

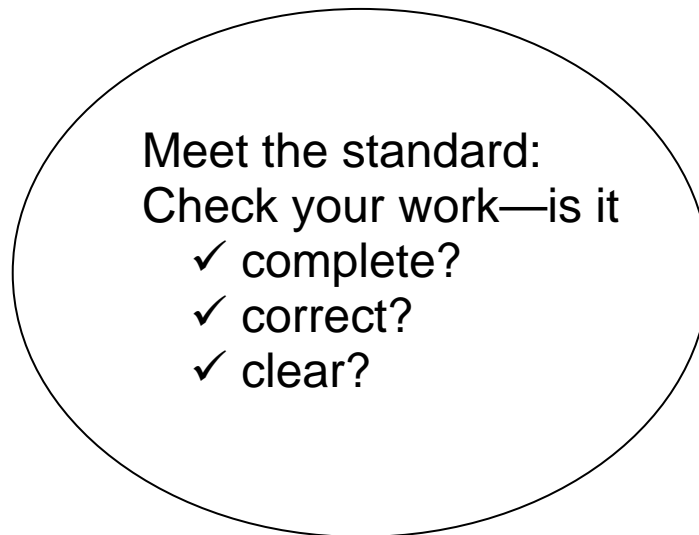
Part 4: ASSESS TO MAKE PROGRESS

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.



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.

Math Knowledge Chart

grouping 1 to 5

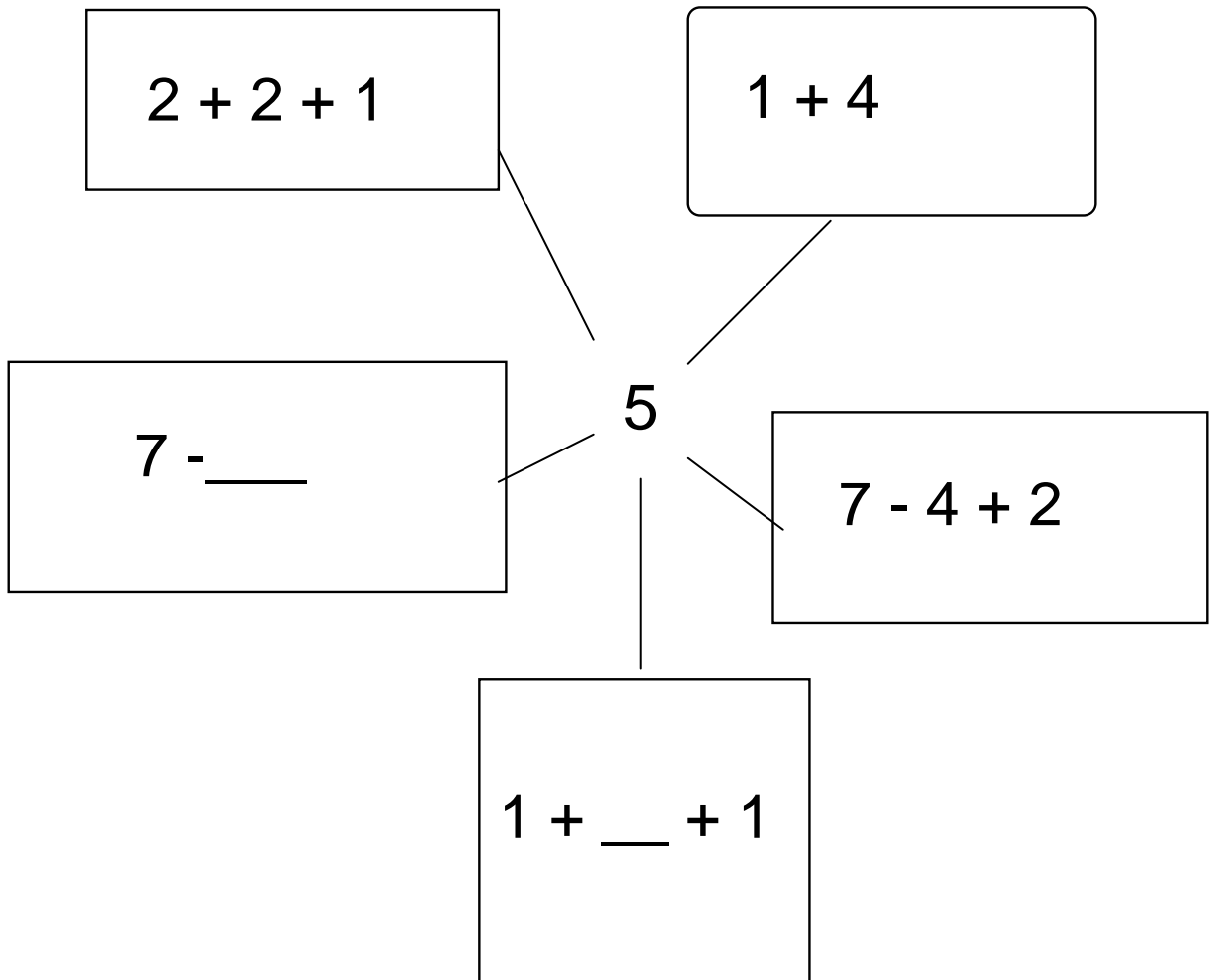
For each number, draw pictures of flowers to show how many that number means.

