Part 4: ASSESS TO MAKE PROGRESS
Setting Data-Aligned Targets and Responding to Identified Priorities through Effective Instruction and Assessment

How do you assess formatively?
Make the directions clear.
Give students the opportunity to check their work.

Meet the standard:
Check your work—is it
✓ complete?
✓ correct?
✓ clear?

Guide students—make it clear what they need to improve.
Give students the opportunity to improve their work.

Use information—from the CPS tests and from your own assessments.

<table>
<thead>
<tr>
<th>Math and Reading Benchmark tests</th>
<th>Writing Tests</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 19 – 23</td>
<td>October 19 – 23</td>
</tr>
<tr>
<td>January 11 – 15</td>
<td>January 11 – 15</td>
</tr>
<tr>
<td>May 10 – 14</td>
<td>*March 22 – 26 (grade 8 only)</td>
</tr>
<tr>
<td></td>
<td>May 10 – 14</td>
</tr>
</tbody>
</table>

This section includes tools you can use to assess each week.
### ASSESS FORMATIVELY

*Example of a format to assess responsively*

<table>
<thead>
<tr>
<th>Learning Goal</th>
<th>Ways to Assess it</th>
<th>Ways to help students who need support.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How to read</strong></td>
<td>____multiple choice questions</td>
<td>____students “peer coach”</td>
</tr>
<tr>
<td></td>
<td>____short-answer constructed response</td>
<td>____student explains the reading in own words</td>
</tr>
<tr>
<td></td>
<td>____Students complete graphic organizers</td>
<td>____student draws pictures to show what the reading means</td>
</tr>
<tr>
<td><strong>How to solve a math problem</strong></td>
<td>____students solve problem</td>
<td>____students “peer coach”</td>
</tr>
<tr>
<td></td>
<td>____students write guide to solving problems</td>
<td>____student writes guide to solving problems</td>
</tr>
<tr>
<td></td>
<td>____Students complete “math path”</td>
<td>____student corrects a problem solving example</td>
</tr>
<tr>
<td></td>
<td></td>
<td>____student completes a “step by step” problem solving chart.</td>
</tr>
<tr>
<td><strong>How to write</strong></td>
<td>____students write effectively</td>
<td>____students “peer coach”</td>
</tr>
<tr>
<td></td>
<td>____students write guide to writing</td>
<td>____students write a “how to” writing guide</td>
</tr>
<tr>
<td></td>
<td>____students correct writing with errors</td>
<td>____students use writing “scaffold”—a graphic organizer that structures their writing</td>
</tr>
<tr>
<td><strong>Content Area Concepts</strong></td>
<td>____students give examples of ideas</td>
<td>____students “peer coach”</td>
</tr>
<tr>
<td></td>
<td>____students match concepts and information</td>
<td>____students make glossaries</td>
</tr>
<tr>
<td></td>
<td>____students complete graphic organizers</td>
<td>____students make exhibit to clarify an idea</td>
</tr>
<tr>
<td></td>
<td></td>
<td>____students co-author booklets on topics</td>
</tr>
</tbody>
</table>
FAST DATA
Teachers need immediate information to guide their decisions. Here are some ways teachers can get their own direct data about student progress. But teachers need to be sure to focus on the outcomes with their assessments.

Quick Check
Teacher asks a question—writes it on the board.
Teacher lists three possible answers—with letters—a, b, c.
Students raise answer cards—A, B, C.
Teacher sees right away if the students are generally clear.
If not, teacher asks a student who got the correct answer to explain.

(Adapted from Checking for Understanding)

DAILY DATA
Listen to Thinking
Students explain the reasoning for their responses to a question—they “think out loud”.

DEEP DATA
The following pages show how to get information about student progress and needs—quickly but thoroughly.
Math Knowledge Chart

grouping 1 to 5

For each number, draw pictures of flowers to show how many that number means.

<table>
<thead>
<tr>
<th>Number</th>
<th>How Many It Means</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

Write a math sentence using numbers from your chart.
Five Ways to Make a Five

This example is partially complete. Once students see how to organize this kind of diagram, they can make their own--ten ways to make a ten, twenty ways to make a twenty....
This Week’s Math

Topic: ____________________________________________________________
(Write what the focus of the work this week was.)

What are some important words to know when thinking about this math topic?
There are three columns. If the word also can be shown as a symbol, put that symbol in the third column.

<table>
<thead>
<tr>
<th>Word</th>
<th>What It Means</th>
<th>My Example</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What’s important to know about this math topic?

