Fiction Assessments

The following assessments have been designed to provide immediate formative information to teachers so that they can respond to students' learning needs.

1. **Read closely** to determine what the text says **explicitly** and to **make logical inferences** from it; **cite specific textual evidence** when writing or speaking to **support conclusions** drawn from the text.
2. Determine **central ideas or themes** of a text and analyze their development; **summarize** the key supporting details and ideas.

There are three levels of the same text, one for each of the following grades:
  Grades 3-4   Grades 5-6   Grades 7-8

They are designed for use at those combined levels because their readability level (using the Fry formula) is at the lower of the two levels so that the emphasis of the assessment is not on text level but on students' ability to process text so that the teachers can identify processing needs. They all include the same texts, so they can be used by readers at different levels within a classroom

The answer keys are different for each two-grade level because the complexity of the responses will vary by grade level. In addition, the nonfiction questions also are varied at each two-grade level because of the complexity of reading nonfiction.

I remember my first Cubs game. My uncle came to take my sister and me to it. It was a sunny Saturday. He drove all the way from Indiana to get us. Then we took the train to the ballpark. He said it would be hard to find a parking space there, so he didn't drive there.

He was right. When we got there it was so crowded. We had tickets that were for seats far back. It seemed like I climbed about 300 steps to get to them. But when we got there and I turned around I could see everything. I saw the whole field. It was better than watching it on TV.

Then the game started. Everyone cheered. The man next to me said, "This is going to be the year. They are playing really well."

My uncle said to him, "Let's hope this is the one." But then he whispered to us, "Jerome and Maria, we'll have to wait and see. Remember last year? They started out well and then they lost at the end."

"Hey, Hey, Hey!" The Cub batter hit a ball far to the wall.

Just then I heard "Hot dogs!" "Peanuts!" I looked and saw a man with a big tray hanging from his shoulders. It was full of hotdogs in plastic wrap and bags of peanuts.

"Three hot dogs," my uncle shouted. Then he gave the man next to us $6. He passed it to the man with the hot dogs who sent back three delicious hot dogs.

"This is great," I said to my uncle.

"Not so great," he said. "We just struck out."

While I had been watching the hotdogs, the team had struck out.

It went on that way for the rest of the game. We got peanuts. We even got another hot dog. And the Cubs kept losing. We'd all hope every time a batter came to bat. One by one they struck out. Still, everyone was staying happy. Even at the end. The score was 7 to 0. The Cubs never got a run.

"Tomorrow, they'll win," one person said. "Right. This was just a bad day for them," another said. "The pitcher tomorrow is really good."

When we were on the way home, I asked my uncle, "Why was everyone so sure they will win next time?"

"That's what it means to be a Cubs fan. We believe in tomorrow. When they win, it's the best. Every year, we hope. Every game we hope. That's loyalty. It's about supporting your team no matter what. Cubs fans are loyal. And it's about having fun as a family. Did you have fun?"

As our uncle was about to drive home to Indiana, Maria said, "It was great. I see what you meant. Even when they lose, they are like a family, they stick together. Thanks for today. And thanks for being loyal to us."

Comprehensive Fiction Assessment

This assessment can be used with any story. It emphasizes CCSSR1, Read Closely, then make logical inferences with evidence, and CCSSR2, Determine theme and summarize supporting details and ideas.

1. **Identify Sequence:**

What happened at the end?   _____

2. I**nfer Character Traits:**

What does trait mean? _____

Name one character in the story. _____

What is one trait you infer that character has? _____

Evidence: Explain why you think that.

_____

_____

3. **Identify Action:** What is something that character does?

_____

Infer Motive: Why do you think that character does that?

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_____

4. **Summarize** the passage in 3 sentences. Tell what is most important.

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5. **Infer the message or theme:** What does the writer want you understand because you read the story?

_____

Why do you think that is the message or theme?