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? _____

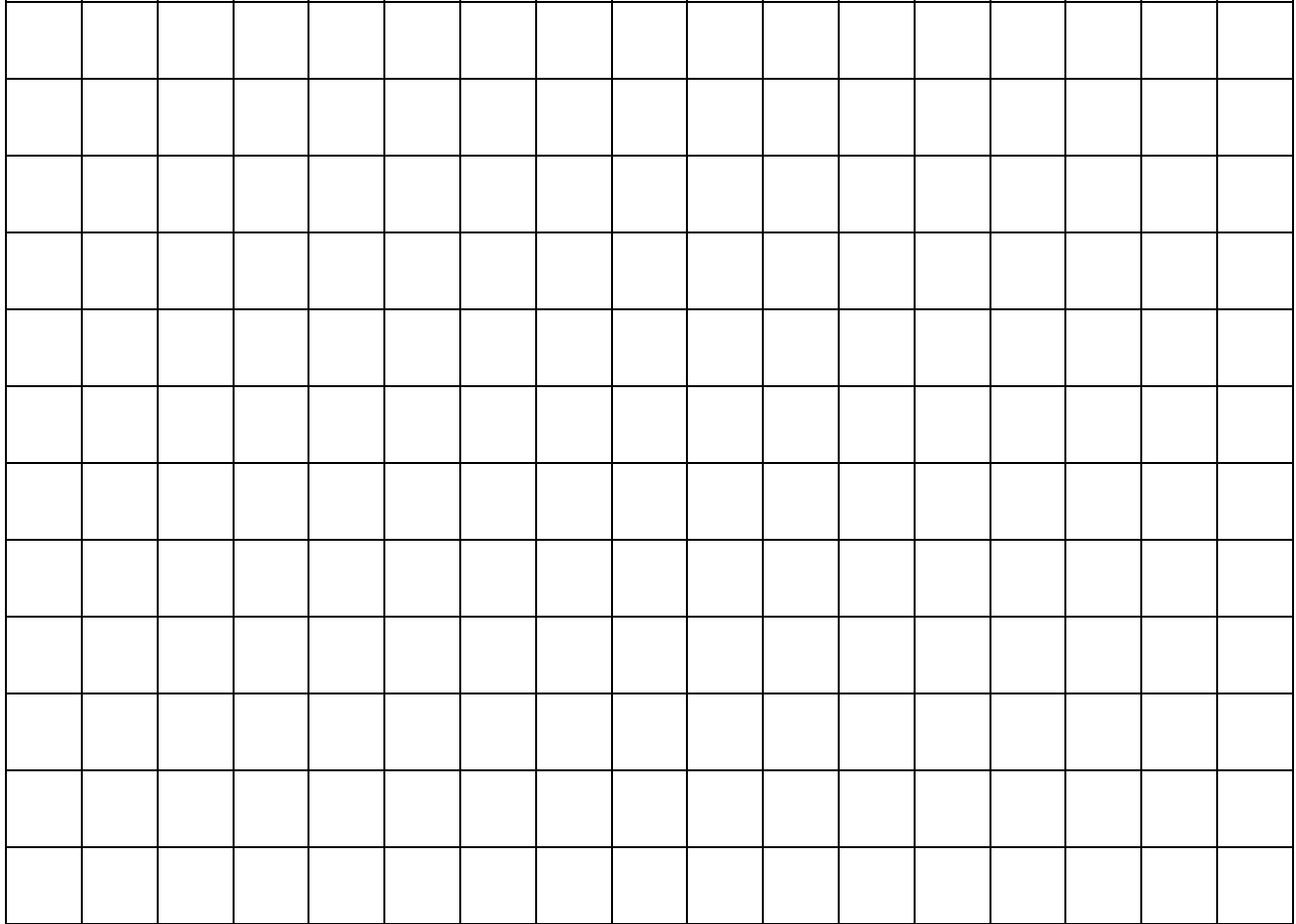
Write to explain what you did **and why you solved it this way.**


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

**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.

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

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

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

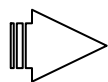
THINK IT THROUGH

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?

