

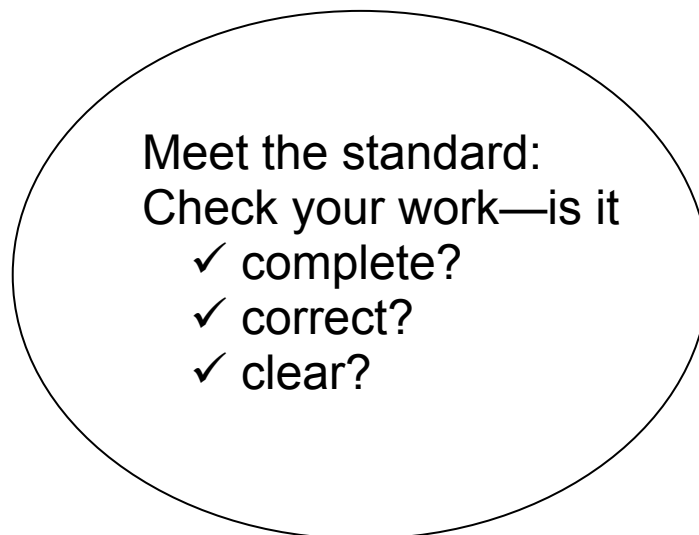
ASSESSMENT TOOLS

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.



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.

Math and Reading Benchmark tests October 19 – 23 January 11 – 15 May 10 – 14	Writing Tests October 19 – 23 January 11 – 15 *March 22 – 26 (grade 8 only) May 10 – 14
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This section includes tools you can use to assess each week.

ASSESS FORMATIVELY

Example of a format to assess responsively

<i>Learning Goal</i>	<i>Ways to Assess it</i>	<i>Ways to help students who need support.</i>
<i>How to read</i>	<p>___ multiple choice questions</p> <p>___ short-answer constructed response</p> <p>___ Students complete graphic organizers</p>	<p>___ students “peer coach”</p> <p>___ student explains the reading in own words</p> <p>___ student draws pictures to show what the reading means</p>
<i>How to solve a math problem</i>	<p>___ students solve problem</p> <p>___ students write guide to solving problems</p> <p>___ Students complete “math path”</p>	<p>___ students “peer coach”</p> <p>___ student writes guide to solving problems</p> <p>___ student corrects a problem solving example</p> <p>___ student completes a “step by step” problem solving chart.</p>
<i>How to write</i>	<p>___ students write effectively</p> <p>___ students write guide to writing</p> <p>___ students correct writing with errors</p>	<p>___ students “peer coach”</p> <p>___ students write a “how to” writing guide</p> <p>___ students use writing “scaffold”—a graphic organizer that structures their writing</p>
<i>Content Area Concepts</i>	<p>___ students give examples of ideas</p> <p>___ students match concepts and information</p> <p>___ students complete graphic organizers</p>	<p>___ students “peer coach”</p> <p>___ students make glossaries</p> <p>___ students make exhibit to clarify an idea</p> <p>___ students co-author booklets on topics</p>

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.

Make Math Progress

The following advice is from the Illinois State Board of Education. You will find it and much more on the ISBE website, ISBE.net

- √ Be familiar with the Illinois Learning Standards and the Assessment Frameworks
- √ Integrate test-taking skills into regular instruction
- √ Be familiar with and practice different test items with students
- √ Create a positive atmosphere for testing

Extended-Response in the Classroom: Ideas to help teachers help students

1. Explain and display the “student-friendly” version of the scoring rubric
2. Discuss “What you did” and Why you did it” for multiple-choice items, too.
3. Discuss and display a variety of student work in the classroom
4. Aim for the 4 on the rubric.
5. Use a T-chart to help guide explanations—this helps some students to remember to explain what they did and why they did it.
6. Use previous ISAT tasks from the sample books. (All are available online.)
7. Write about math in a journal.
8. Practice! Practice! Practice!

Mathematics Content Category Table

Grade	3	4	5	6	7	8
State Goal 6 – Number Sense	35%	35%	30%	25%	25%	20%
Standard 6A Representations and Ordering	15%	15%	10%	5%	5%	5%
Standards 6B, 6C Computation, Operations, Estimation, and Properties	20%	20%	15%	15%	15%	10%
Standard 6D Ratios, Proportions, Percents	0%	0%	5%	5%	5%	5%
State Goal 7 – Measurement	20%	20%	15%	15%	15%	15%
Standards 7A, 7B, 7C Units, Tools, Estimation, and Applications	20%	20%	15%	15%	15%	15%
State Goal 8 – Algebra	10%	10%	20%	25%	25%	30%
Standard 8A Representations, Patterns, and Expressions	5%	5%	8%	10%	10%	10%
Standard 8B Connections Using Tables, Graphs, and Symbols	0%	2%	5%	7%	7%	10%
Standards 8C, 8D Writing, Interpreting, and Solving Equations	5%	3%	7%	8%	8%	10%
State Goal 9 – Geometry	20%	20%	20%	20%	20%	20%
Standard 9A Properties of Single Figures and Coordinate Geometry	15%	15%	10%	10%	10%	10%
Standard 9B Relationships Between and Among Multiple Figures	5%	5%	10%	10%	10%	10%
Standard 9C Justifications of Conjectures and Conclusions	<i>This standard is not assessed in isolation. Rather, its essence is assessed indirectly through problems that require this type of thinking.</i>					
Standard 9D Trigonometry	<i>This standard is not assessed on state assessment until grade 11.</i>					
State Goal 10 – Data Analysis, Statistics, and Probability	15%	15%	15%	15%	15%	15%
Standards 10A, 10B Data Analysis and Statistics	10%	10%	10%	10%	8%	8%
Standard 10C Probability	5%	5%	5%	5%	7%	7%
Total	100%	100%	100%	100%	100%	100%

Illinois Mathematics Assessment Framework for Grades 3–8 ISBE.net

MATH VOCABULARY

At each of these grade cycles, the following terms should be part of the students' working vocabularies. Source of the lists of words: ISBE. For more math resources from ISBE, go to ISBE.net.

By Third Grade

12 inches = 1 foot 12 months = 1 year 2-dimensional 3 feet = 1 yard 365 days = 1 year 366 days = 1 leap year 3-dimensional 52 weeks = 1 year 7 days = 1 week a.m. abbreviations for days and months about above addends addition (+) angle area average bar graph below between capacity cardinal numbers centimeter (cm) cents (50¢ or \$0.50) chance/chances change chart circle circle graph cone congruent coordinates corner cube cup	cylinder decimal diameter difference digit distance divisible division (+, /, fraction bar) dollars (\$) dozen drawn to scale edge/edges equal equation estimate/estimation even/even number face/faces factor farthest figure flips folded foot/feet (ft) fraction gallon gram (g) graph greater greatest grid group height hexagon histogram horizontal hour	hundred impossible inch (in.) is equal to (=) kilogram (kg) is greater than (>) is less than (<) is not equal to (≠) kilometer (km) label least least likely length less than likely line line graph line of symmetry line segment long mass measure measurement meter (m) metric mile (mi) milligram (mg) milliliter (mL) millimeter (mm) minus month more than most most likely multiply/multiplication (X) nickel	non-standard unit number cube number line number pair number pattern number sentence octagon odd/odd number operation order ordered pair (x, y) ordinal numbers ounce (oz) p.m. pair parallel parallelogram pattern pentagon perimeter pictograph pie graph pint place value plane figure plus point polygon possible pound (lb and #) prediction prism probability probable probably problem solving	product pyramid quadrilateral quart quarter quotient radius/radii ray reasonable rectangle rectangular prism rectangular pyramid represents results rhombus right angle round down round up same scale scale of numbers second segment set shape side/sides similar single size solid figure solve spent sphere spinner square square centimeters square pyramid	standard unit steps subtraction (-) sum survey symbol symmetry/symmetrical table tally tally chart temperature thousand time ton total trapezoid triangle triangular prism triangular pyramid true turns twice unit unknown unlikely value variable Venn diagram vertex/vertices vertical volume week (wk) weight wide width yard (yd)
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By Fifth Grade

acute angle	least common multiple
angle	liter (L)
approximately	lowest terms
arc	mean (arithmetic average)
base	median
bisect	midpoint
characteristic	miles per hour (mph)
chord	mode
circumference	multiple
column	multiply/multiplication (* or •)
combination	nonagon
composite number	<i>n</i> th term
congruent symbols in	obtuse angle
coordinate graph	order of operations
correspond	per
cubic units (3)	percent (%)
data	perpendicular
decimeter	pint (pt)
degrees (°)	polygons
degrees Celsius (°C)	portion
degrees Fahrenheit (°F)	prime number
diagonals	proportion
diagram	quart (qt)
dimensions	quotient
dividend	random
divisor	range
elapsed time	ratio (":" or "to")
equilateral triangle	reflections
exactly	regular polygon
expression	right angle symbol
gallon (gal)	right triangle
greatest common factor	rotations
heptagon	row
intersect	scale drawing
intersecting lines	scalene triangle
irregular polygon	sequence
is approximately equal to (≈)	slides
is congruent to (≅)	square units (2)
is parallel to ()	stem-and-leaf plot
is perpendicular to (⊥)	time zone
is similar to (~)	ton (t)
isosceles triangle	triangle (Δ)
	value of

By Eighth Grade

adjacent	measure of angle
alternate exterior angles	minimum
alternate interior angles	odds
altitude	permutation
approximate	principle
ascend/ascending order	proportionally
axes	Pythagorean
commission	Theorem
complementary	quadrants
compound inequality	radical
consecutive	random
convert	rate
corresponding angles	real number
decagon	satisfy
descend/descending order	scattergram
discount	semi-circle
distinct	sequence
divisibility	simple interest
domain	skew
down payment	square root
earns	supplementary
factorial	surface area
foot (ft or ')	transversal
function	vertical angles
fundamental counting	x-axis
girth	y-axis
hypotenuse	
inch (in. or ")	
independent	
inequality	
is greater than or equal to (≥)	
is less than or equal to (≤)	
maximum	

Activity Projects to Make these Words Working Vocabularies

Students can sort these words into categories such as "operations" words and "size and shape" words. They also can use them as a check-list for their own math glossaries. Vocabulary from these lists should be included in explanations and in multiple choice and open-ended questions that students construct and take so they become confident math readers and writers. The words are cumulative, so students at upper grades should have a working knowledge of all the words on the tables. Students needing more assistance in learning these terms should learn them in context not as isolated words. Therefore, they should use them in sentences they write to explain what they mean with math examples they find or create.

