

Teacher Notes



Sitting in a Setting

Activity 3 Assessing the Setting

Activity at a Glance

- ◆ **Subject:** English
- ◆ **Subject Area:** English/Language Arts
- ◆ **Category:** Literary Elements
- ◆ **Topic:** Setting
- ◆ **Grade Level:** 6 - 12
- ◆ **Prerequisites:** None
- ◆ **Total Teaching Time:** 50 minutes

Materials

- ◆ TI-83 Plus
- ◆ TI-External Keyboard
- ◆ Computer with TI Connect software, LearningCheck™ Creator, and projection capabilities
- ◆ TI Connectivity cable or TI-Navigator™ System
- ◆ Resource file: **PeerAssessment.8xv**
- ◆ Student Work Sheets: **Peer Assessment** (optional)

Activity Overview

In this activity, the students will assess the compositions that their peers wrote about specific settings. They will respond to the work and provide suggestions to make it better. For homework, the students will edit their compositions while taking into account their peers' responses.

Tip

In this activity, the students will be assessing the writings of their peers. The teacher may or may not want to have a discussion with the students about the way to give constructive criticism prior to beginning this assignment. The teacher can determine this need according to how much prior experience the students have in peer assessments.

Directions

Before the Activity Begins

Distribute the LearningCheck™ file, **Peer Assessment**, to one student from each Activity 2 group. Use the same procedure as described in Activity 1.

Note: A paper-based copy of the file is included at the end of this activity.

During the Activity

Each of the groups from Activity 2 will copy their group composition file to another group for evaluation. Avoid having two groups swap their work with each other. This activity works easiest if one student in each group reads the evaluation composition while another student acts as the group's recorder. The third person can keep the group on task and ensure that all the members' ideas are incorporated into the assessment.

When each group has a composition to evaluate, allow the students time to read the composition and discuss it. When the group is ready to write their evaluation, the recorder should open the **Peer Assessment** file on his or her TI-83 Plus. Students use the same procedure as in described in Activity 1 to access this file.

When each group's assessment is complete, the assessment should be transmitted electronically to the authoring group. Once one member of the group has the assessment on his or her TI-83 Plus, they can copy it to the remaining members' TI-83 Plus handhelds using a unit-to-unit cable. The authors will each use these comments to rewrite their setting composition for homework.

After the Activity

For homework, the students should revise their drafts. Each student will submit his or her own revision of the group composition to the teacher for a grade.

Student Work Sheet
Peer Assessment

Name: _____

Date: _____

Answer the following questions about the composition.

1. Was the composition interesting?

2. If this was the opening of a story, why would or would you not want to read more?

3. Was there a unified mood throughout the composition? If so, then what was it? If not, then what was the problem?

4. Name any words or phrases that were powerful and explain why you believe they were.

5. What part of the composition needs further detailed descriptions?