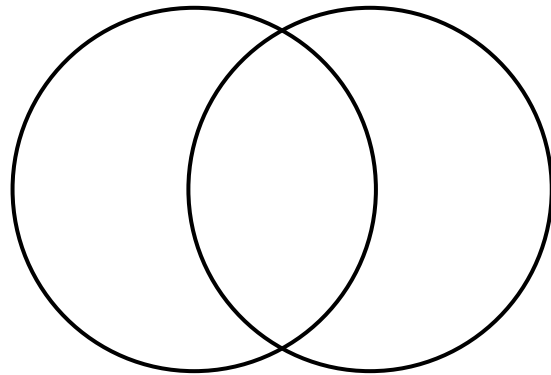
Include information from the passage and your own ideas.

Use organizers to guide or assess learning progress.

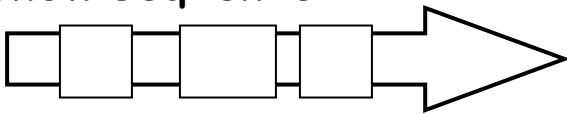
Classify and Clarify

Category	Category

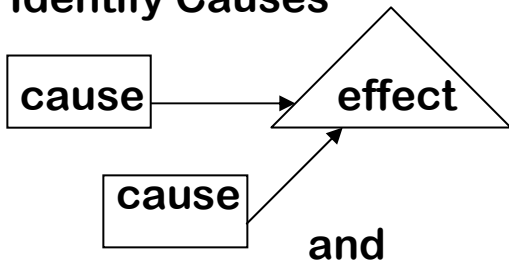
Compare and Contrast



Show Sequence

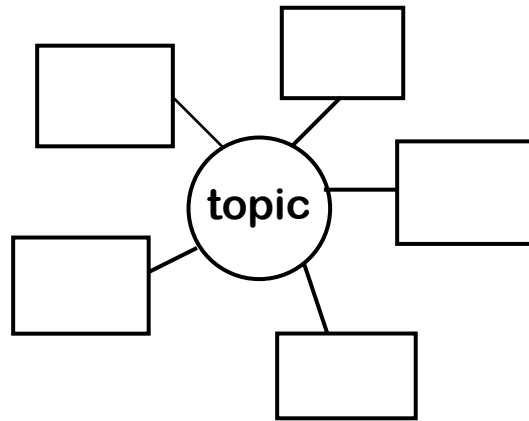


Identify Causes



Effects

