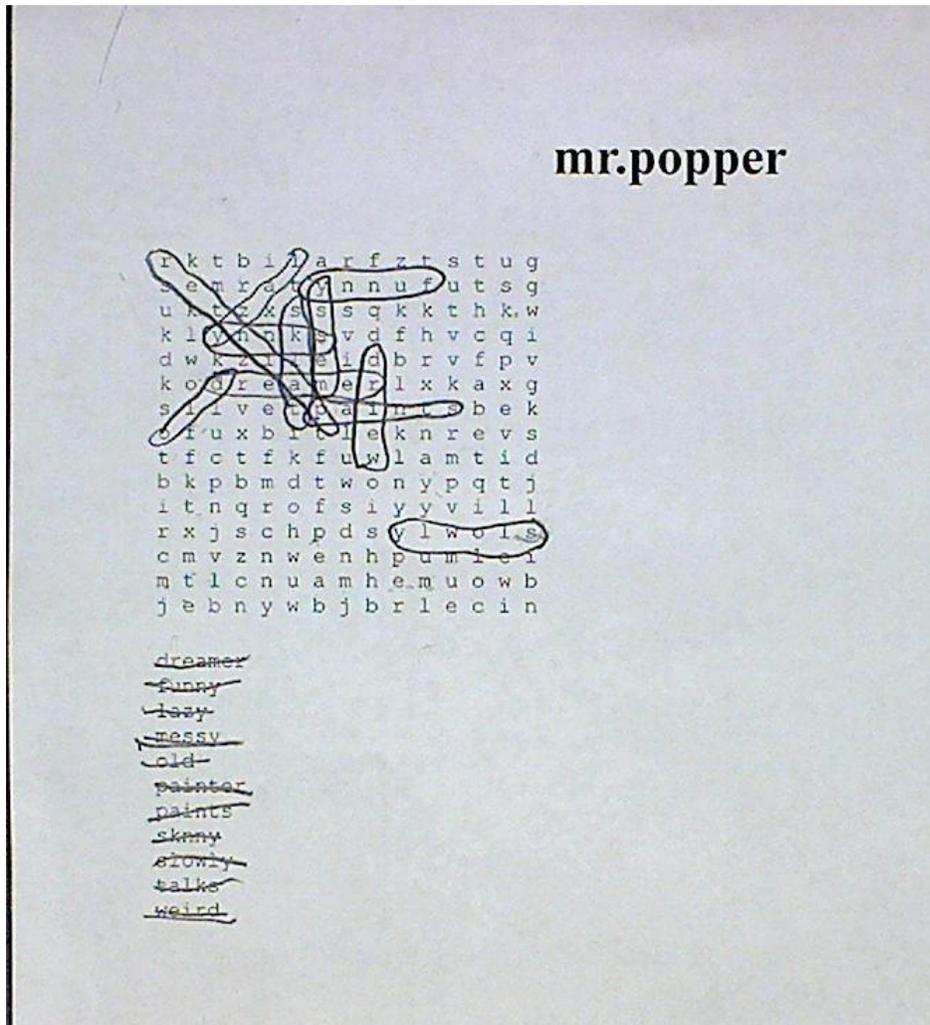
- i. Enter the title for your word search
 - ii. Enter the size of your word search puzzle
 - iii. Choose how you want your words to share letters
 - iv. Word search puzzle output type-Choose the **lowercase text** option
 - v. Enter your words. Press enter after every word. Make sure that every word is spelled correctly (use a dictionary to make sure)
 - vi. Check over each step
 - vii. Click Create Puzzle
- c. Once you create your puzzle raise your hand for it to be saved and printed.
 - d. Put your name on your puzzle then share it with another student to complete.

