The following materials are designed to help plan challenging instruction, determine student learning progress, and increase that progress through formative assessment and forward feedback.

Levels of Thinking
The products that students make will demonstrate their competence at the level.

Math requires clear thinking

How will you respond to student learning needs?

Forward Feedback

Set Reading Targets; Structure Assessments

Polk Bros Foundation Center for Urban Education
http://teacher.depaul.edu
### Bloom’s Taxonomy Applied: Connected Actions and Products

Math, Reading, Science: It’s all about Thinking. Student products should show their thinking.

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>Actions</th>
<th>Products</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>define, describe, duplicate, label, locate, list, memorize, recall, repeat, reproduce, state</td>
<td>glossary, list</td>
</tr>
<tr>
<td>Comprehension</td>
<td>classify, collect, describe, explain, identify, illustrate, paraphrase, recognize, report, restate, translate</td>
<td>chart, drawing, sequence chart, timeline</td>
</tr>
<tr>
<td>Application</td>
<td>adapt, change, choose, demonstrate, employ, illustrate, interpret, operate, schedule, sketch, solve, use</td>
<td>illustration, model, report</td>
</tr>
<tr>
<td>Analysis</td>
<td>categorize, compare, contrast, differentiate, discriminate, distinguish, examine, experiment, predict, organize, question, select</td>
<td>diagram, flowchart, presentation, report</td>
</tr>
<tr>
<td>Evaluation</td>
<td>appraise, argue, criticize, defend, evaluate, judge, rank, select, sort, support, value</td>
<td>editorial, rating, report, speech</td>
</tr>
<tr>
<td>Synthesis</td>
<td>combine, connect, integrate, relate</td>
<td>artwork, article, booklet, exhibit, poem, report, speech, story</td>
</tr>
<tr>
<td>Creativity</td>
<td>assemble, construct, create, design, develop, dramatize, formulate, invent</td>
<td>artwork, booklet, exhibit, poem, report, speech, story</td>
</tr>
</tbody>
</table>

*New category added in the 1990s—seems to be a level of synthesis.*
THINK CLEARLY
Based on Bloom’s Taxonomy

GET IT  Find or remember stated/presented knowledge.
Knowledge may include information, processes, and principles.

❖ When?
❖ Where?
❖ What?
❖ Who?
❖ Define _________.
❖ List the _________.

MAKE IT CLEAR  Make sure you really comprehend.

❖ Collect _________.
❖ Sequence the parts.
❖ Describe _____.
❖ Classify _________.
❖ Summarize it.
❖ Draw it.

APPLY IT  Use your knowledge.

❖ Explain how __ works.
❖ What rule do you use to_? 
❖ How do you _____?
❖ What do you need to know to do this?
❖ Use what you know to solve this problem or answer this question.

ANALYZE IT

❖ Give examples.
❖ List opposites.
❖ How are they different?
❖ How are they alike?
❖ What do you need to know to do this?
❖ Use what you know to solve this problem or answer this question.

AFTER YOU ANALYZE, INFER BASED ON YOUR ANALYSIS.

❖ Predict.
❖ What is the main idea?
❖ What does this word mean in this context?
❖ Why does __ do ___?
❖ What might have caused ___?
❖ Who might have said ___?
❖ Why did the writer include _____?
❖ What is a good title?
❖ What is missing?
❖ What is the author’s point of view?
❖ What is your hypothesis?

THINK IT THROUGH: Evaluate

❖ What are the most important facts?
❖ Select the strongest evidence.
❖ Which is the best answer? Why?
❖ Give and justify your position on ___.
❖ Why do you make this choice?
❖ How would you improve this?

GET IT TOGETHER: Synthesize

Constructed Response: Based on the text, what is the answer to this BIG question?

Extended Response: Based on the text and your experience, what is your answer to this challenging question?

Construct or Create YOUR OWN: artwork, booklet, exhibit, poem, report, story
Math requires clear thinking.

I can solve a word problem strategically!
Common Core Math Practice Standard 1: Make sense of problems and persevere in solving them.

Note to Teachers: This organizer is designed to guide a student. It also is an instant assessment. If students cannot complete steps 1, 2, or 3, the teacher learns what the kinds of help the student needs to comprehend a word problem and decide which strategies and skills to use.