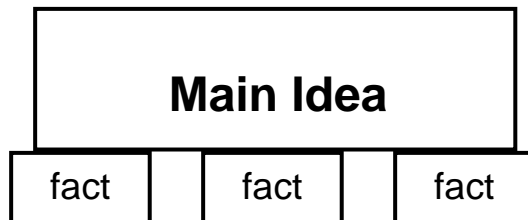
Organize Information



Show Inferences

Facts	→	<i>Inference</i>
	→	
	→	

Support Ideas



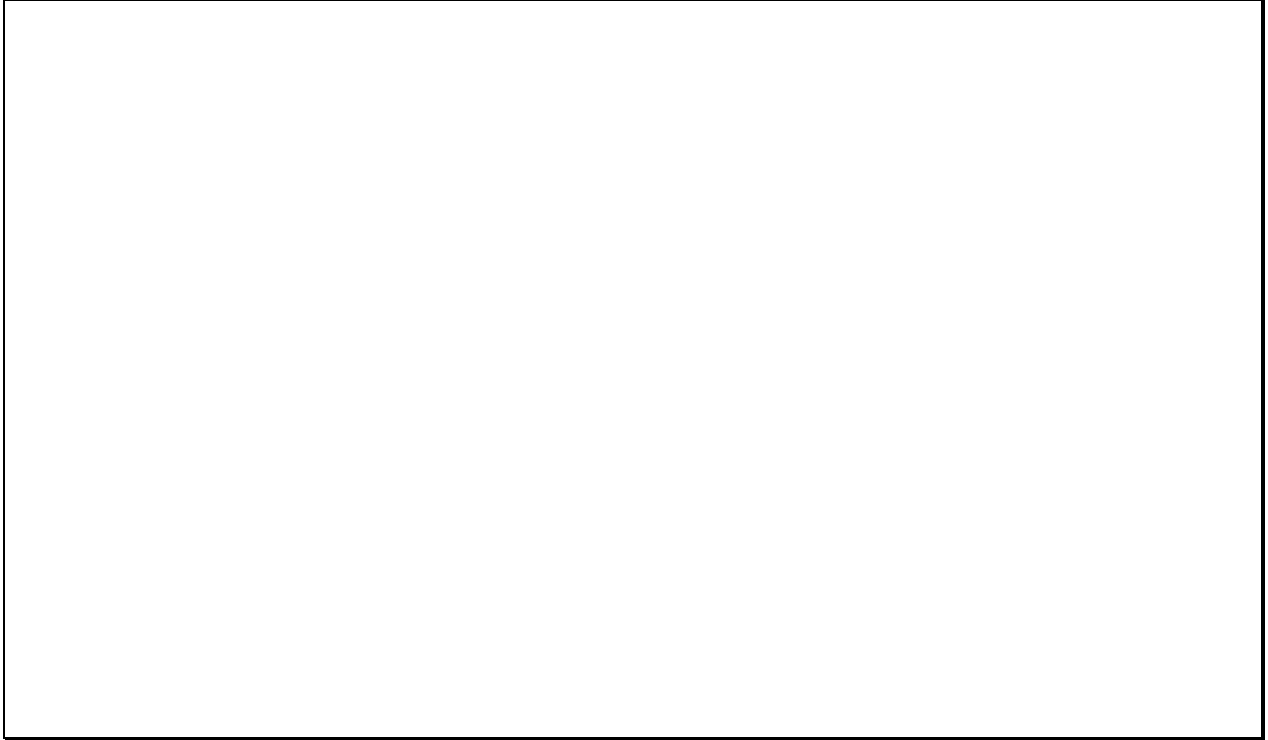
Show What You Read

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.

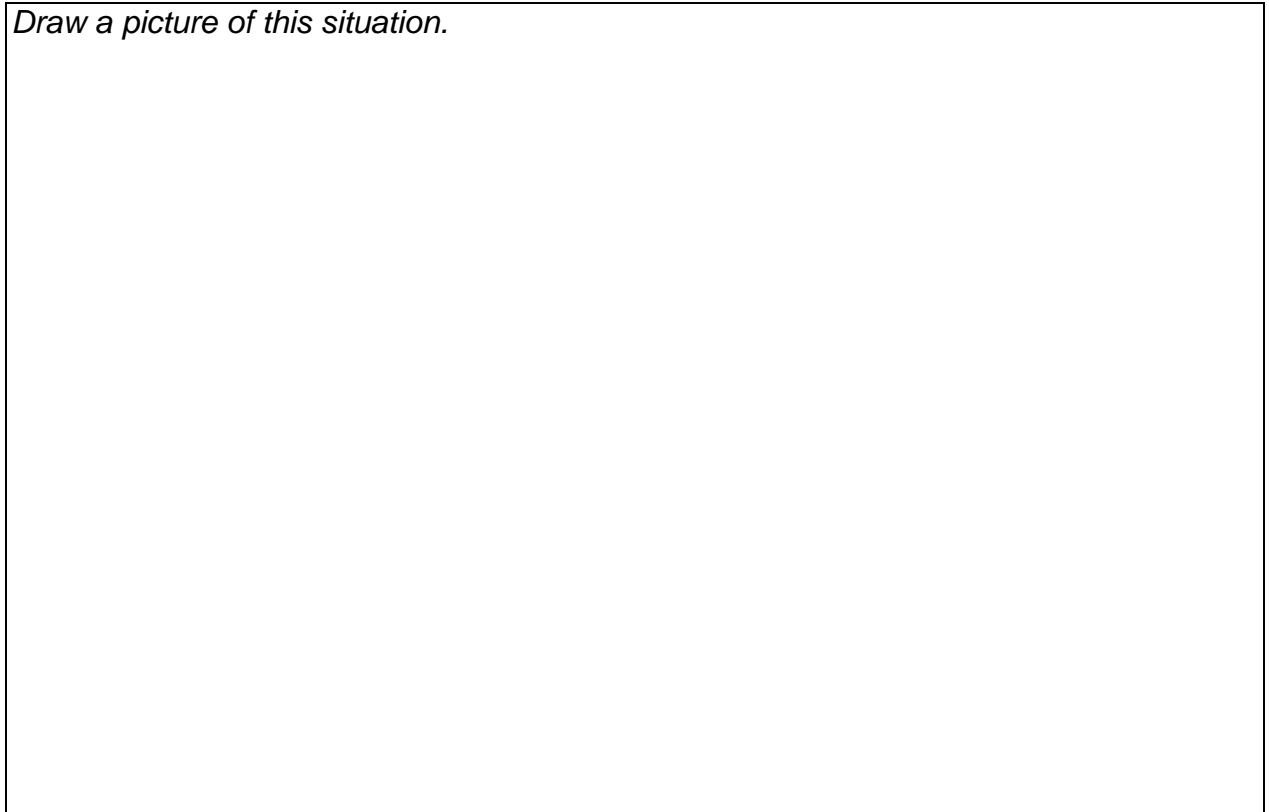
3B. Can write to explain a situation

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)

