

Assessment Organizer **This is an example for every fifth week's assessments.**

- KEEP IT CLEAR
- FOCUS ON ONE ASSESSMENT EACH DAY
- USE A VARIETY OF ASSESSMENTS
- USE THE OTHER DAYS TO FIX AND EXPAND BASED ON THE ASSESSMENT

Monday	Tuesday	Wednesday	Thursday	Friday
Subject	Subject	Subject	Subject	Subject
<i>Standard and Descriptor</i>	Standard and Descriptor	Standard and Descriptor	Standard and Descriptor	Standard and Descriptor
<i>Assessment</i>	Assessment	Assessment	Assessment	Assessment

Assessment Organizer EXAMPLE

This is an example for every fifth week’s assessments.

Monday	Tuesday	Wednesday	Thursday	Friday
MATH	READING	WRITING AND VOCABULARY	SCIENCE or SOCIAL STUDIES	Fix, Finish, Expand
<i>Standard and Descriptor--Skills and strategies emphasized previous four weeks.</i>	<i>Standard and Descriptors--Skills, strategies emphasized previous four weeks.</i>	<i>Standard and Descriptors—skills and vocabulary emphasized previous four weeks</i>	<i>Standard and Descriptors: Content, skills emphasized previous four weeks</i>	
<p>Assessments</p> <p>Write an explanation of each math term. <i>Teacher lists math vocabulary.</i></p> <p>Solve this problem. Explain how you solve it. <i>Teacher provides word problem.</i></p> <p>Then solve these problems using more math skills. <i>Teacher provides more problems.</i></p>	<p>Assessments</p> <p>Explain how you use this skill or strategy of reading. <i>Teacher lists skill/strategy.</i></p> <p>Read this text and use the graphic organizer to explain it. <i>Teacher provides graphic organizer or asks the students to construct.</i></p> <p>Read the following text and answer the questions about it. <i>Teacher provides questions—literal, inferential, analytic, evaluative. Include multiple choice and short-answer.</i></p>	<p>Assessments</p> <p>Write/draw what each word means.</p> <p>Correct the following words/sentences. <i>Teacher lists words or gives text.</i></p> <p>Plan and Write a: ___ paragraph ___ essay ___ story ___ poem _____ about _____</p> <p>Be sure it has clear:</p> <ul style="list-style-type: none"> • Focus • Support • Organization • Conventions • Integration 	<p>Assessments</p> <p>Write an explanation of each term: <i>Teacher lists vocabulary.</i></p> <p>Answer the following questions. <i>Teacher provides questions about topic.</i></p> <p>Write an explanation of the following topic.</p> <p>Complete this graphic organizer to show what’s important to understand about this topic.</p>	<p>Students complete portfolio for the five weeks’ learning.</p>

Assessment Week EXAMPLES

Example of Activities to Continue Learning All Week—boldfaced items are the assessment activities of the day. The others are designed to help students FIX and EXPAND the competencies of the five weeks.

	Monday	Tuesday	Wednesday	Thursday	Friday
<i>Content:</i>	Work on student-written text /booklet about the topic (k texts may be pictorial)	continue to work on booklets about the topic (Should include graphics.)	continue to work on booklets about the topic	ASSESSMENT: students present booklets to each other; teacher assesses	<i>class presents to another class</i>
<i>Reading</i>	Students read aloud and think aloud using the strategies they have learned during the previous four weeks.	ASSESSMENT: students write/draw in response to questions about a reading. Grades 2-8 Multiple choice and short-answer questions.	K-2: Students make puppet show based on story. 3-8: Students exchange test questions, answer them, discuss their answers and the questions.	Write about what they have read that they liked.	Students make a list of ways to be a good reader.
<i>vocabulary</i>	<i>Students make glossary of words by categories—may include pictures and words.</i>	<i>Students complete glossary of words.</i>	ASSESSMENT: Students write sentences with their vocabulary words (k-1 match with pictures)	<i>Students check spelling and correct if needed.</i>	<i>Students put completed work into portfolio.</i>
<i>Math</i>	ASSESSMENT: K-2—Students use numbers 2-8: Students make glossary of words from math. 3-8: Students solve problems, write explanations of solutions for problems	K-2: Students make math book pages 3-8: Students review the test items and discuss the strategies.	K-2: Students illustrate math book pages. 3-8: Students write their own step-by-step guides to the math learned.	<i>K-2: Students finish BIG BOOK. 3-8: Students present math lessons to each other.</i>	K-2: Students share BIG BOOK with other classes. 3-8: Students make up more test questions and solve them using their step-by-step guides.
<i>Writing</i>	Students write math sentences.	Students write about what they read.	ASSESSMENT: Students make their own guide to writing with the skills focused on during this time.	ASSESSMENT continues: Students write about content using their own guides.	Students write about their favorite learning.