________________________________________________________________
________________________________________________________________
________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

______________________________
Math Path

Solve your problem on the left side of the arrow. Then write an explanation of the steps on the right side.

What’s important to know about solving this kind of problem?
**Problem Solvers Start with Strategic Thinking**

Complete this chart.  
Then solve the problem.

<table>
<thead>
<tr>
<th>What is the question asking me to figure out?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What information do I need to solve it?</td>
<td></td>
</tr>
<tr>
<td>What strategy will I use to solve it?</td>
<td></td>
</tr>
</tbody>
</table>
Set Priorities ➔ Make a Plan ➔ Organize ➔ Act ➔ Check ✓ Make Progress ➔

Show How You Solved the Math Problem

Step 1. What are you going to figure out?

Step 2. How will you do it? What will you do to solve the problem?

Step 3. What information will you use to solve it?

Step 4. What do you estimate the answer will be? _____________

Solve it here. Show your work.

What is your answer? ________________________

Write to explain what you did and why you solved it this way.

<table>
<thead>
<tr>
<th>What I Did</th>
<th>Why I Did it This Way</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Graph Maker
ILS Math Competence: can construct, and explain patterns with graphs.

Title: _________________________________________________________________

Explain what the graph shows.
Make Reading Progress

QUESTIONS AND GRAPHIC ORGANIZERS ARE THINKING PROMPTS TO TAKE ACROSS THE CURRICULUM.
USE CHALLENGING QUESTIONS TO BUILD READING ABILITIES
Items based on ISAT samples.

1A Apply word analysis and vocabulary skills to comprehend selections.
1. Which word best describes ____________________?
2. Which word in paragraph __ helps the reader know what _____ means?
3. What phrase means the opposite of __________ as used in paragraph _____?
4. What does the word ________ mean in paragraph _____?

1B Apply reading strategies to improve understanding and fluency
1. What is paragraph x mainly about?
2. Which sentence from the selection best shows _____________?
3. How can you best remember what this article is about?
4. How could a reader best determine _________?
5. According to the article and the map, in which place _________?

1C Comprehend a broad range of reading materials
1. Which question is best answered by information in paragraph x?
2. What is the most likely reason ______?
3. What happened because ___________?
4. According to the chart, which statement is true?
5. What is the best summary of the selection?
6. Which of these best describes the problem in the passage?
7. How do ________’s feelings change from the beginning to the end?
8. Which words best describe ________’s character?
9. Based on the events in the pages, which of these is most likely true?

2A Understand how literary elements and techniques are used to convey meaning
a. How does the author organize paragraphs x through x?
b. How is this selection best described?
c. What is the most likely reason the author wrote this selection?
d. Which would be the best to read to learn how to ________________?
e. In which book would this selection most likely be found?
f. What is the tone of paragraph x?
g. The article _____ would be of most use to __________.
h. Which of the following books would most likely contain information about __?
i. Why is paragraph ____ important in this selection?
j. Which sentence best describes the author’s opinion of _____?
k. How does the author organize the information in this article?
l. In paragraphs __ to __, what is the author’s tone?
m. What strategy does the author use at the beginning of this selection to create interest and to encourage readers to continue reading?

2B Read and interpret a variety of literary works.
1. This selection is an example of which kind of literature?
2. Why did the author write this selection?
3. Which type of literature is __________?
4. What is the mood in most of the story?
5. What type of story is __________?
6. With which statement would the author most likely agree?
7. At which museum would the ________ most likely be exhibited?
**Good questions are thinking prompts.**

**GET IT**

*Answers start with information, but deep questions go farther.*

Literal questions ask you to find or remember an answer in the information provided.

- **Set Priorities** ➔ **Make a Plan** ➔ **Organize** ➔ **Act** ➔ **Check** ✓ **Make Progress** ➔

<table>
<thead>
<tr>
<th>➔ When?</th>
<th>➔ What?</th>
<th>➔ Define __________.</th>
</tr>
</thead>
<tbody>
<tr>
<td>➔ Where?</td>
<td>➔ Who?</td>
<td>➔ List the __________.</td>
</tr>
</tbody>
</table>

**GET IT CLEAR**

*Analytic questions ask you to look closely and think thoroughly—to organize the information so you see patterns and can explain the situation.*

- Classify __________.
- Give an example of ________.
- Give the opposite of ________.
- Compare: how is _ like ___? Contrast: How is __ different from ___?
- In what sequence did ____ happen?
- Explain how ___ works
- Use a time-line, chart, diagram, graph, or map to explain ____.