MATH WORDS

The following words are part of ISAT sample questions requiring students to know these parts of mathematics.

To help students comprehend them, students can:

- √ *Make a math term glossary*
- √ *Write about math using some of these words*
- √ *Make up questions using these words*

acute angle (5)	angle (5)	approximate (7)
approximately (7)	area (4)	bar graph (6)
centimeter (3)	characteristic (4)	chart (3)
circle graph (6)	circumference (8)	cone (3)
congruent (3)	consecutive (8)	coordinate (5)
cube (3)	cubed (4)	cubic (4)
cylinder (4)	cylindrical (8)	data (3)
data point (8)	diameter (7)	digit (3)
dimension (5)	dimensional (5)	equal (3)
equality (4)	equivalency (4)	equivalent (4)
expression (4)	figure (3)	fraction (4)
fractional (4)	grid (4)	hexagon (3)
incongruent (3)	inequality (6)	input (5)
integer (8)	intersect (5)	intersection (5)
likelihood (3)	likely (3)	line segment (4)
maximum (6)	mean (5)	median (6)
milliliter (8)	minimum (6)	mode (3)
negative (8)	number line (3)	number sentence (4)
obtuse angle (5)	output (5)	parallel (6)
parallelogram (7)	pattern (3)	pentagon (4)
perimeter (3)	perpendicular (6)	pi (7)
pictograph (3)	place value (4)	plane (7)
plot (5)	point (3)	polygon (7)
positive (8)	prism (3)	probability (4)
probable (4)	Pythagorean formula (7)	quadrilateral (8)
random (6)	randomly (6)	range (6)
ratio (5)	rational (5)	rectangle (3)
rectangular (3)	rectangular prism (4)	rectangular pyramid (5)
repeat (3)	repeating (3)	right angle (5)
right triangle (7)	scale (5)	scatter plot (7)
sector (8)	segment (4)	slope (8)
solve (3)	square (4)	square pyramid (7)
squared (4)	surface area (8)	survey (4)
symmetrical (4)	symmetry (4)	table (6)
tally (3)	trapezoid (4)	triangle (4)
triangular (4)	triangular prism (4)	triangular pyramid (5)
value (4)	Venn diagram (4)	vertex (3)
vertices (4)	volume (3)	x-axis (8)
y-axis (8)		

Math Knowledge Chart

grouping 1 to 5

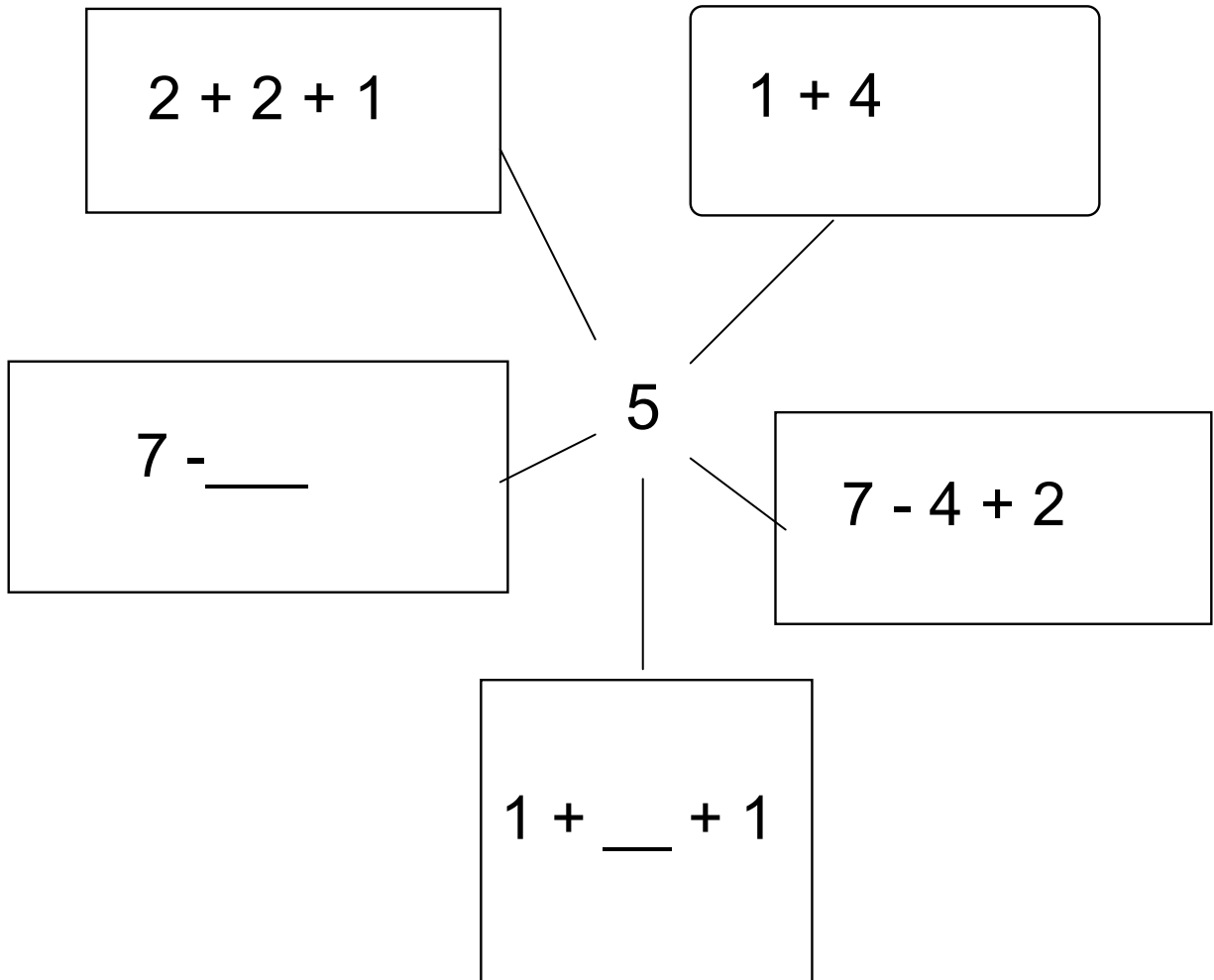
For each number, draw pictures of flowers to show how many that number means.

Number	How Many It Means
1	
2	
3	
4	
5	

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.

Word	What It Means	My Example

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?



Meet the standard:
Check your work—is it
✓ complete?
✓ correct?
✓ clear?
*Exceed the Standard:
Write what you learned by
doing this project.*

Problem Solvers Start with Strategic Thinking

*Complete this chart.
Then solve the problem.*

<i>What is the question asking me to figure out?</i>	
<i>What information do I need to solve it?</i>	
<i>What strategy will I use to solve it?</i>	

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? _____

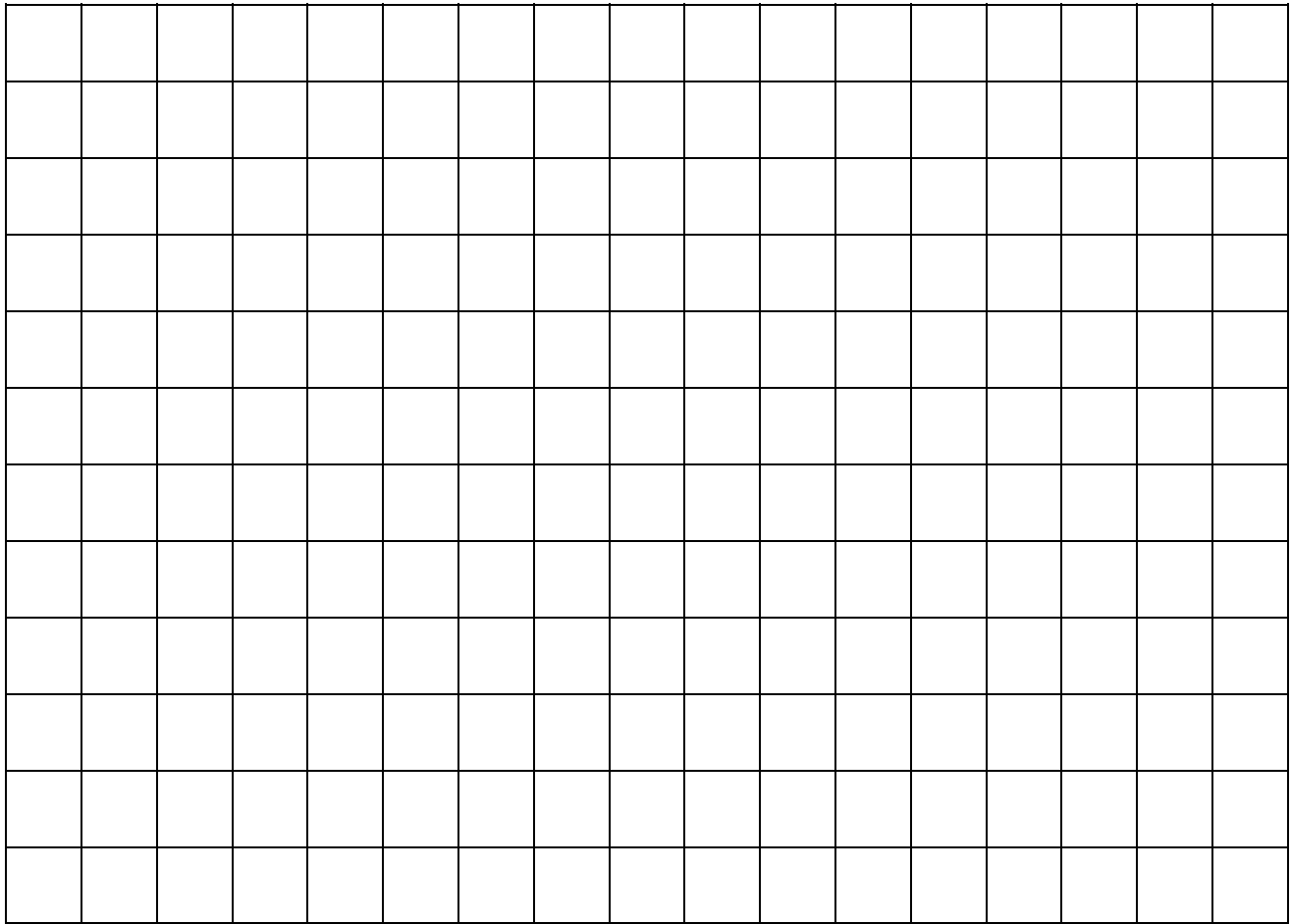
Write to explain what you did **and why you solved it this way.**