_____

_____

Comprehensive Fiction Assessment   answer key grade 3-4

This assessment can be used with any story. It emphasizes CCSSR1, Read Closely, then make logical inferences with evidence, and CCSSR2, Determine theme and summarize supporting details and ideas.

1. **Identify Sequence:**
What happened at the end?
Students should answer: Maria thanks her uncle.

2. I**nfer Character Traits:**
What does trait mean?
Response should explain that a trait is a way a person is
Name one person the story.
What is one trait you infer that person has?
Possible responses:
The uncle: caring; hopeful
Evidence: he takes them to the game; he explains things to them; he tells them that it doesn't matter when the team loses.

Jerome: fun-loving
Evidence: He enjoys everything.

Maria: thoughtful
She learns from her uncle's ideas

6. **Identify Action:** What is something that person does?
Student should identify an action by any of the characters.

Infer Motive: Why do you think that person does that?

Students should give logical response such as the uncle takes them to the game because he wants them to have fun.

7. **Summarize** the passage in 3 sentences. Tell what is most important.
Summary should include statements that lead up to the main idea.
The uncle takes two children to a baseball game, where they have a good time.
They learn that it doesn't matter if you win or lose the game.
He explains that loyalty is very important.

8. **Infer the message or theme:** What does the writer want you understand because you read the story?

Being loyal is important.

Why do you think that is the message or theme?

Students should explain that the uncle says that and that Maria also says it.
Students may explain that the things the uncle does show it.
Students may explain that the Cubs themselves show loyalty during the game.

My first baseball game was exciting. My uncle came to take my sister and me to it on a sunny Saturday. He drove all the way from Indiana to get us, and when we saw his car pull up we ran outside. Then we took the train to the ballpark because he said it would be hard to find a parking space there, so he didn't drive there.

He was right about that, when we got there it was so crowded. We had tickets that were for seats far back, and it seemed like I climbed about 300 steps to get to them. But when we got there and I turned around I could see everything. I saw the whole field. It was much better than watching it on TV.

Then the game started, and everyone cheered. The man next to me said, "This is going to be the year! They are playing really well."

My uncle said to him, "Let's hope this is the one." But then he whispered to us, "Jerome and Maria, we'll have to wait and see. Remember last year? They started out well and then they lost at the end. So let's hope for the best."

"Hey, Hey, Hey!" Maria shouted. The Cub batter hit a ball far to the wall.

Just then I heard "Hot dogs!" "Peanuts!" I looked and saw a man with a big tray hanging from his shoulders full of hotdogs bags of peanuts.

"Three hot dogs," my uncle shouted. Then he gave the man next to us $6. He passed it to the man with the hot dogs, who passed three delicious hot dogs back to us.

"This is great," I said to my uncle.

"Not so great," he said. "We just struck out."

While I had been watching the hot dogs, the team had struck out.

It went on that way for the rest of the game. We had great food--we got peanuts and even got another hot dog. The Cubs kept losing and we kept hoping. We'd all hope every time a batter came to bat. One by one they struck out. Still, we were having a good time. Then the game ended, and the score was 7 to 0. The Cubs never got a run.

"Tomorrow, they'll win," the man next to us said. "Right!" My uncle agreed. "The pitcher tomorrow is really good."

When we were on the way home, I asked my uncle, "Why was everyone so sure they will win next time?"

"That's what it means to be a Cubs fan. We believe in tomorrow. We are loyal fans. When they win, it's the best, but if they lose, we still hope. Every year, we hope. Every game we hope.   That's loyalty. It's about supporting your team no matter what. Cubs fans are loyal. And it's about having fun as a family. Did you have fun being together today?"

Maria said, "Thank you the game and the lesson. I see what you mean. Even when they lose, they are like a family, they stick together. Thank you for being loyal to our family. We'll all stick together win or lose."

Comprehensive Fiction Assessment

This assessment can be used with any story. It emphasizes CCSSR1, Read Closely, then make logical inferences with evidence, and CCSSR2, Determine theme and summarize supporting details and ideas.