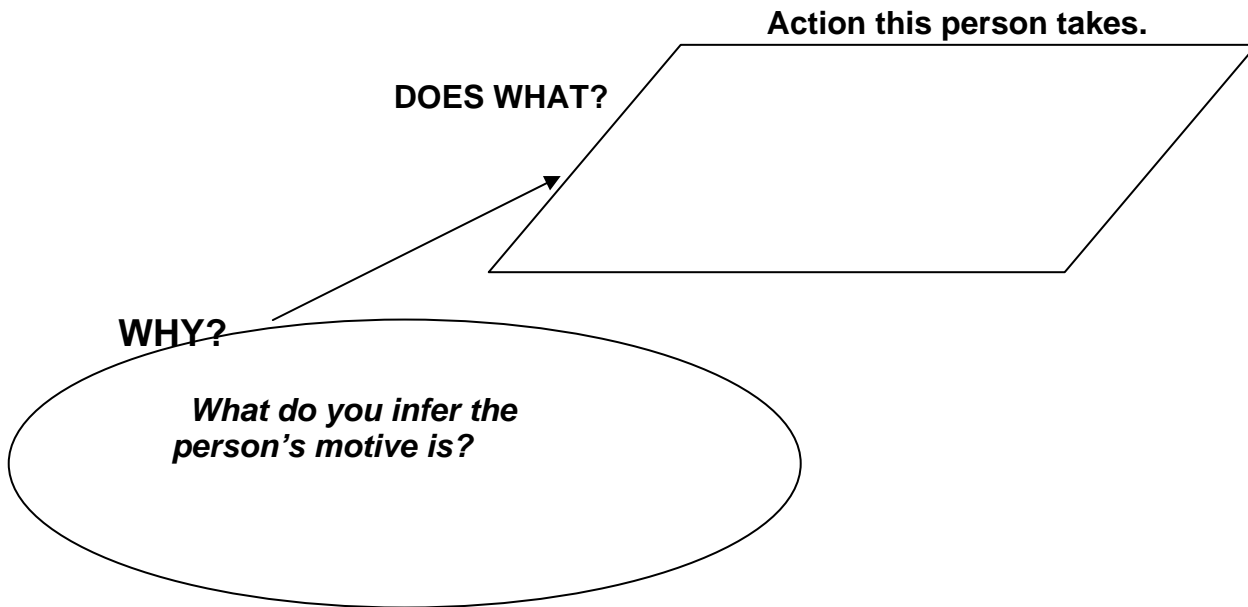
Do this independently as an assessment. Do this collaboratively as a learning activity.

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.

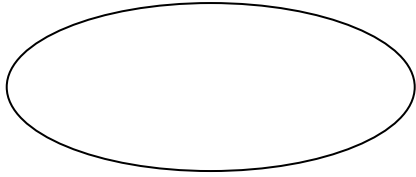
Do this independently as an assessment. Do this collaboratively as a learning activity.

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?

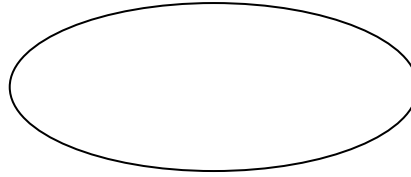
I can identify and infer relationships. (1C)

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>	<u>Person</u>	<u>Trait</u>
<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.