What I Did	Why I Did it This Way

Graph Maker

ILS Math Competence: can construct, and explain patterns with graphs.

Title: _____



Explain what the graph shows.

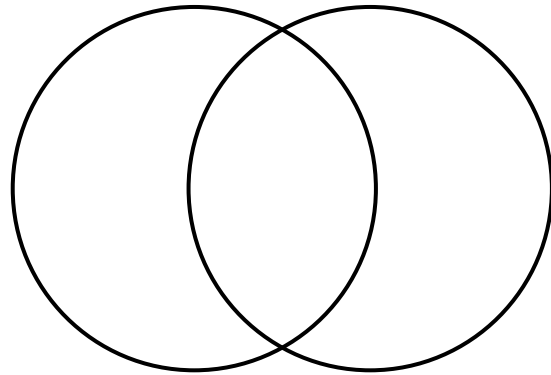
Make Reading Progress

Use organizers to guide or assess learning progress.

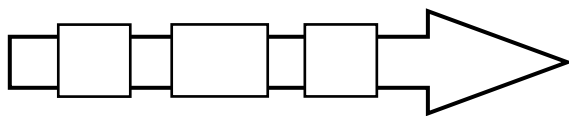
Classify and Clarify

Category	Category

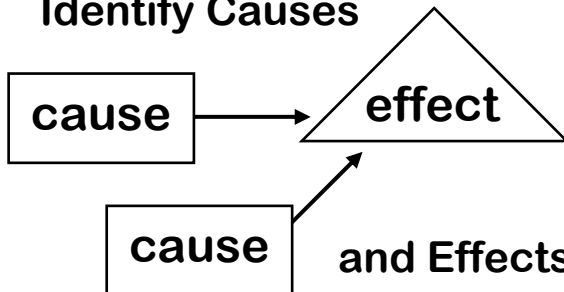
Compare and Contrast



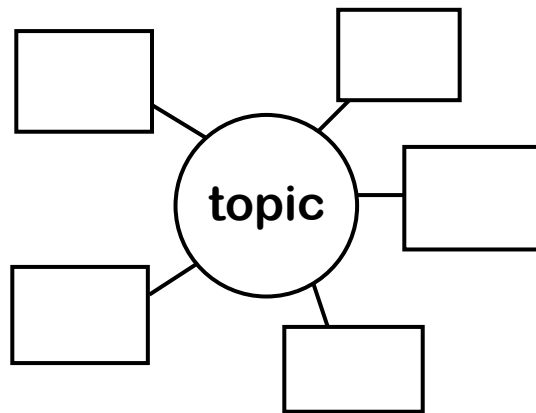
Show Sequence



Identify Causes



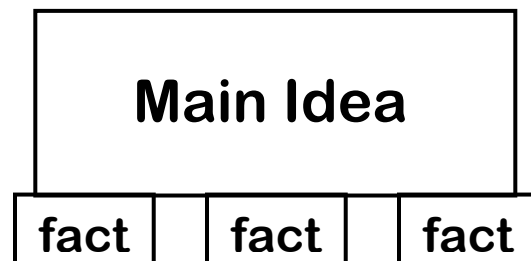
Organize Information



Show Inferences

Facts	→	<i>Inference</i>
	→	
	→	

Support Ideas



Identify Priorities ➡

Make a Plan ➡

Organize ➡

Act ➡

Check ✓

Make Progress ↪

SHOW:

I can classify information. ILS5A

(title)

TELL what your chart shows

SHOW:

I can compare and contrast. ILS5A

(title)

What is different?

How are they alike?

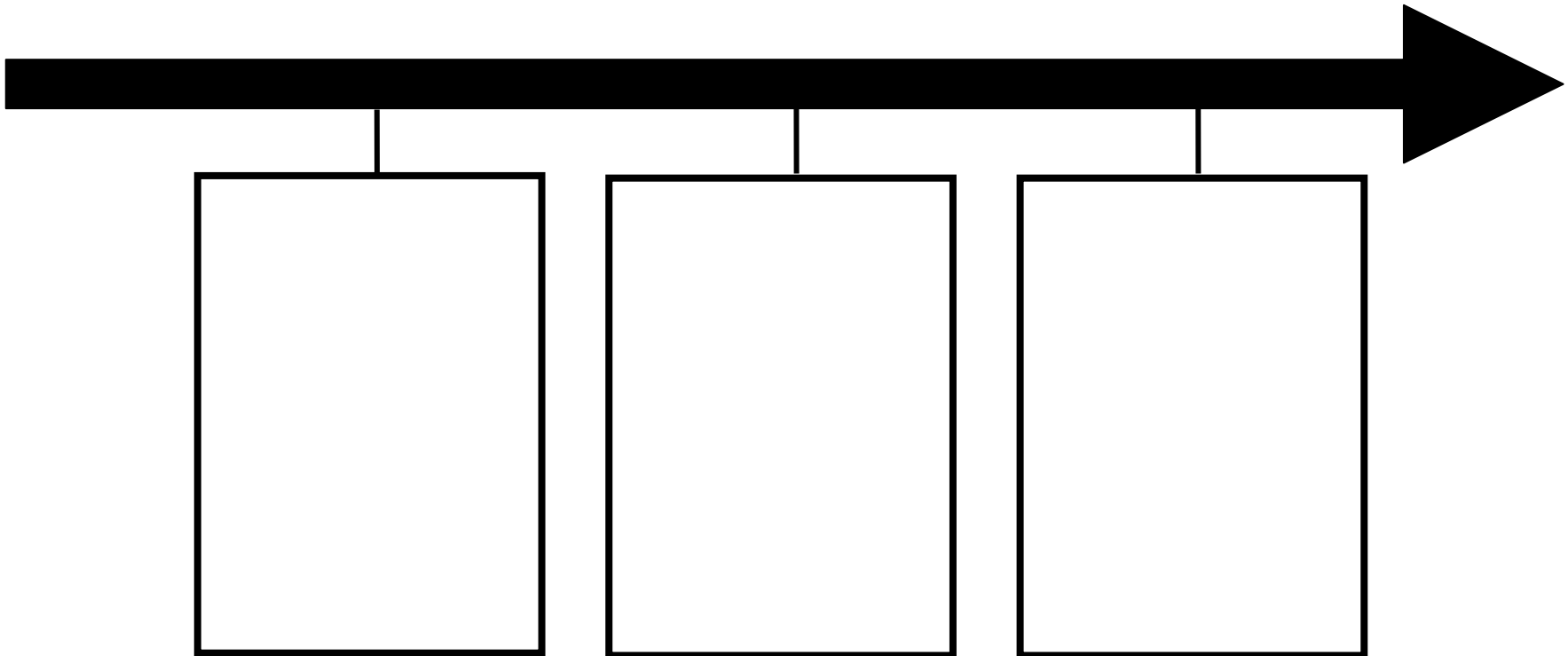
What is different?

TELL what your diagram shows.