**THINK MORE**

*Inferential questions ask you to make an educated guess—to think about and beyond the information given.*

<table>
<thead>
<tr>
<th>➔ Predict what will happen when _____.</th>
<th>➔ What might have caused this change?</th>
<th>➔ What is a good title for this?</th>
</tr>
</thead>
<tbody>
<tr>
<td>➔ What is the main idea of ________.</td>
<td>➔ If ____ changed, what would happen?</td>
<td>➔ What is the missing part?</td>
</tr>
<tr>
<td>➔ What does this word mean in this context?</td>
<td>➔ Which person might have said this?</td>
<td>➔ What was the author’s point of view?</td>
</tr>
</tbody>
</table>

**THINK IT THROUGH**

*Evaluative questions ask you to make your position clear, to make a thoughtful judgment.*

| ➔ What are the important facts?        | ➔ Which is the best answer? Why?     | ➔ Why do you make this choice?   |
| ➔ What makes person important?         | ➔ Give and justify your opinion on ___. | ➔ What is your evidence?         |
| ➔ Is this fact or opinion?             |                                       | ➔ Which is the most important event? Why? |

**GET IT TOGETHER AND GET IT ACROSS**

*Synthesis questions ask you to think about what you knew and what you read.*

- The Extended Response asks: *What do you think?*

  *Include information from the passage and your own ideas.*
Use organizers to guide or assess learning progress.

### Classify and Clarify

<table>
<thead>
<tr>
<th>Category</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Compare and Contrast

![Venn diagram]

### Show Sequence

- [ ] - [ ] - [ ] - [ ]

**Identify Causes**

- cause
- effect
- cause and

### Organize Information

- topic
  - [ ]
  - [ ]
  - [ ]

### Show Inferences

- Facts → Inference
- [ ] → [ ]
- [ ]

### Support Ideas

- Main Idea
  - fact
  - fact
  - fact
Show What You Read

ILS 1C I can picture meaning.
*Do this independently as an assessment. Do this collaboratively as a learning activity.*

You can draw the meaning of a sentence, or a paragraph or page. And if you show it with pictures, you see what you are learning as you read. Choose one sentence (or paragraph or page).

Draw a picture that shows what it says.

Then show your picture to another student. Ask that student to find the part you pictured. Ask them to write what they see your picture says.

I see ______________________________________________

____________________________________________________

____________________________________________________

____________________________________________________
Picture a situation
1B. Can identify relationships.
3B. Can write to explain a situation

Do this independently as an assessment. Do this collaboratively as a learning activity.
This activity is applicable to any profile, history or story.

Students read the text independently.

Draw a picture of this situation.

Write about it.
- Write as if you were there.
- Write about a day in your life.
Inference Organizer

ILS 1B: I can make and support inferences

_Do this independently as an assessment. Do this collaboratively as a learning activity._

<table>
<thead>
<tr>
<th>Category</th>
<th>Literal</th>
<th>Inference</th>
</tr>
</thead>
<tbody>
<tr>
<td>where: characteristics of the place (setting)</td>
<td>Find information stated in the text.</td>
<td>Make an educated guess.</td>
</tr>
<tr>
<td>who: characteristics of person</td>
<td></td>
<td></td>
</tr>
<tr>
<td>what: an action by this person</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

_Think More:_

➡️ _What’s next?_

💡 _Why do you make that prediction?_
Show that you can infer the main idea. (ILS1C)

Do this independently as an assessment. Do this collaboratively as a learning activity.

Read one paragraph or part. Put the main idea in the big rectangle. Then put information that supports it in the boxes below it.

WHAT I READ

<table>
<thead>
<tr>
<th>the main idea</th>
</tr>
</thead>
<tbody>
<tr>
<td>example</td>
</tr>
<tr>
<td>example</td>
</tr>
<tr>
<td>example</td>
</tr>
</tbody>
</table>

SHOW THAT YOU CAN ORGANIZE YOUR WRITING TO SUPPORT A MAIN IDEA. (ILS3B)

WHAT I WILL WRITE

Write your own passage. Tell what your idea is. Tell what your examples are.

My main idea

My example

My example

My example
Show that you can identify and infer character traits. \((ILS1C)\)
Do this independently as an assessment. Do this collaboratively as a learning activity.

**WHO?**

<table>
<thead>
<tr>
<th>PERSON</th>
<th>Name: ________________________________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>TRAIT I INFER</td>
<td>Trait: ________________________________</td>
</tr>
<tr>
<td></td>
<td>Why I infer this person has this trait.</td>
</tr>
</tbody>
</table>

Show that you can infer and explain motives. \((ILS1C)\)
Do this independently as an assessment. Do this collaboratively as a learning activity.