1. **Identify Sequence:**

What happened at the end? _____

2. I**nfer Character Traits:**

What does trait mean? _____

Name one character in the story. _____

What is one trait you infer that character has? _____

Evidence: Explain why you think that.

_____

_____

9.   **Identify Action:** What is something that character does?

_____

Infer Motive: Why do you think that character does that?

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10. **Summarize** the passage in 3 sentences. Tell what is most important.

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11. **Infer the message or theme:** What does the writer want you understand because you read the story?

_____

Why do you think that is the message or theme?

_____

_____

Comprehensive Fiction Assessment   answer key   grades 5-6

This assessment can be used with any story. It emphasizes CCSSR1, Read Closely, then make logical inferences with evidence, and CCSSR2, Determine theme and summarize supporting details and ideas.

1. **Identify Sequence:**
What happened at the end?
Students should answer: Maria thanks her uncle or Maria promises her uncle that she will be loyal.

2. I**nfer Character Traits:**
What does trait mean?
Response should explain that a trait is a way a person is
Name one person the story.
What is one trait you infer that person has?
Possible responses:
The uncle: caring; hopeful
Evidence: he takes them to the game; he explains things to them; he tells them that it doesn't matter when the team loses.

Jerome: fun-loving
Evidence: He enjoys everything.

Maria: thoughtful
She learns from her uncle's ideas

12. **Identify Action:** What is something that person does?
Student should identify an action by any of the characters.

Infer Motive: Why do you think that person does that?

Students should give logical response such as the uncle takes them to the game because he wants them to have fun.

13. **Summarize** the passage in 3 sentences. Tell what is most important.
Summary should include statements that lead up to the main idea.
The uncle takes two children to a baseball game, where they have a good time.
They learn that it doesn't matter if you win or lose the game.
He explains that loyalty is very important.

14. **Infer the message or theme:** What does the writer want you understand because you read the story?

Being loyal is important.

Why do you think that is the message or theme?

Students should explain that the uncle says that and that Maria also says it.
Students may explain that the things the uncle does show it.
Students may explain that the Cubs themselves show loyalty during the game.

I remember everything about my first Cubs game, although it was two years ago. My uncle came to take my sister and me to it on a Saturday in spring, a bright sunny day. He drove a great distance from Indiana to Chicago, but we did not travel in his car to Wrigley Field. We traveled by train to the ballpark because he said traffic would be challenging.

He was right about how crowded it would be; in fact when we arrived it was so crowded that it was difficult to walk from the train. I was only 10, not very tall at all, so it was hard to see over all the people who crowded the sidewalk. Finally we got to the entrance, and then we went to our seats after we handed in our tickets. We had tickets that were for seats far back, and it seemed like I climbed about 300 steps to get to them. When we got there I realized that even though we were at the upper level, I could see everything clearly, the entire field, this expansive view was much better than watching it on TV.

Then the game started, and everyone cheered when the Cubs took the field. This really was going to be a great experience, so much better than watching it on TV. The man next to me said, "This is going to be the year. They are playing really well."

My uncle said to him, "Let's hope this is the one." But then he whispered to me, "I think he is over-confident, we'll have to wait and see. I am optimistic but remember last year? They started the season winning and then they had a long losing streak."

"Hey, Hey, Hey!" The Cub batter hit a ball that sizzled all the way to the wall.

Just then I heard "Hot dogs!" "Peanuts!" I looked and saw a vendor with a big tray hanging from his shoulders full of hot dogs in plastic wrap and bags of peanuts.

"Three hot dogs," my uncle shouted, and he gave the man next to us $6 to pass along down to the man with the hot dogs. He sent back three steaming hot dogs with condiments.

"This is great," I said to my uncle as I started to munch on my hot dog.

"Not so great, Jerome," he said. "We just struck out, this inning is not a winning one."

While I had been watching the hot dogs, the batter had misjudged the pitches and swung at them. "Baseball is a game of predicting," my uncle said. "The batter has to predict what the trajectory of the ball will be and determine if it will be a good one to swing at or if it's going to be a mistake. There's no certainty, it's a guess; the batter has seconds to make that decision."