SHOW:

I can sequence events. ILS5A

(title)

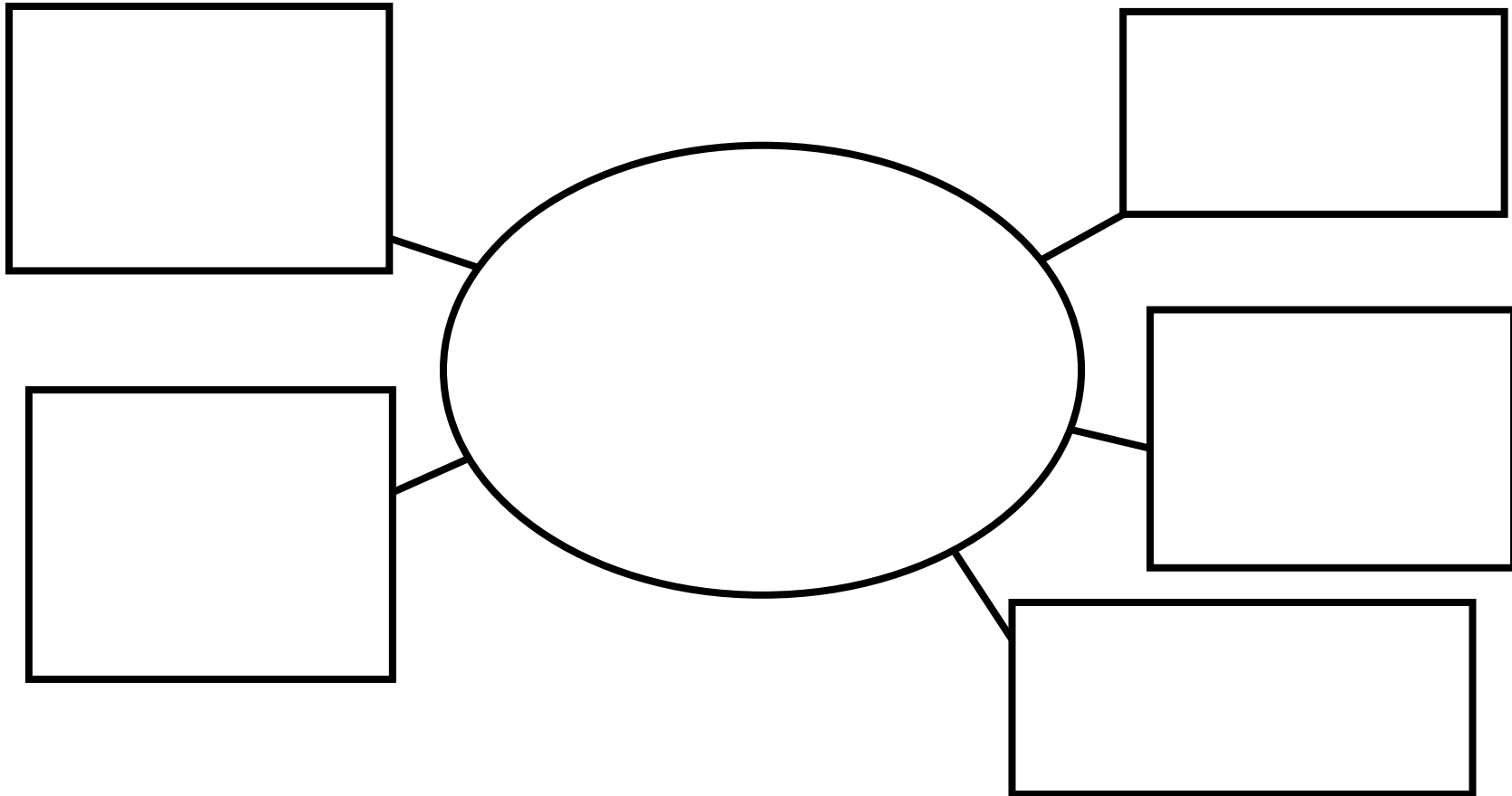


TELL what your timeline shows.

SHOW:

I can organize information. ILS5A

(title)



TELL what your diagram shows.

SHOW: _____

I can make and support inferences. ILS1C

(title)

Facts  *Inference*

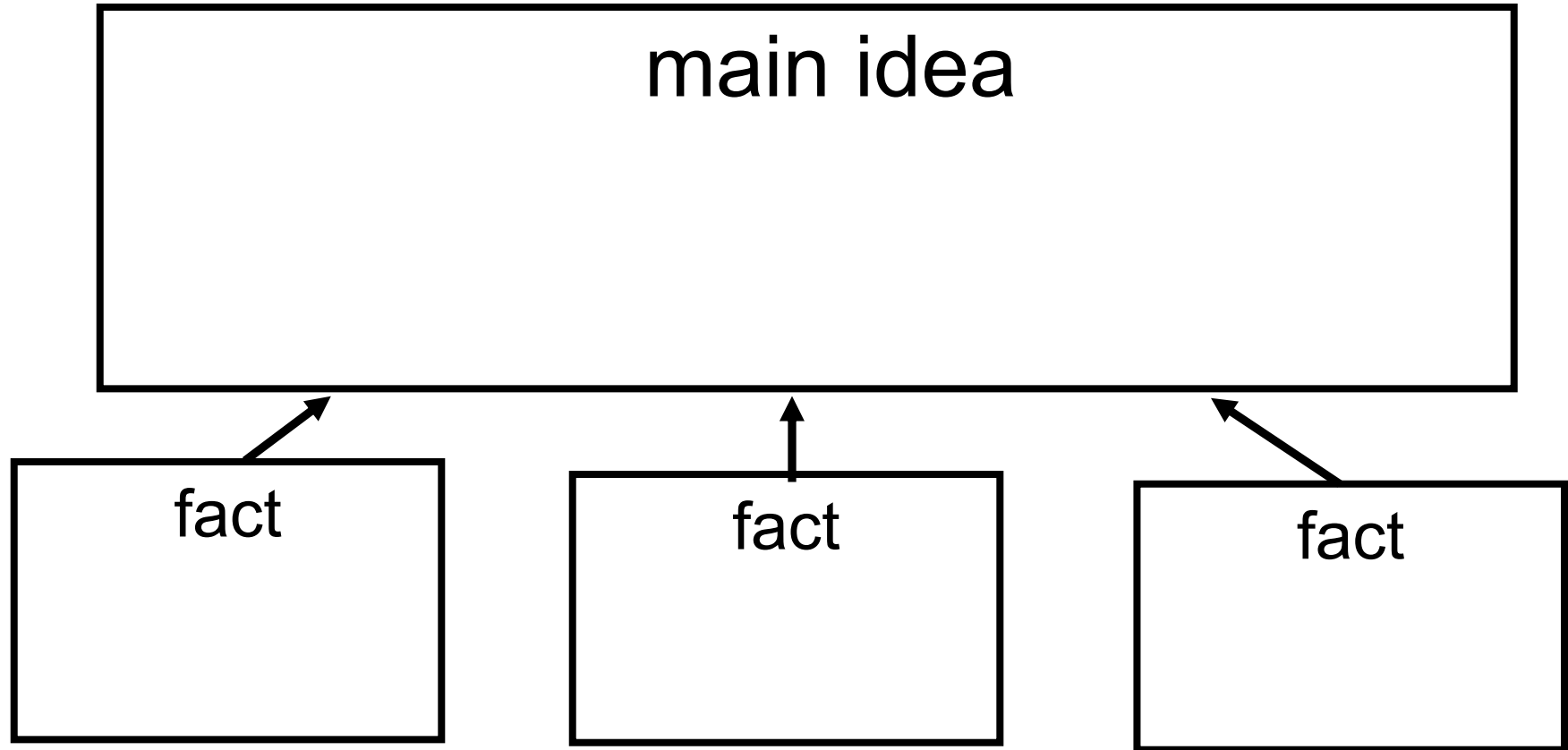


TELL what your diagram shows.

SHOW:

I can identify and support a main idea. ILS1B

(title)

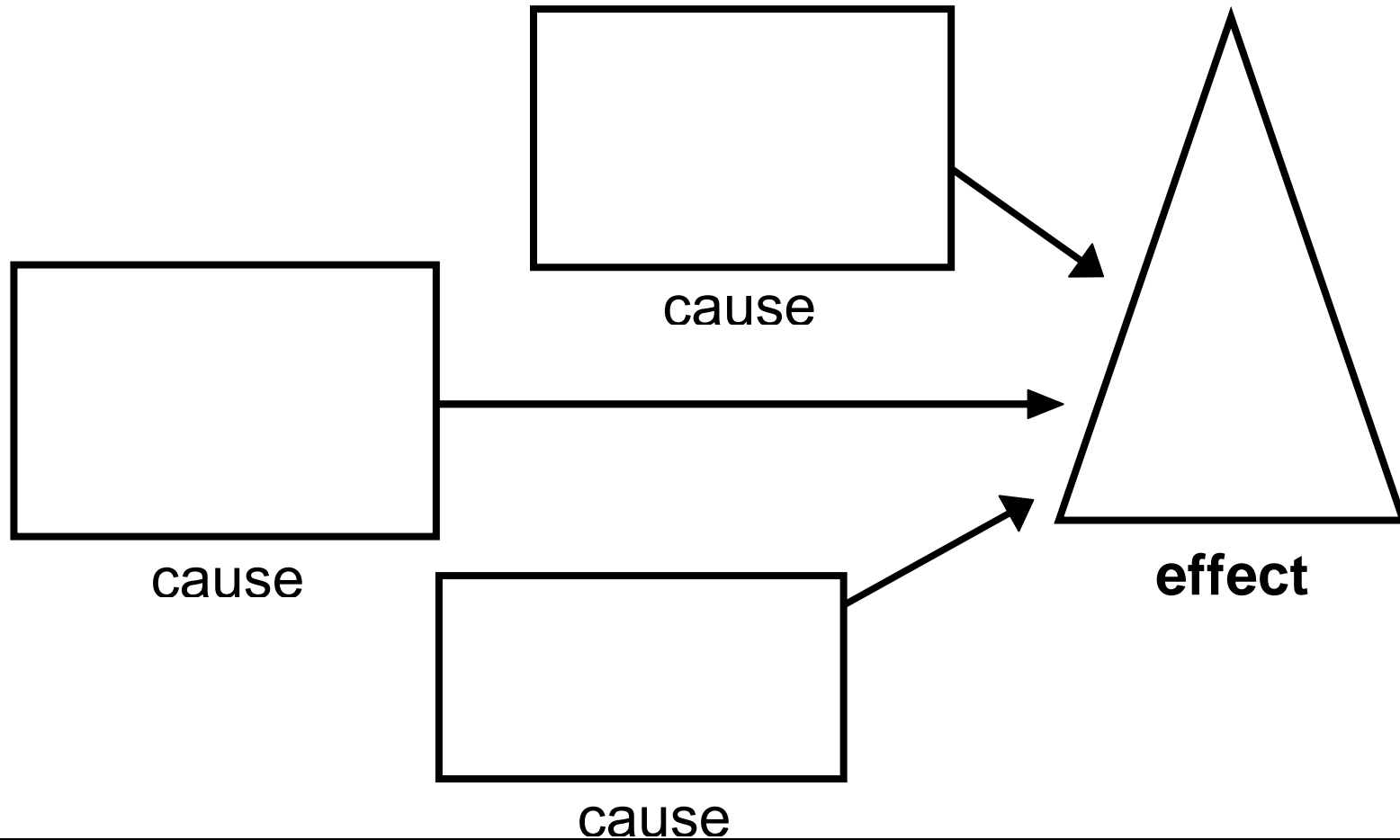


TELL what your diagram shows.