<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>
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<tr>
<td>How will I solve it?</td>
<td></td>
</tr>
</tbody>
</table>

Your teacher will tell you how to take the next step. You may complete it by yourself or…

*pair and share*—work together with another student to solve it

or

*pair to compare*—solve it yourself then compare your work with another student’s
How will you RESPOND to Increase Student Learning?
Danielson Domain 3d Using Assessment in Instruction
3e responsiveness—response to student needs—intervention and enrichment

<table>
<thead>
<tr>
<th>PRIORITY</th>
<th>RESPONSES: Ways to help students who need support.</th>
</tr>
</thead>
<tbody>
<tr>
<td>How to read</td>
<td>___students “peer coach”                                                                                             ___student explains the reading in own words paragraph by paragraph                                                                                         ___student draws pictures to show the situation                                                                                             ___multiple choice questions with just 2 responses, then expand to 3 and 4                                                                 ___students complete graphic organizer</td>
</tr>
<tr>
<td>How to solve a math problem</td>
<td>___students “peer coach”                                                                                             ___student writes guide to solving problems                                                                                                           ___student corrects a problem solving example                                                                                               ___students work in pairs                                                                                                  ___students solve problem and explain how                                                                                     ___students write guide to solving problems                                                                                     ___students complete “math path”                                                                                               ___students design and play math game designed to increase knowledge of math facts</td>
</tr>
<tr>
<td>How to write</td>
<td>___focus on one element of writing at a time                                                                             ___students co-write                                                                                                                                  ___class/group makes outline, then students write based on that outline                                                                   ___students write a “how to” writing guide                                                                                                                                                  ___students use writing “scaffold”                                                                                               ___students write guide to writing                                                                                                                                                         ___students correct writing with errors, editing that, THEN editing their own</td>
</tr>
<tr>
<td>Content Area learning</td>
<td>___students complete graphic organizer                                                                                         ___students write based on graphic organizer                                                                                                           ___students illustrate paragraph by paragraph                                                                                              ___students outline a passage                                                                                                                                                                     ___students find information to support a position or conclusion                                                                                                                             ___students collaborate to write a booklet about the topic</td>
</tr>
</tbody>
</table>

Enrichment: What challenge will you add?
Forward Feedback

**Specific feedback that:**
✓ Identifies strengths
✓ Guides students to take the next step

**Enables students to:**
✓ Feel positive
✓ Improve their work
✓ Clarify their thinking
✓ Go farther!

+ This part is clear and correct.
  ➢ Read the passage again to check this part.

+ Your answer is close.
  ➢ List the steps you took to get it—figure out how you should change it.

+ Your chart includes correct information.
  ➢ Go farther—write a summary of what your chart shows.

+ You started the extended response with a clear beginning.
  ➢ Add more information from the passage that supports your answer.

+ You have written a complete summary—all the important parts.
  ➢ EXCEED! Write directions for another student—explain how to summarize a story.
Set your targets and identify assessment “scaffolds” that will enable you to identify students’ status so you can respond with forward feedback.
CLOSE READING REQUIRES SKILLS AND STRATEGIES

Which of these kinds of thinking do your students need to strengthen?

<table>
<thead>
<tr>
<th>Priority</th>
<th>Skills Needed for Non-Fiction</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Skim</td>
</tr>
<tr>
<td></td>
<td>Scan</td>
</tr>
<tr>
<td></td>
<td>Re-read to locate information</td>
</tr>
<tr>
<td></td>
<td>Interpret Instructions</td>
</tr>
<tr>
<td></td>
<td>Compare and contrast</td>
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<tr>
<td></td>
<td>Sequence</td>
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<tr>
<td></td>
<td>Contrast fact and opinion</td>
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<tr>
<td></td>
<td>Summarize</td>
</tr>
<tr>
<td></td>
<td>Use context to infer the meaning of a word</td>
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<tr>
<td></td>
<td>Infer main idea and identify supporting details</td>
</tr>
<tr>
<td></td>
<td>Determine author’s purpose</td>
</tr>
<tr>
<td></td>
<td>Use information in illustrations to understand a passage</td>
</tr>
<tr>
<td></td>
<td>Determine the purpose of features of text</td>
</tr>
<tr>
<td></td>
<td>Draw conclusions and support them with evidence</td>
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<tr>
<td></td>
<td>Organize and write constructed response</td>
</tr>
<tr>
<td></td>
<td>Organize and write extended response</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Priority</th>
<th>Skills needed for Fiction or Poetry</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Draw conclusions and support them with evidence</td>
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<tr>
<td></td>
<td>Re-read to interpret a story or poem</td>
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<td></td>
<td>Analyze problem-solution</td>
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<td></td>
<td>Analyze author’s design—tone, mood, structure</td>
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<td></td>
<td>Explain how author’s choice of words appeals to the senses, creates imagery, suggests mood, sets tone</td>
</tr>
<tr>
<td></td>
<td>Use context to infer the meaning of a word</td>
</tr>
<tr>
<td></td>
<td>Identify elements of fiction: plot, characters, setting</td>
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<tr>
<td></td>
<td>Explain how literary devices—imagery, metaphor, dialogue—contribute to the meaning of a selection</td>
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<tr>
<td></td>
<td>Identify and interpret figurative language</td>
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<td></td>
<td>Analyze characterization/infer character traits</td>
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<tr>
<td></td>
<td>Recognize kind of text: fable, folk tale, legend, myth, fairy tale</td>
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<tr>
<td></td>
<td>Infer motive, cause-effect relations</td>
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<tr>
<td></td>
<td>Infer prediction—identify probable outcomes, actions</td>
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<tr>
<td></td>
<td>Infer the author’s message or theme</td>
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<tr>
<td></td>
<td>Organize and write constructed response</td>
</tr>
<tr>
<td></td>
<td>Organize and write extended response</td>
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</tbody>
</table>
Common Questions
These questions can be used to assess students’ comprehension of texts. The following pages include guides that also can be used to assess specific kinds of reading processes.