It continued that way for the rest of the game, with us enjoying the food, and my uncle saying "maybe next time" each time a player misjudged the pitch and returned to the bench. We purchased peanuts, we even got another hot dog, and I believe I had never eaten such delicious hot dogs. We'd hope every time a batter started out, and then were disappointed as one by one they struck out and retired back to the bench. Still, it was a remarkably pleasant day with great food, fine weather, and special time with my uncle. The final score was 7 to 0, so in conclusion it was nine innings of hoping and then losing, so we were disappointed about the result but delighted in the food and fascinated with the way each batter attempted to get a hit. "Those batters really are determined. They never give up," my sister said. "And they all help each other. When they missed, they went back to their team and everyone told them it would be ok next time."

"Tomorrow, they'll win, I'm certain!" one person exclaimed. "Definitely," another replied. "The pitcher tomorrow is outstanding, they'll reverse course then."

When we were returning, I asked my uncle, "Why was everyone so optimistic when the score was 0 today—how can they predict a winning performance tomorrow?"

"That's what it means to be a Cubs fan: we believe in tomorrow. When they win, it's the best, and if they lose we expect it will get better, even though experience may tell us it won't. Every year, we hope; every game we hope, and we don't abandon hope, that's loyalty. It's about supporting your team no matter what; Cubs fans are loyal."

Maria said, "I see what you mean. Even when they struck out, they stuck together. They're like a big family. Thanks for taking us, and thanks for being loyal to our family."

Comprehensive Fiction Assessment

This assessment can be used with any story. It emphasizes CCSSR1, Read Closely, then make logical inferences with evidence, and CCSSR2, Determine theme and summarize supporting details and ideas.

1. **Identify Sequence:**

What happened at the end? _____

2. I**nfer Character Traits:**

What does trait mean? _____

Name one character in the story. _____

What is one trait you infer that character has? _____

Evidence: Explain why you think that.

_____

_____

15. Identify Action: What is something that character does?

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Infer Motive: Why do you think that character does that?

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16. **Summarize** the passage in 3 sentences. Tell what is most important.

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17. **Infer the message or theme:** What does the writer want you understand because you read the story?

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Why do you think that is the message or theme?

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Comprehensive Fiction Assessment   answer key grades 7-8

This assessment can be used with any story. It emphasizes CCSSR1, Read Closely, then make logical inferences with evidence, and CCSSR2, Determine theme and summarize supporting details and ideas.

1. **Identify Sequence:**
What happened at the end?
Students should answer: Felicia thanks her uncle or Felicia promises her uncle that she will be loyal.

2. I**nfer Character Traits:**
What does trait mean?
Response should explain that a trait is a way a person is
Name one person the story.
What is one trait you infer that person has?
Possible responses:
The uncle: caring or hopeful
Evidence: he takes them to the game; he explains things to them; he tells them that it doesn't matter when the team loses.

Jerome: fun-loving
Evidence: He enjoys everything.

Maria: thoughtful
She learns from the experience, she doesn't just have a good time, she pays attention to her uncle's ideas

18. **Identify Action:** What is something that person does?
Student should identify an action by any of the characters.

Infer Motive: Why do you think that person does that?

Students should give logical response such as the uncle drives a long way to takes them to the game because he cares about them and wants them to be happy.

19. **Summarize** the passage in 3 sentences. Tell what is most important.
Summary should include statements that lead up to the main idea.
The uncle takes two children to a baseball game, where they have a good time.
They learn that it doesn't matter if you win or lose the game.
He explains that loyalty is very important.

20. **Infer the message or theme:** What does the writer want you understand because you read the story?

Being loyal is important.

Why do you think that is the message or theme?

Students should explain that the uncle says that and that Felicia also says it.
Students may explain that the things the uncle does show it.
Students may explain that the Cubs themselves show loyalty during the game.