**Action this person takes.**

**DOES WHAT?**

**WHY?**

*What do you infer the person’s motive is?*

*Why do you think that is the motive?*
### I can identify/infer trait, motive and draw conclusions. (1C)

Students can put evidence in a chart that shows the motive for an action. *Do this independently as an assessment. Do this collaboratively as a learning activity.*

<table>
<thead>
<tr>
<th>Person</th>
<th>Name:</th>
<th>What is a trait you infer?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action</td>
<td>Tell what the person does—one action.</td>
<td>What happened before that action?</td>
</tr>
<tr>
<td>Motive</td>
<td>Why did the person do this?</td>
<td>How do you know?</td>
</tr>
<tr>
<td>How It affects others</td>
<td>What happens to one other person because of the action?</td>
<td>How do you know?</td>
</tr>
<tr>
<td>How you think the person feels about it.</td>
<td>What does the person say?</td>
<td>What do you think the person feels?</td>
</tr>
</tbody>
</table>
I can identify and infer relationships. (1C)
Do this independently as an assessment. Do this collaboratively as a learning activity.

Name one character. Name another character.

<table>
<thead>
<tr>
<th>Relationship</th>
<th>How do they feel about each other?</th>
<th>How do you know they feel that way?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Write about what they do because of their relationship.
For example, if one character likes another, how does that one help the other?

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
I can analyze plot, setting, characters. (1C)
Do this independently as an assessment. Do this collaboratively as a learning activity.

Tell what is in one story.

<table>
<thead>
<tr>
<th>Characters</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Person</td>
<td>Trait</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Plot—What happens

Setting—the place the story happens

How does the writer help you “see” the place?
I can infer the meaning of a word from context.  (ILS1B)
*Do this independently as an assessment. Do this collaboratively as a learning activity.*

Choose a passage. Find words you don't know. Then figure them out.

<table>
<thead>
<tr>
<th>Word</th>
<th>What do you think it means?</th>
<th>Why do you think it means that?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Explain how you figure out what a word means when you are reading.

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
I can analyze a problem and solution. (1C)
Do this independently as an assessment. Do this collaboratively as a learning activity.

Write notes inside the shapes to tell about the problem in a story.

I can infer a prediction.

What do you think will happen next?

_________________________________________________________

_________________________________________________________

Why do you make that prediction?

_________________________________________________________

_________________________________________________________
**I can compare and contrast.** *(1B)*
*Do this independently as an assessment. Do this collaboratively as a learning activity.*

**Compare and Contrast Persons**

<table>
<thead>
<tr>
<th>Person 1</th>
<th>Person 2</th>
<th>How are they alike?</th>
<th>How are they different?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Compare and Contrast two stories.**

<table>
<thead>
<tr>
<th>Story 1</th>
<th>Story 2</th>
<th>How are they alike?</th>
<th>How are they different?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Compare and Contrast** _____________________________ (anything)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>How are they alike?</th>
<th>How are they different?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
I can classify facts and opinions. (1B)
Do this independently as an assessment. Do this collaboratively as a learning activity.

Put statements of facts in column 1 and statements of opinion in column 2.
If a text does not include opinions then the opinion column is blank.

<table>
<thead>
<tr>
<th>These are facts I found in the text.</th>
<th>These are opinions I found in the text.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This is how to know if a statement is a fact.

This is how to tell if a statement is an opinion.
Their Words

ILS 1C: I can infer character traits; I can infer dialogue that matches a trait.
Do this independently as an assessment. Do this collaboratively as a learning activity.

List three different persons who are in a story.
List a trait you infer for each one.

<table>
<thead>
<tr>
<th>Person</th>
<th>Character Trait</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
</tbody>
</table>

Write what you think each one might have said.

1.  
2.  
3.  

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I Can Analyze Author’s Techniques ILS2A
Do this independently as an assessment. Do this collaboratively as a learning activity.