You can use these questions to assess students’ reading of any story.

Plot Structure
What was the most important event?
Why?

Cause-effect
What was an important choice someone made?
What happened because of that choice?

Author’s Techniques
How did the writer help you understand what the characters are like?

Theme or Message
What message or idea did the writer want you to understand by reading the story?

You can use these questions to assess students’ reading of any nonfiction passage.

Important Information
What is the most important information in the first paragraph?
Why do you think it is important?

Supporting Ideas
List the topics of the paragraphs.

Main Idea
What is the main idea of the selection?
Why do you think that is the main idea?

Structure of the Text
How does the writer end the passage?
How does that ending help you understand what the writer wanted you to understand?
I CAN COMPREHEND A STORY: SEQUENCE

ANCHOR STANDARD: 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.

Draw pictures to show what happened. Number each box to tell the sequence. Put the page number on which you found the events.

EXCEED  On another page retell the story your way. Add details. Add dialogue.
I Can Comprehend A Paragraph or Page

CCSSRI1.2. Identify the main topic and retell key details of a text.

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 __________________________________________________________

____________________________________________________

____________________________________________________

____________________________________________________
Story Illustrator:
I can comprehend a story and infer the message.

CCRL2.3 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

Draw three persons who are in it. Show their traits by the details you put in the pictures.

INFER: What is the message or lesson of the story?

Why do you think that is the message the writer wants you to understand?
I can identify relevant information to answer a BIG question.

CCSS Anchor Reading Standard 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.

**Topic:** ____________________________________________________

**BIG question about it:** _______________________________________

What I will read: ________________________________________________

*List information from the text to answer the question.*

<table>
<thead>
<tr>
<th>Information</th>
<th>Page #</th>
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</tbody>
</table>

Write your answer to the BIG question. Support your conclusion with information from your list. Either use quotation marks if you use a statement from the text or paraphrase it—write the information in your own words.
I Got It—here is my clear summary.

CCSSR2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Topic: ________________________________________________

Important Words:

<table>
<thead>
<tr>
<th>Word</th>
<th>What it Means</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

Important Facts:

<table>
<thead>
<tr>
<th>Important Facts</th>
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<tbody>
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</table>

My Summary:
On another page, write and draw to tell and show what’s important.
ASSESS LITERATURE READING ABILITIES

Title of the Story: ____________________________________________________________

2. CCSSR1 Identify Sequence: What was the first event?
   ________________________________________________________________

3. CCSSR1 Infer Character Traits: Name one character.________________________

   What does trait mean?_______________________________________________

   What is one trait you infer that character has? __________________________

   Give evidence: Explain why you think that character has that character trait?
   ____________________________________________________________________

4. CCSSR1 Identify Action: What is something that character does?
   ____________________________________________________________________

   Infer Motive: Why do you think that character does that—what is the reason?
   ____________________________________________________________________

5. CCSSR2 Summarize the story. Write your summary on these lines.
   ____________________________________________________________________
   ____________________________________________________________________
   ____________________________________________________________________
   ____________________________________________________________________
   ____________________________________________________________________

6. CCSSR2 Infer the theme or moral: What is the theme of the story?
   ____________________________________________________________________

   Why do you think that is the theme or moral?
**Make Inferences with Evidence**

These questions can be asked about any story, history, or current event. CCSS Anchor Reading Standard 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.