SHOW:

I can identify causes and effects. ILS5A

(title)



TELL what your diagram shows.

Expand vocabulary to learn more and succeed on ISAT.

Numbers indicate grade level at which term is first used on ISAT samples.

Students can increase their fluency with these words by:

- Making a glossary
- Writing sentences with these words
- Grouping words by kind of word—adjective, verb
- Grouping words by prefix/root
- Grouping words by how they help you tell about what you read:
 - Words that tell what kind of passage it is
 - Words that tell you what kinds of things to think about when reading
 - Words that tell you about the author’s techniques

according to (4)	alike (3)	alliteration (6)
antonym (5)	article (3)	as used in (4)
aspect (8)	author (3)	author’s purpose (3)
base word (3)	belongs (3)	best describes (4)
biography (5)	bold print (4)	character (7)
comparison (6)	complain (3)	conclusions (4)
describe (4)	description (3)	descriptive (6)
detail (5)	dialogue (4)	different from (3)
direct (4)	emphasize (8)	entertain (3)
essay (8)	etymology (7)	event (5)
expect (5)	experience (7)	explain (3)
expository (5)	extended-response (3)	extraordinary (5)
fable (3)	fairy tale (3)	fictional (5)
first person (7)	flashback (4)	genre (3)
historical fiction (7)	humor (4)	hyperbole (8)
inform (3)	information (3)	ironic (8)
legend (5)	literary device (6)	mainly (3)
mainly about (4)	manual (7)	mean (3)
meaning of (5)	metaphor (6)	most like (3)
most likely (3)	most likely reason (5)	narrative (5)
nonfiction (3)	observations (8)	occurred (5)
onomatopoeia (6)	opinion (4)	opposite of (3)
organized (3)	paragraph (4)	part of speech (7)
passage (3)	personification (8)	persuade (3)
persuasive (5)	phrase (7)	plot (6)
point of view (7)	purpose (3)	reason (5)
refer to (8)	remember (6)	repetition (6)
rewrite (3)	rhyme (4)	selection (5)
sentence (4)	simile (6)	stanza (7)
statement (4)	summary (4)	support your answer (3)
synonym (5)	theme (6)	third person (7)
third person objective (7)	third person omniscient (7)	title (3)
tone (6)	understand (3)	volume (7)

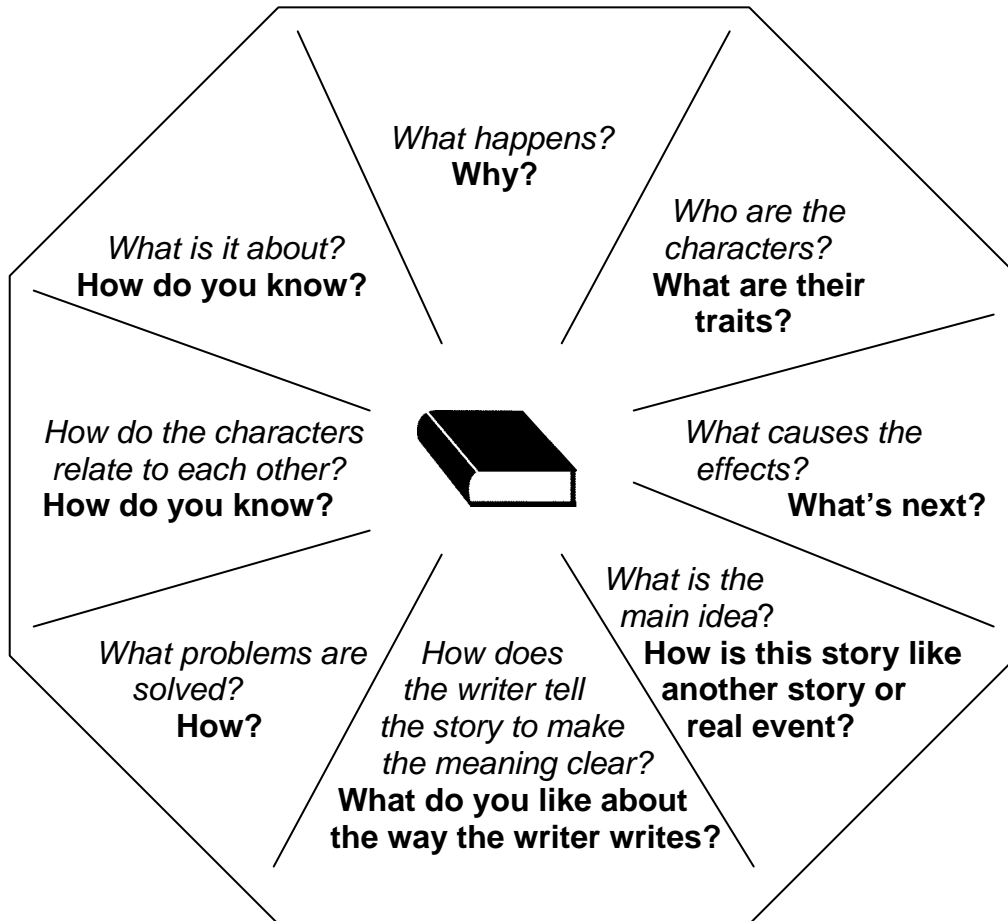
WHAT ARE THE ESSENTIAL READING ABILITIES? Here is the ISBE answer.

- Make and verify predictions based on prior knowledge and text.
- Identify probable outcomes or actions.
- Clarify an understanding of text by creating outlines, notes, or other visual representation
- Use information in illustrations to help understand a reading passage.
- Determine which illustrations support the meaning of a passage.
- Determine the purpose of features of informational text
- Distinguish between minor and significant details in a passage.
- Compare the content and organization of various selections.
- Relate information in the passage to other readings on the same topic.
- Relate information in the passage to other readings.
- Identify explicit and implicit main ideas.
- Distinguish the main ideas and supporting details in any text.
- Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.
- Determine the author's purpose for writing a fiction or nonfiction text
- Explain how the author's choice of words appeals to the senses, creates imagery, suggests mood, and sets tone.
- Identify the author's message or theme.
- Identify setting (i.e., place and time period).
- Recognize points of view in narratives (e.g., first person).
- Determine character motivation.
- Explain how the literary devices (e.g., imagery, metaphor, figurative language dialogue) contribute to the meaning of a literary selection.

What is reading? Reading is comprehensive.

One skill or question is just part of understanding a story.

Make sure that students read thoroughly.



- What did you like about the story?
- What would you tell someone else about what happens?
- What would you ask the writer?
- How would you change the story—what would you add or change?
- Based on what you read and what you knew, what do you think—
What did the people in this story learn from the events?
How is what they learned important for people to understand?
Use information from the story and your own experience to explain your answer.

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.

➡ When? ➡ Where?	➡ What? ➡ Who?	➡ Define _____. ➡ List the _____.
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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 _____.
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THINK MORE

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

➡ Predict what will happen when _____. ➡ What is the main idea of _____. ➡ What does this word mean in this context?	➡ What might have caused this change? ➡ If _____ changed, what would happen? ➡ Which person might have said this?	➡ What is a good title for this? ➡ What is the missing part? ➡ What was the author's point of view?
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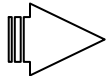
THINK IT THROUGH

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

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

APPLY SKILLS ACROSS DIFFERENT GENRES

1C I can read a broad range of materials; 2B I can interpret a variety of literary works.

CHECK PROGRESS:

Check the genres your students have read and will read.

MAKE PROGRESS:

A genre is a kind of literary work. It's a style that authors use to express their ideas. Students need the skills of reading to understand every genre.

Students can write in a genre.

First, read something in that genre.

Then list what kinds of techniques the writer uses. Then write your own versions as a class, with a writing partner, or independently.

Genre	Definition	What we read.	What we will read.
Fiction	Fiction is a type of writing based on imagination.		
Historical fiction	Historical fiction is based on imagination but based on real events.		
Mystery	A mystery is a piece of fiction that deals with puzzles or detectives.		
Science-fiction	Science-fiction is an imaginary science narrative.		
Nonfiction	Nonfiction is a type of writing that explains facts.		
Poetry	Poetry is a type of writing that uses rhythm to tell ideas & feelings. It may rhyme and use symbols.		
Biography	A biography is a narrative of someone's life.		
Auto-biography	An autobiography is a narrative of someone's life by that person.		
Adventure	Adventure could be either fact or fiction. It is a narrative about an exciting event.		
Fantasy	Fantasy involves characters, situations, or settings that are not really possible.		
Drama	A play uses characters and dialogue to tell a story. It may be fiction or non-fiction.		