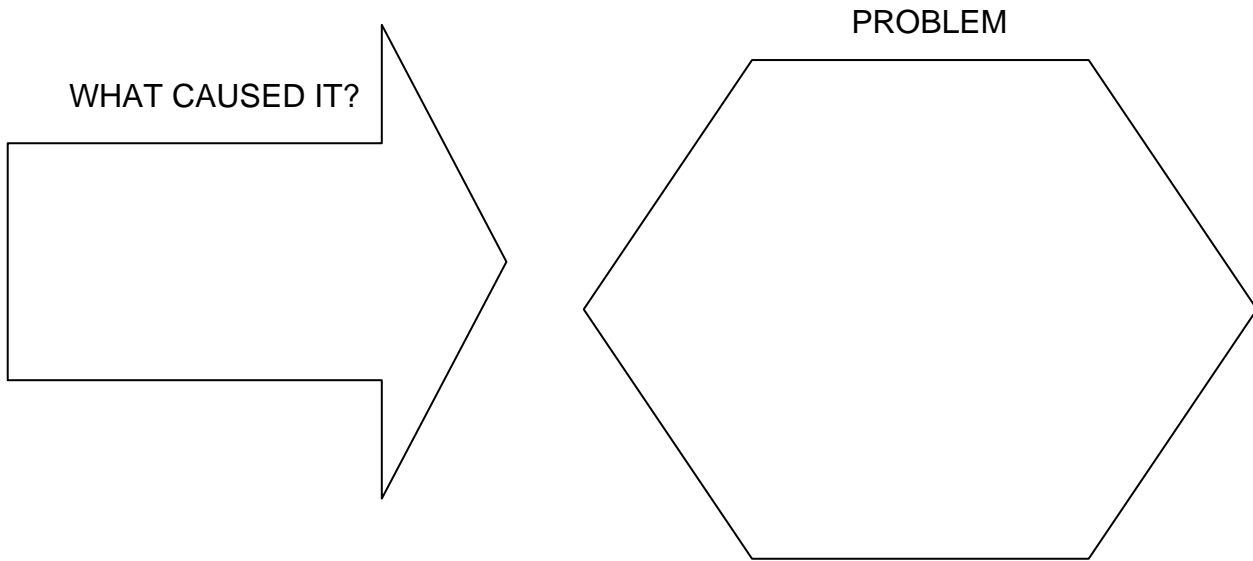
Word	What do you think it means?	Why do you think it means that?

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.

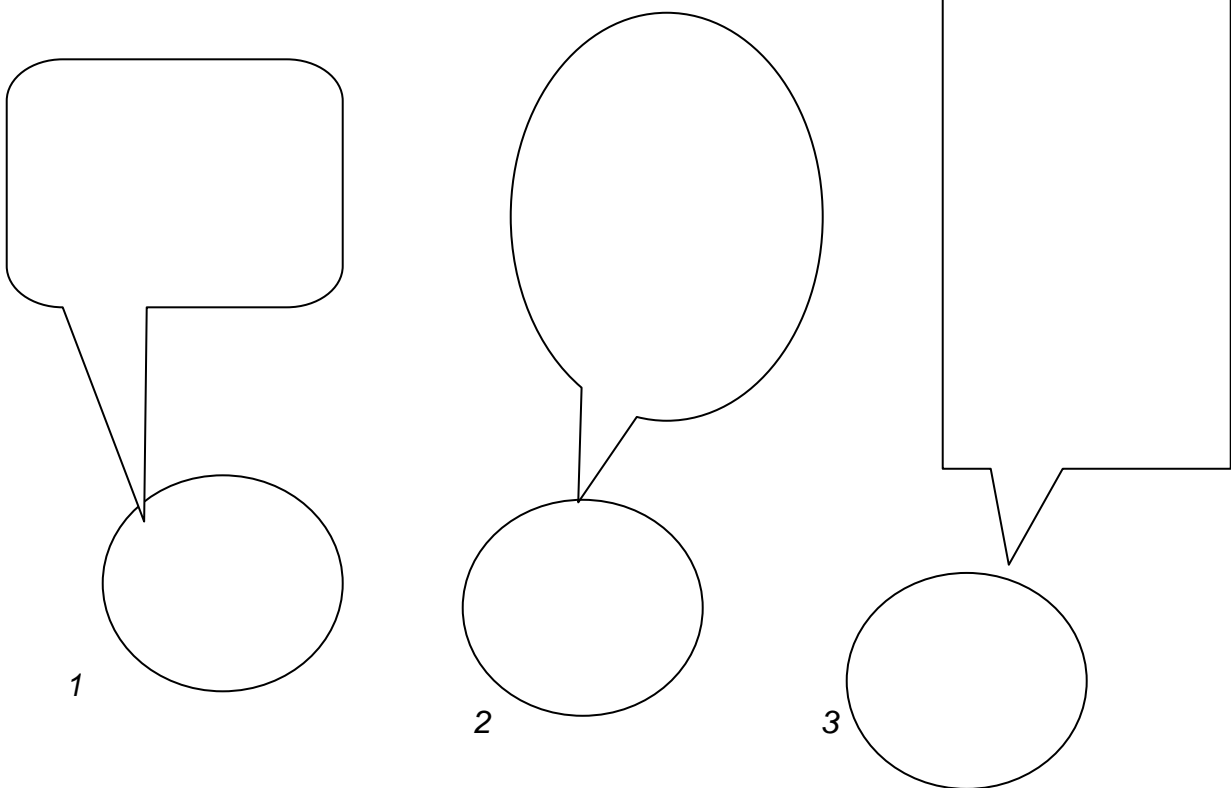
Their Words

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.