<table>
<thead>
<tr>
<th>INERENCE</th>
<th>QUESTION</th>
<th>ANSWER</th>
<th>EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infer from context</td>
<td>What does __________ mean?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Infer feelings</td>
<td>How do you think __________ felt about __________</td>
<td></td>
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</tr>
<tr>
<td>Infer traits</td>
<td>What is a trait of __________?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Infer motive</td>
<td>Why did __________ do this— __________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Infer cause-effect relations</td>
<td>What caused __________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Infer predictions</td>
<td>What do you think happened next?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Infer the main idea</td>
<td>What is the main idea of the passage?</td>
<td>Underline parts of the passage that give you that idea.</td>
<td></td>
</tr>
</tbody>
</table>
COMPREHENSIVE ASSESSMENT: Non-Fiction
I can identify the topic, main idea, purpose, opinion, and summarize a nonfiction passage

1. **What is the topic?** ____________________________________________
   *The topic is not the title.* What is the topic that the passage explains?

2. **Infer the main idea of a paragraph:** What is the main idea of the first paragraph?

3. **Infer the purpose:** What is the purpose of the passage? Why did the writer write it?

   **Explain:** *How do you know that is the purpose?*

4. **Classify Fact and Opinion:** What is an opinion in the passage?

   **Explain:** *How do you know it is an opinion?*

5. **Infer the main idea of a passage.** What is the main idea of the whole passage?

   Support your answer. Explain why you think that is the main idea?

**Exceed:** Make up a multiple-choice quiz about the topic. Ask **challenging** questions.
COMPREHENSIVE HISTORY READING ASSESSMENT
Sequence; Infer with evidence; Summarize; Draw Conclusions (CCSSR 1, 2)
Answer with Evidence

IDENTIFY SEQUENCE  *(This is a Check-In Question—are you on the page?)*
1. What happened first? _________________________________________________
   In which paragraph did you find that information? _______________________

INFER Character Traits
Choose one person from the history. _________________________________
What is one of that person’s character traits? ______________________________

SUPPORT YOUR INFERENCE  Why do you infer that?

INFER Motive
3. What is an action that person took? _________________________________
   What was the person’s motive? _________________________________

SUPPORT YOUR INFERENCE  Why do you infer that?

Infer Cause-Effect Relations
4. What happened because of that action?

Why do you think that is an effect? _______________________________________

SUMMARIZE  *(This is a Check-Out question—did you comprehend the passage?)*
Write a three-sentence summary of what happened. Tell the main idea. Use evidence from the history to support your conclusion.

DRAW CONCLUSIONS—may be constructed response or extended response.
What is a lesson people can learn from this history? Explain why you think that is an important lesson.
ORGANIZE, THEN WRITE

CCSS Anchor Reading Standard 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.

Organize to analyze; analyze to support your inferences. Then write to explain your thinking.

**Classify to Clarify**

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

Summarize what your chart shows.

**Compare and Contrast**

Explain the important differences.

**Sequence Important Events**

Analyze Causes

cause → effect

cause → Infer Effects

Explain the direct causes and indirect causes.

Explain the direct effects and indirect effects.

**Organize Information**

Summarize the important information about the topic.

Explain how you decided which information is important?

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Graphic Organizer Assessment Rubric

Usually a graphic organizer is part of a process, it is a way to organize information, an intermediate step to making a presentation or writing about a topic or situation. It may be a “pre-writer” that students use to organize their writing. So students should meet the following criteria when making a graphic organizer:

✔ Is it complete?
✔ Is it correct?
✔ Is it clear?

The following rubric is designed for use if the graphic organizer is the final assignment. Otherwise, it can be used as a checklist for making sure that the organization is complete and useful as students base their next steps—writing or presenting—on the information they have organized.

Recommended: Students can exceed if they revise their responses to meet the level 4 requirements.

SHOW CLEAR THINKING

<table>
<thead>
<tr>
<th>Rating</th>
<th>Requirements</th>
</tr>
</thead>
</table>
| 4      | □ Provides information for each part of the organizer  
        | □ All information is correct  
        | □ Gives organizer a title (if it does not have one)  
        | □ Writes about the organizer—an explanation, summary, or application of what the organizer presents (complexity varies with grade level—from sentence through extended response)  
        | □ Cites the source of the information (grades 5-8) |
| 3      | □ Provides information for each part of the organizer  
        | □ All information is correct |
| 2      | □ Provides information for most parts of the organizer  
        | □ Most information is correct |
| 1      | □ Provides information for part of the organizer  
        | □ Some information is correct |