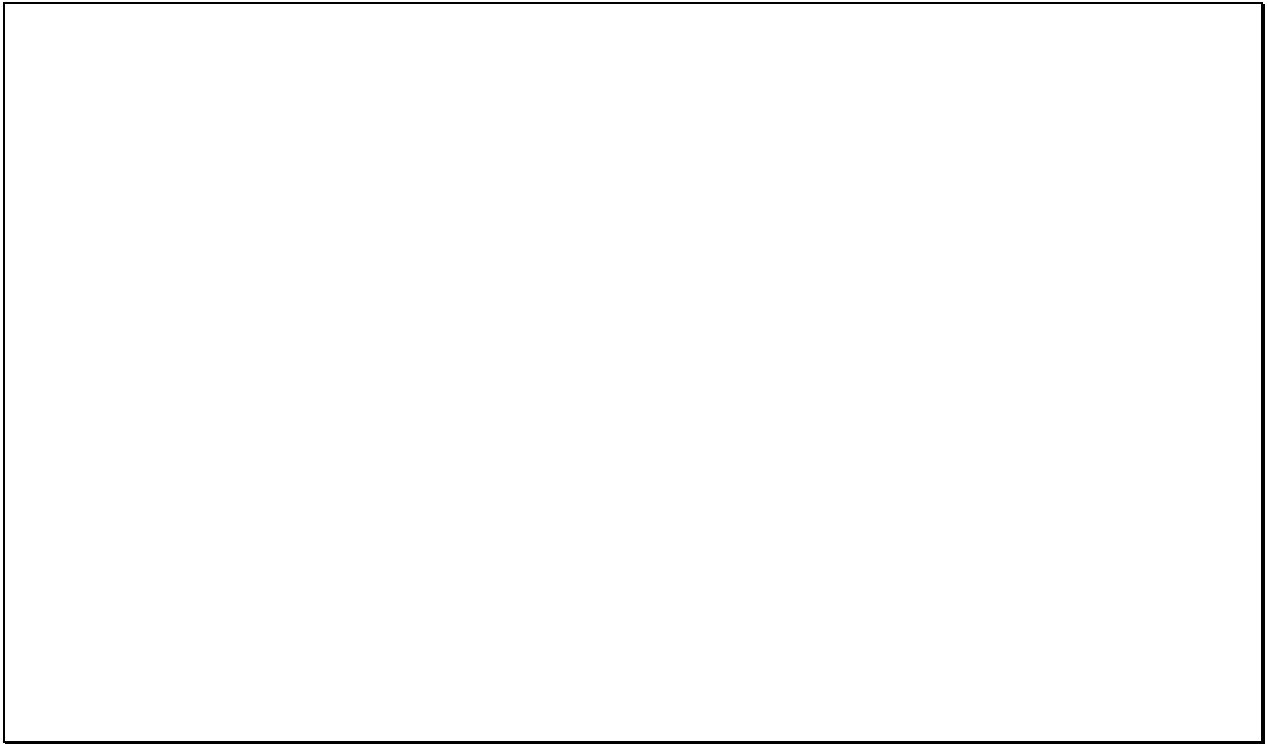
Show What You Read

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.

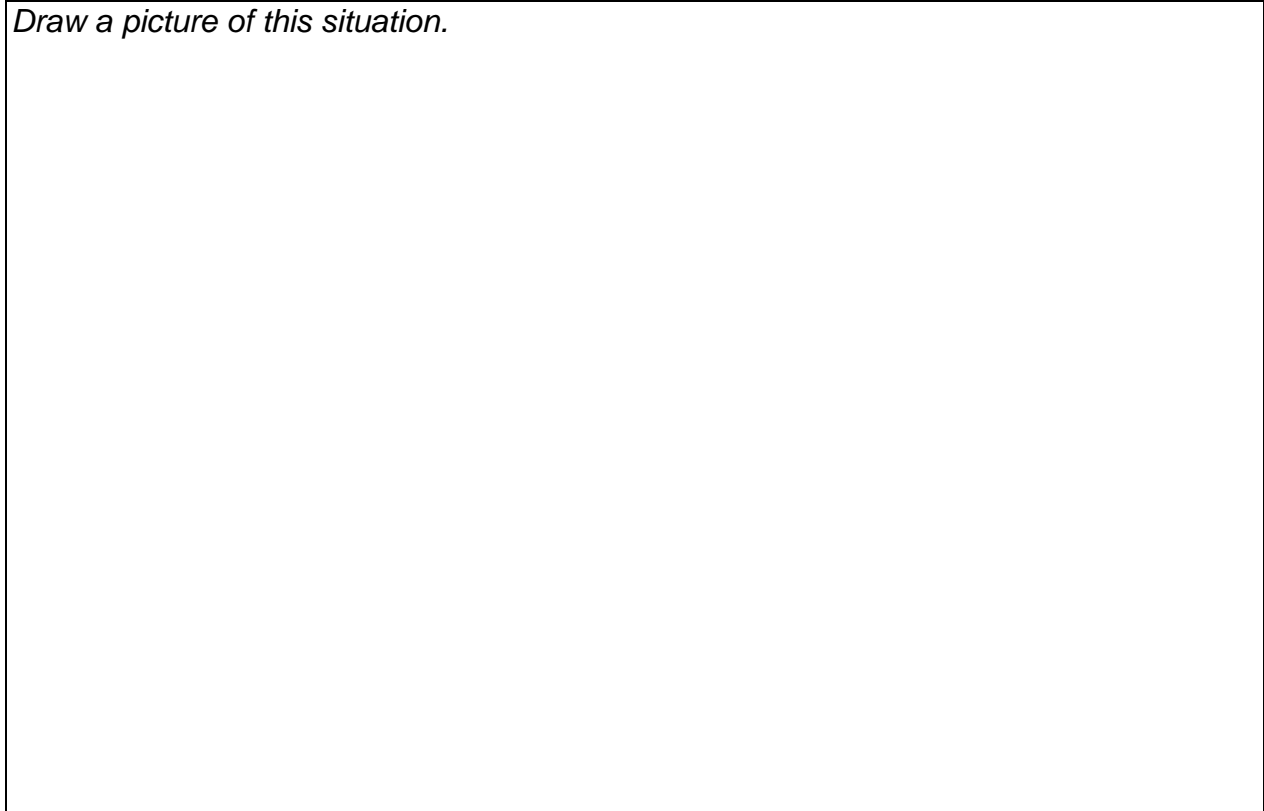
3B. Can write to explain a situation

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.

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

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

the main idea		
example	example	example

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)

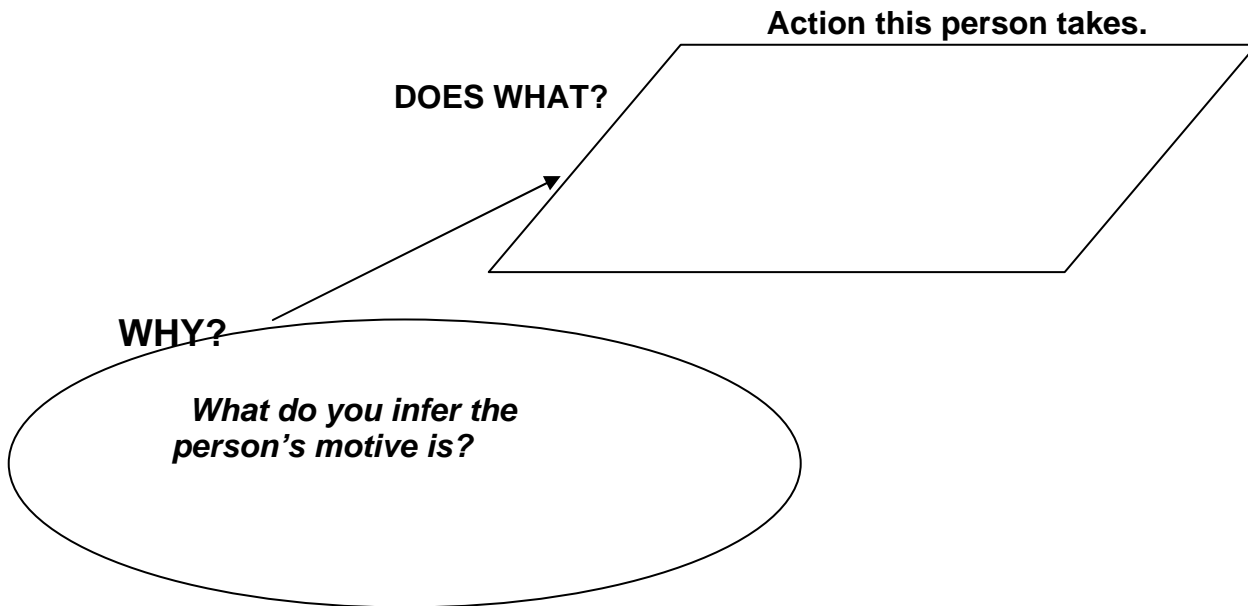
Do this independently as an assessment. Do this collaboratively as a learning activity.

WHO?

PERSON	Name: _____
TRAIT I INFER	Trait: _____ Why I infer this person has this trait.

Show that you can infer and explain motives. (ILS1C)

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



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.

Person	Name:	What is a trait you infer?
Action	Tell what the person does— one action.	What happened before that action?
Motive	Why did the person do this?	How do you know?
How It affects others	What happens to one other person because of the action?	How do you know?
How you think the person feels about it.	What does the person say?	What do you think the person feels?

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.

Relationship <i>How do they feel about each other?</i>	<i>How do you know they feel that way?</i>

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.

<i>Characters</i>	<i>Person</i>	<i>Trait</i>
<i>Plot—What happens</i>		
<i>Setting—the place the story happens</i>	<p><i>How does the writer help you “see” the place?</i></p>	

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.