<table>
<thead>
<tr>
<th>The Story</th>
<th>The Author’s Techniques</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Setting</strong></td>
<td><em>What details does the author use to show you that?</em></td>
</tr>
<tr>
<td><em>What kind of place is it?</em></td>
<td></td>
</tr>
<tr>
<td><strong>The Plot</strong></td>
<td><em>Why does the author start with that event?</em></td>
</tr>
<tr>
<td><em>What happens at the beginning?</em></td>
<td></td>
</tr>
<tr>
<td><strong>The Plot</strong></td>
<td><em>How does the author help you understand that is important?</em></td>
</tr>
<tr>
<td><em>What is the most important event?</em></td>
<td></td>
</tr>
<tr>
<td><strong>The Mood</strong>—how the story makes you feel.</td>
<td><em>What words does the author use to make that mood clear?</em></td>
</tr>
<tr>
<td><strong>The Character</strong></td>
<td><em>How does the author show you that about the character—what actions or descriptions tell you that?</em></td>
</tr>
<tr>
<td><em>Choose one and tell about the character.</em></td>
<td></td>
</tr>
<tr>
<td><strong>Voice</strong>—who tells the story?</td>
<td><em>Why do you think the author wrote it this way?</em></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
I Can Analyze an Author’s Purpose

*Do this independently as an assessment. Do this collaboratively as a learning activity.*

I can identify and analyze author's purpose.  ILS2A

---

PURPOSE
This is why I wrote the story:

_________________________________________________________________

_________________________________________________________________
I can restate the meaning of a poem.

Do this independently as an assessment. Do this collaboratively as a learning activity.

I can restate the meaning of a poem. (1C,2B,3B)

Title of the Poem ___________________________________________

Show what It Means

List Important Words

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Write it Your Way

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
ACTIVITY TO GUIDE STUDENT THINKING BEFORE THEY WRITE THEIR EXTENDED RESPONSE

ILS1B: I can restate a situation presented in text or illustration. ILS1C: I can interpret that situation.

Do this independently as an assessment. Do this collaboratively as a learning activity.

Show what happened.

Extended Response
Write about it. Tell what you think people can learn from what happened.

What is your main point you will make? Write a one-sentence answer to the question.

List information from the passage that you will use to support your answer.

Then list your ideas that you will include to explain your answer.
## CONTENT WORD BANK

*Do this independently as an assessment. Do this collaboratively as a learning activity.*

**ILS1A** I can identify words that are important to a topic

**TOPIC:** ____________________________________________________________

<table>
<thead>
<tr>
<th>WORD</th>
<th>Show what it means. Draw a picture.</th>
<th>Write another word that tells about this word. (It could be this word in another language.)</th>
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Make the Writing Connection!

Use your word bank to write about this topic.
I Can Locate Important Information

Do this independently as an assessment. Do this collaboratively as a learning activity.

ILS 5A: I can locate and evaluate information.

Topic: __________________________________

List the “top ten” facts you find about it.

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10. 

Which is the most important fact you found?

Why do you think it is most important?
# Chart to Classify

*Do this independently as an assessment. Do this collaboratively as a learning activity.*

ILS 5A: I can classify and summarize information.

Title: __________________________________________

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💡 *Summarize what your chart shows.*
Compare and Contrast
Do this independently as an assessment. Do this collaboratively as a learning activity.
ILS 1B: I can compare and contrast.

Title: ____________________________________________________________

💡 Explain what your diagram shows.
Write What’s Important—Assess Science or Social Studies

Do this independently as an assessment. Do this collaboratively as a learning activity.

Show that you can synthesize. (ILS3C)

Topic: _____________________________________________

What I Knew

What I Learned

What I Think

Take what you knew and what you learned and explain this topic in your own words.

Meet the standard:
Check your work—is it ✓ complete? ✓ correct? ✓ clear?
Make a science word wall with pictures to assess and expand learning.

Simple Steps:
1. Classroom teacher provides topic, word list, and books.
2. Students illustrate words.
3. Students add more words and illustrations as they learn more.

EXAMPLE: ECOSYSTEMS ARE SPECIAL PARTS OF NATURE

Students choose an ecosystem and tell about it—desert, ocean, any place they like. They read about it, find words that help explain it. Then they pictures and diagrams to show how their ecosystem is special.
THIS WEEK’S SCIENCE

**ILS 5A** I can identify words and information important to a topic and use them to write about it.
Do this independently as an assessment. Do this collaboratively as a learning activity.

**TOPIC:** ____________________________________________________

What are five words that are important to understanding this topic?

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<tr>
<th>Word</th>
<th>What It Means</th>
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What are the most important facts you learned about it?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Use your facts and words to write about this topic. Explain it with examples.
My Learning Progress
Name: _____________________________

Each day write one sentence that tells what you learned that you think is most important. Then on Friday summarize your learning.

This Week’s Focus: _____________________________________________________

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<th>Monday</th>
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Write a paragraph that summarizes what you have learned.