2. Measurement Tool

Character Traits/Puzzle Rubric

CATEGORY	4	3	2	1
Puzzle Organization	The puzzle has a logical arrangement, and there are no errors in spelling, grammar, or punctuation.	Most of the puzzle is logically arranged, and there are few errors in spelling, grammar, or punctuation.		The Puzzle is not logically arranged, and there are many errors in spelling, grammar, or punctuation.
Character Actions	Included at least 4 verbs that tell what the character does	Included 3 verbs that tell what the character does.	Included 2 verbs that tell what the character does.	Included 1 or no verbs that tell what the character does.
Character Description	Included at least 6 adjectives	Included 5 adjectives	Included 3-4 adjectives	Included 1-2 adjectives.
Text	The text is easy to read with an appropriate font.	Most of the text is easy to read with a suitable font.	The text is difficult to read, and the font isn't suitable for this assignment.	
Chart Organization	The chart has a logical arrangement, and there are no errors in spelling, grammar, or punctuation.	Most of the chart is logically arranged, and there are few errors in spelling, grammar, or punctuation.		The chart is not logically arranged, and there are many errors in spelling, grammar, or punctuation.

3. One example of Student/Participant Submission with Teacher Feedback and Grade



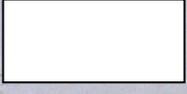
Mr. Popper's penguins / Mr. Popper

adjectives

- Painter
- Nessy
- old
- funny
- lazy
- skinny
- Dreamer
- Wend

verbs

- slow
- reads
- Paints
- talks
- work



Character Traits/Puzzle Rubric

Did not capitalize Mr. Popper

CATEGORY	4	3	2	1
Puzzle Organization	The puzzle has a logical arrangement, and there are no errors in spelling, grammar, or punctuation.	Most of the puzzle is logically arranged, and there are few errors in spelling, grammar, or punctuation.		The Puzzle is not logically arranged, and there are many errors in spelling, grammar, or punctuation.
Character Actions	Included at least 4 verbs that tell what the character does	Included 3 verbs that tell what the character does. <i>slow is not a verb</i>	Included 2 verbs that tell what the character does.	Included 1 or no verbs that tell what the character does.
Character Description	Included at least 6 adjectives	Included 5 adjectives	Included 3-4 adjectives	Included 1-2 adjectives.
Text	The text is easy to read with an appropriate font.	Most of the text is easy to read with a suitable font.	The text is difficult to read, and the font isn't suitable for this assignment.	
Chart Organization	The chart has a logical arrangement, and there are no errors in spelling, grammar, or punctuation.	Most of the chart is logically arranged, and there are few errors in spelling, grammar, or punctuation.		The chart is not logically arranged, and there are many errors in spelling, grammar, or punctuation.

4. Report your findings

When I initially planned this assignment I wanted to do it in the computer lab, but because of some unforeseen circumstance, the class was not able to. So it took a little longer for all of the students to get their puzzles created, saved, and printed. Other than that the students were able to follow the directions fairly well.

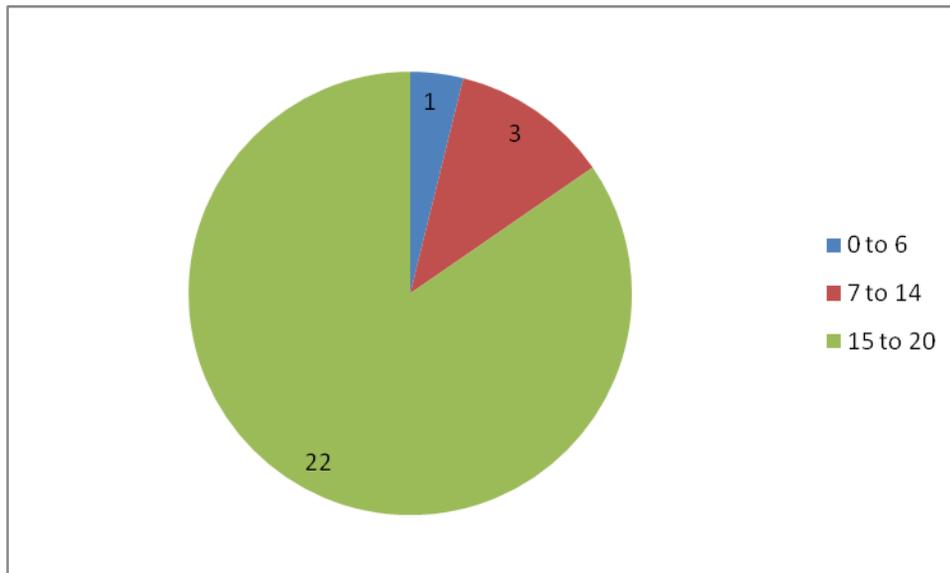
The students worked well and quickly on this project. I did notice that some of the students still confuse their adjectives and verbs, which is something that we will continue to review. They really enjoyed making word searches and completing them. After doing that the teacher told me they always want to make a word search when they finish their work.