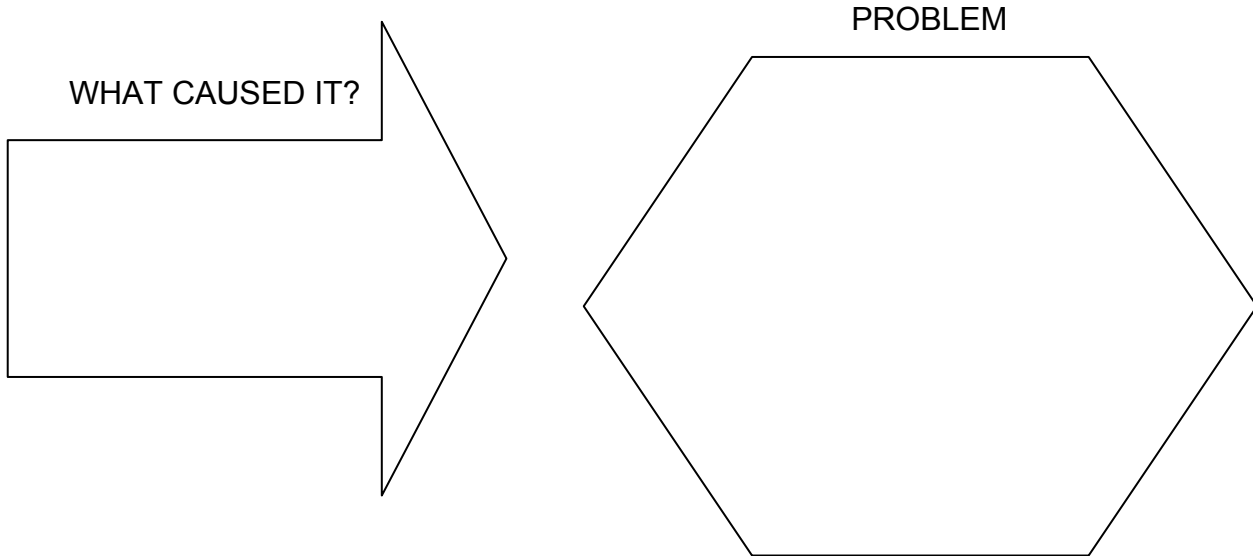
Word	What do you think it means?	Why do you think it means that?

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

Person 1	Person 2	How are they alike?	How are they different?

Compare and Contrast two stories.

Story 1	Story 2	How are they alike?	How are they different?

Compare and Contrast _____ (anything)

		How are they alike?	How are they different?

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.

These are facts I found in the text.	These are opinions I found in the text.

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

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

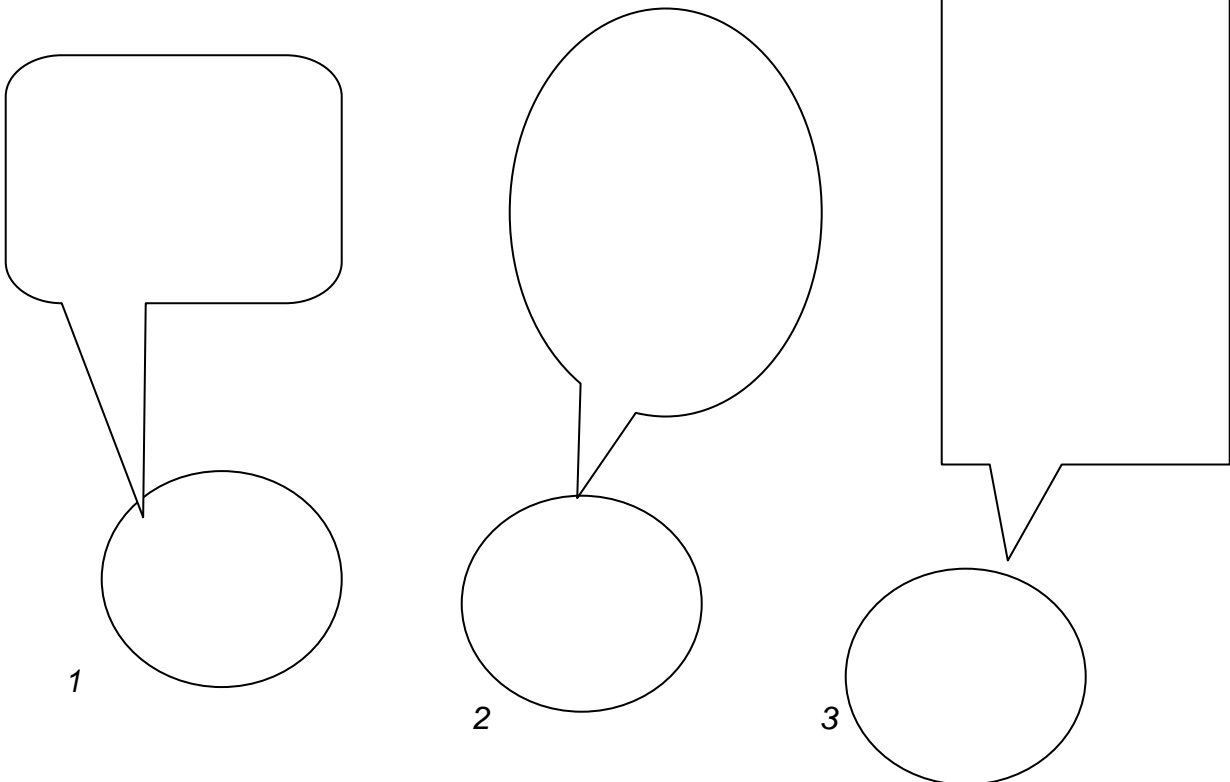
Their Words

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.*

<i>Person</i>	<i>Character Trait</i>
1.	
2.	
3.	

Write what you think each one might have said.



Analyze Author's Techniques ILS2A

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

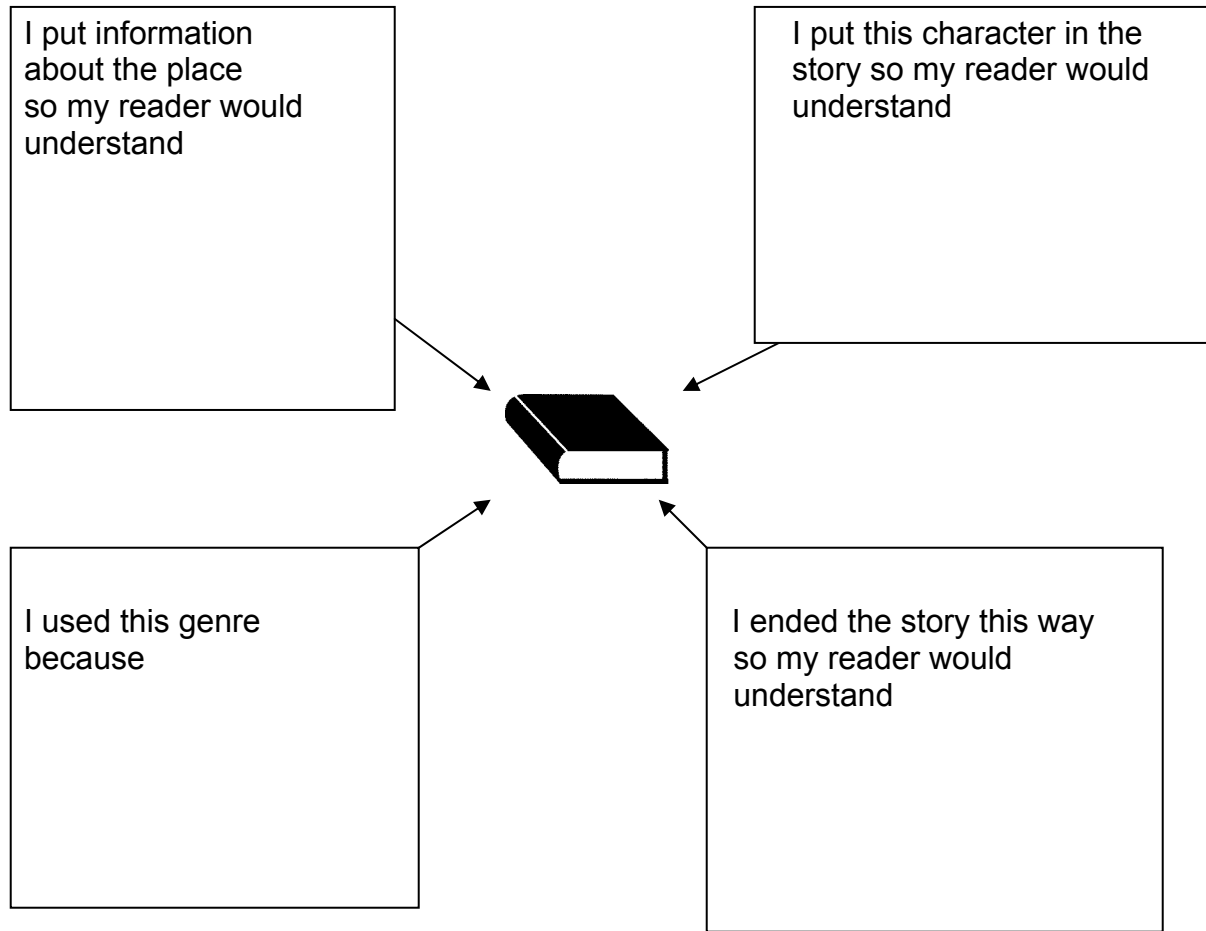
Story _____

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

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

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.

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: _____

WORD	Show what it means. Draw a picture.	Write another word that tells about this word. (It could be this word in another language.)