I Can Analyze Author's Techniques ILS2A

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

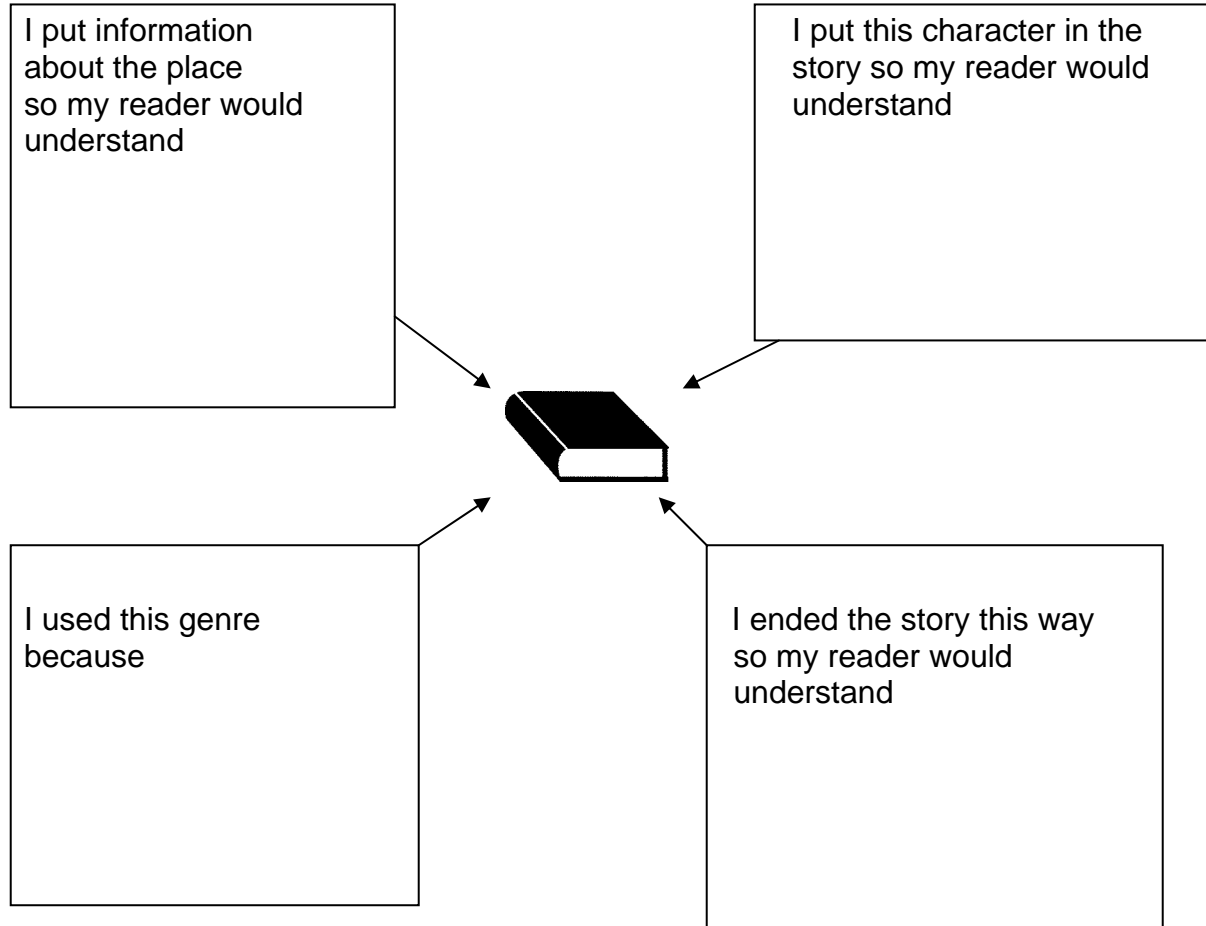
Story _____

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>

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

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: _____

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.

