



Lesson: Summative Assessment: The One-Pager

OVERVIEW

Students learn best with they create their own ideas. A One-Pager is a creative response to the student's learning experience. It allows students to respond imaginatively while being brief and concise in making connections between words, images, and their performance.

LEARNING GOAL

Students will complete a one-page paper reflecting their knowledge of *Thinking of My Home* and their performance.

PRIOR KNOWLEDGE

Students have rehearsed and performed *Thinking of My Home* for an audience.

RESOURCES & MATERIALS

- Recording or video or students' performance of *Thinking of My Home*
- 8 x 11 paper
- Pencils, markers, crayons
- Instruction sheet and rubric

PROCESS

1. Students listen or watch their performance of *Thinking of My Home*
2. On an 8 x 11 sheet of paper, using writing materials supplied by their teacher, students will create a “One-Pager” for the piece.
3. Include the following :
 - the title of the piece
 - use of color
 - fill the entire page
 - write two quotations – one from someone who attended the concert (for example, parent, sibling, etc.) and one observation from the student
 - three visual images relating to the text
 - four vocabulary words used in relation to the concert, in a sentence statement (dynamics, tempo, etc.)
 - colored border around the edges of the page
 - a statement of the student’s favorite part of the piece or the rehearsing experience and why

ASSESSMENT

Use the rubric to assess student responses.

One-Pager Directions



This One-Pager is a creative response to your rehearsing and performance of *Thinking of My Home*. It allows you to be creative in describing your own ideas about the piece. Your personal thinking should be understood by the audience that views your One-Page.

On an 8 x 11 sheet of paper, include the following:

- The title and composer of the piece
- Colors – colored pencil, markers or crayon
- Fill the entire page
- Write two quotations:
 - one from someone who attended the concert
 - one observation you made from your rehearsals or performance
- three visual images relating to the text
- four vocabulary words used in relation to the concert (in a sentence or statement) (dynamics, tempo, balance, blend, harmony, melody, diction, etc.)
- Colored border around the edges of the page
- A sentence about what your favorite part of learning this piece was and why
- Put your name and period on the back of the page

One-Pager Rubric for _____

| Criteria | 4 | 3 | 2 | 1 | 0 |
|---|--|---|---|---|------|
| Does it contain all 8 items listed in the directions? | X | X | Yes | Partial | No |
| Graphics | 3 original visual images relevant to the text with color | 2 original visual images relevant to the text with <i>color</i> | 1 general visual image relevant to the text with /without color | visual image/s do not connect to the song | None |
| Quotations | X | X | 2 relevant quotations listed | 1 relevant quotation listed | None |
| Vocabulary | 4 vocabulary words with relevance to the piece | 3 vocabulary words with relevance to the piece | 2 vocabulary words with relevance to the piece | vocabulary word/s listed do not relate to the piece | None |
| Personal reflection of rehearsal or performance | <i>personal</i> reflection is well thought out and explained | <i>personal</i> reflection is thought out with little explanation | <i>personal</i> reflection is expressed with irrelevant detail | <i>personal</i> reflection lacks detail | None |