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.

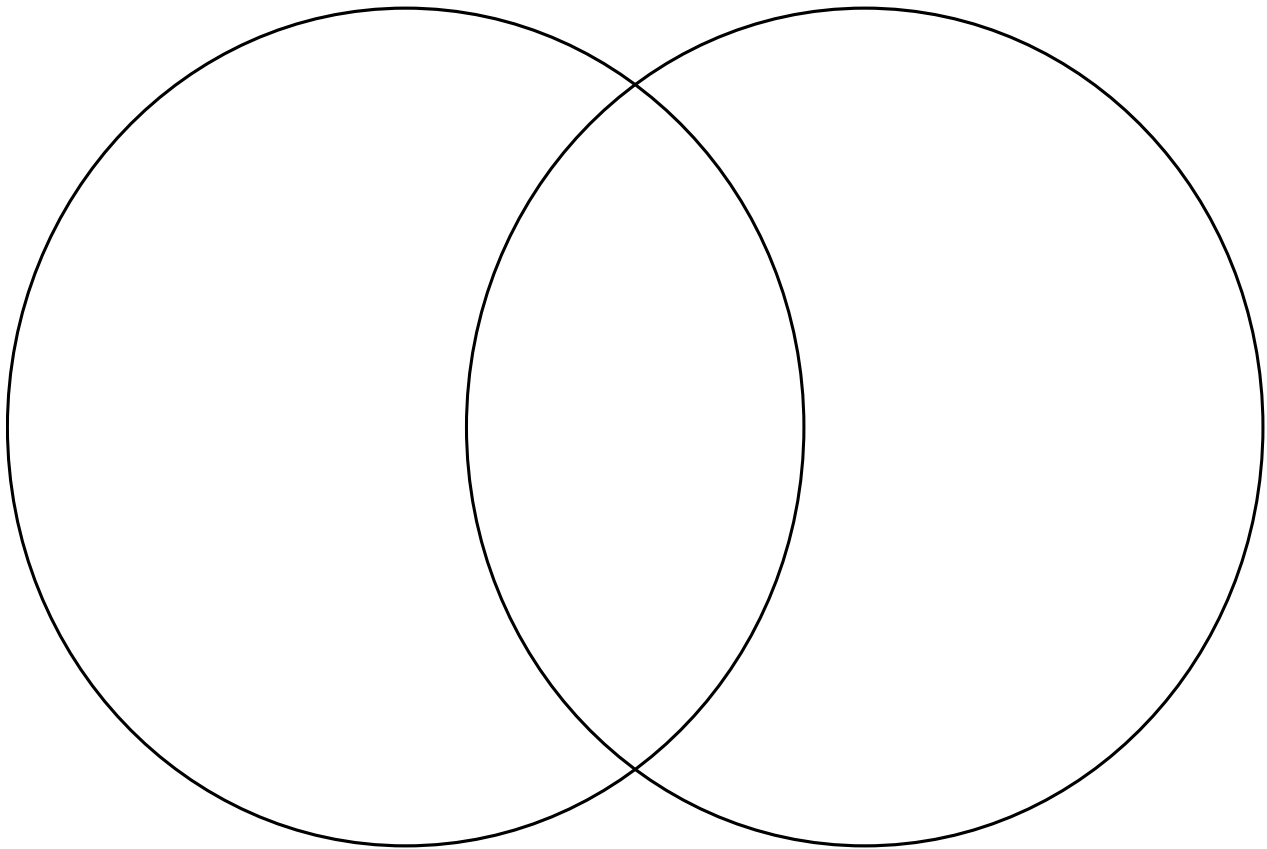
Title: _____

 *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

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 SCIENCE PROGRESS

Science Content Category Table

Grade	4	7
State Goal 11	20%	20%
Standard 11A – Scientific Inquiry	10%	10%
Standard 11B – Technological Design	10%	10%
State Goal 12	60%	60%
Standard 12A – Living Things ¹	10%	10%
Standard 12B – Environment and Interaction of Living Things	10%	10%
Standard 12C – Matter and Energy ²	10%	10%
Standard 12D – Force and Motion	10%	10%
Standard 12E – Earth Science ³	10%	10%
Standard 12F – Astronomy	10%	10%
State Goal 13	20%	20%
Standard 13A – Safety and Practices of Science	10%	10%
Standard 13B – Science, Technology, Society ⁴	10%	10%
Total	100%	100%

¹ Includes the following topics: Classification, Cell Biology (Grade 7 only), Reproduction (Grade 4 only), Genetics and Reproduction (Grade 7 only), Botany (Grade 7 only), Change Over Time (Grade 7 only)

² Includes the following topics: Properties of Matter, The Atom (Grade 7 only), Acids and Bases (Grade 7 only), Energy/Electricity (Grade 4 only), Electricity (Grade 7 only), Light

³ Includes the following topics: Basic Earth Science (Grade 4 only), The Earth’s Structure (Grade 7 only), The Earth’s Dynamic Processes, The Atmosphere, Water

⁴ Includes the following concept: Measurement

Fourth Grade ISAT Science Vocabulary

When students take the ISAT science test, they will need to be able to comprehend science explanations and questions. The following list includes some important 4th grade level science content words and some words that are used to ask students to interpret information on the test. The list includes words from the ISAT 2008 Sample Test for Fourth Grade.

Ways to help students develop fluency with these words include:

- Make a glossary
- Group words by root words
- Group words by topic
- Write about a topic in science using some of these words.
- Make a cross-word puzzle or matching game with these words.

amount	attract
attraction	carnivore
carnivorous	cause
charged	compare
conclude	conclusion
conclusive	contrast
data	decompose
density	dense
diagram	effect
erosion	erode
estimate	estimation
expand	experiment
friction	gas
graph	identify
identification	intensity
invertebrate	lever
liquid	measure
measurable	negative
nutrient	nutrition
nutritious	particle
photosynthesis	plane
pole	positive
predatory	prey
predict	prediction
pressure	predator
relate	relationship
repel	resource
similar	similarity
solid	temperature
variable	vary
vertebrate	weigh

Seventh Grade ISAT Science Vocabulary

When students take the ISAT science test, they will need to be able to comprehend science explanations and questions. The following list includes some important 7th grade level science content words and some words that are used to ask students to interpret information on the test. The list includes words from the ISAT 2008 Sample Test for Seventh Grade.

Ways to help students develop fluency with these words include:

- Make a glossary.
- Group words by root words.
- Group words by topic.
- Write about a topic in science using some of these words.
- Make a crossword puzzle or matching game with these words.

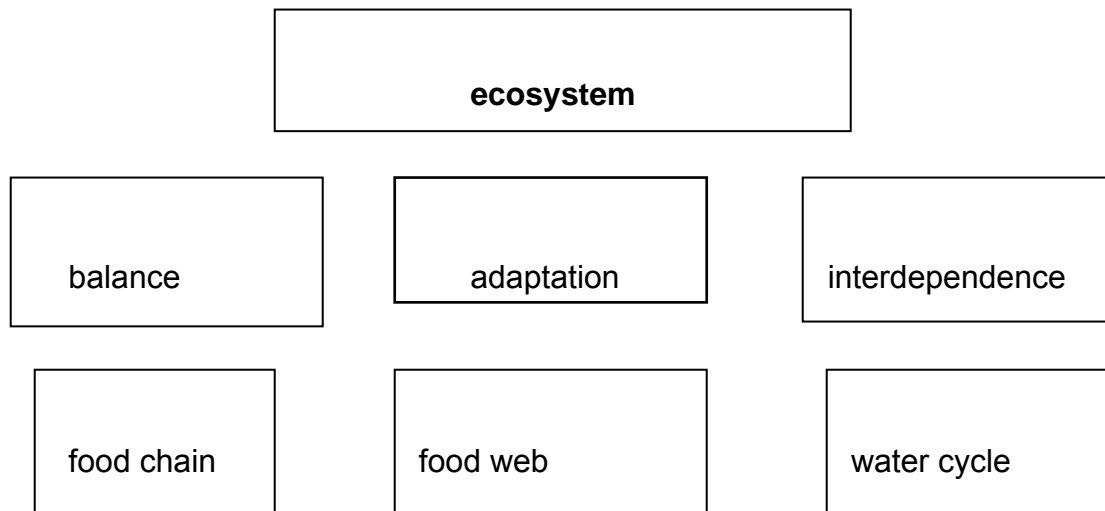
amoeba	analysis	analyze
average	bacteria	bacterium
base	bio (prefix)	biodegradable
biodegrade	buoy	buoyancy
buoyant	carnivore	carnivorous
cause	compare	comparison
conclude	conclusion	conclusive
condensation	condense	constellation
consume	consumption	contrast
degrade	diagram	diffraction
Diffuse	diffusion	dominant
dominate	effect	erode
erosion	estimate	estimation
exert	factor	flagellum
friction	granite	graph
herb	herbivore	identification
identify	igneous	litmus paper
mass	measurable	measure
media	medium	meiosis
mitosis	obsidian	omni- (prefix)
omnivore	orbit	osmosis
palmate	parasite	pinnate
pole	predict	prediction
rate	recess	recessive
reflect	reflection	refract
refraction	relate	relationship
reproduce	reproduction	sedimentary
separation	sequence	sequential
similar	similarity	trend
volume		

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?

Word	What It Means

What are the most important facts you learned about it?

Use your facts and words to write about this topic. Explain it with examples.

Identify Priorities ➡ Make a Plan ➡ Organize ➡ Act ➡ Check ✓ Make Progress ➡

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: _____

Monday	
Tuesday	
Wednesday	
Thursday	
Friday	<i>Write a paragraph that summarizes what you have learned.</i>