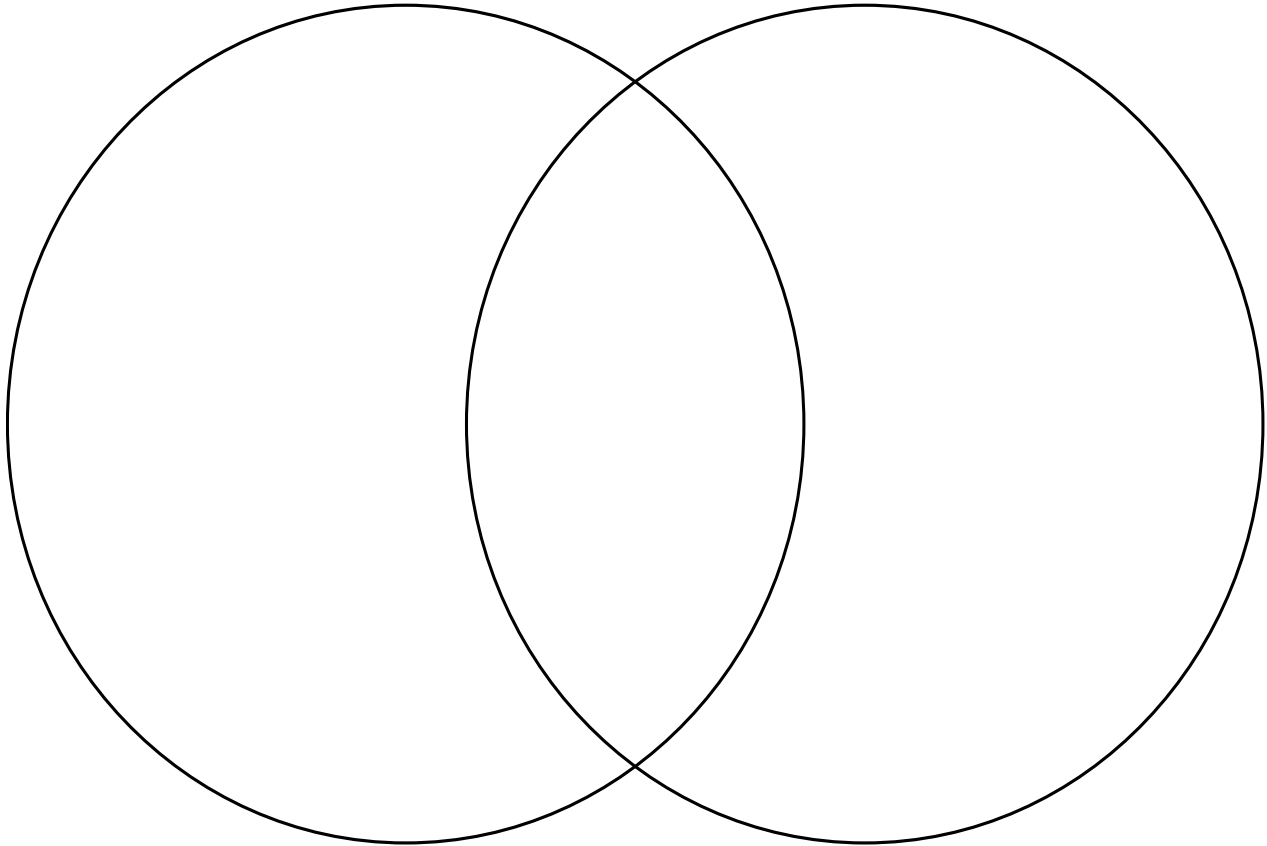
Title: _____

 *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—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.

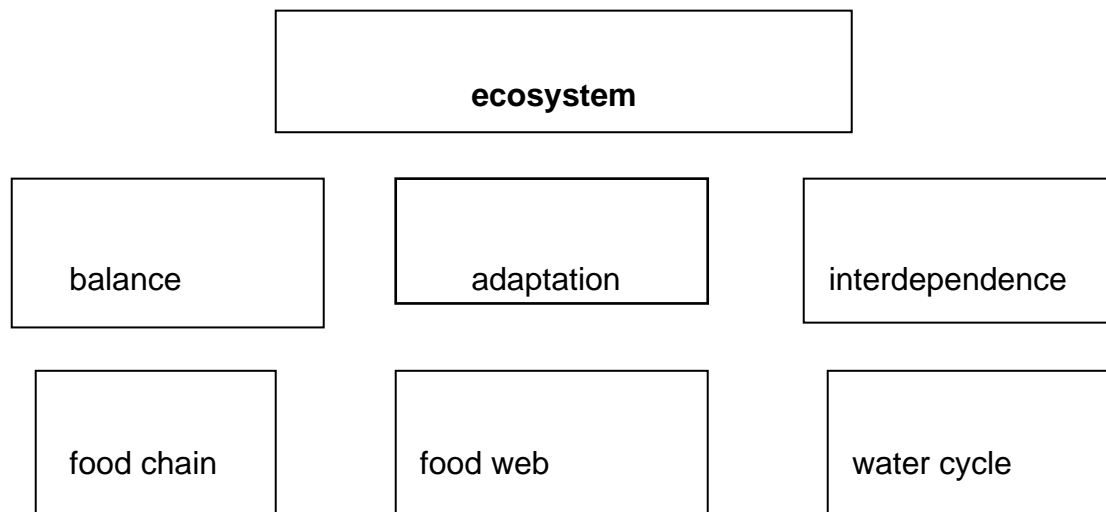
Meet the standard:
Check your work—is it
✓ complete?
✓ correct?
✓ clear?

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?

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.

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>