I feel like the students enjoyed this more than I thought they would. It wasn't an incredibly difficult activity, but they thought it was fun. It also gave them a chance to review the character traits, verbs, and adjectives, which they obviously still needed.

I think if I was to do this again I'd add a little more rigor to it. I'm not sure exactly how I'd do it, but I do feel like it was a very simple task. I think for some the lower students, it was alright, but for my kids who need more of a challenge, I could maybe add another piece to it.

5. Report of Impact on Student Learning

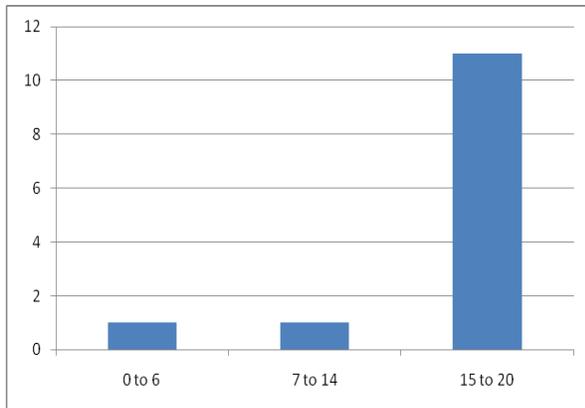
Student Rubric Scores



22 (85%) students scored between 15-20 on the rubric

3 (12%) students scored between 7-14

1(3%) student scored between 0-6

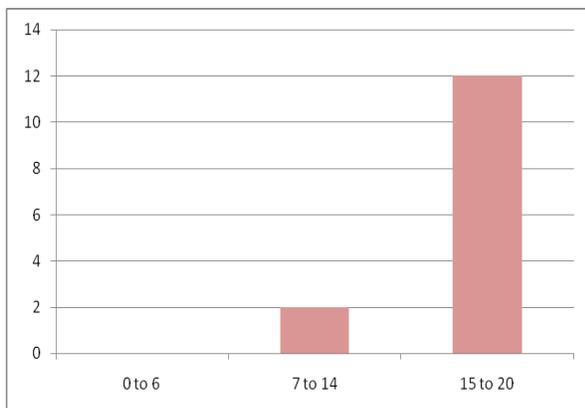


Boys Rubric Score

11 boys scored between 15-20 on the rubric

1 boy scored between 7-14

1 boy scored between 0-6



Girls Rubric Score

11 boys scored between 15-20 on the rubric

2 girls scored between 7-14

0 girls scored between 0-6

6. Future Instructional Plans

The co-worker that I coached really enjoyed doing this lesson with her class. It wasn't something that took time away from what she was already doing and related to what they were

working on. She felt like for her, as a teacher who still struggles with the use of technology, the assessment was something manageable for the kids as well as her.

Thinking about what should be done to revise instruction based on areas where students did not perform well I think possibly a mini lesson reviewing character traits concentrating specifically on adjectives and verbs that describe characters. Students were able to complete a graphic organizer and did well with the online work, but struggled with the actual words used because they still had a hard time with the different parts of speech.

Also, as I stated above I would probably look at the rigor of the assessment. I could possibly add more story elements for the students to focus on as well as other parts of speech. Or I could also have the students use the site to create another puzzle such as a Criss-Cross or a Double Puzzle.