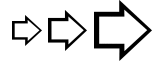


# Formative Assessment Resources

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Expand Learning Progress

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

<b>Levels of Thinking</b>	<b>p. 2</b>
The products that students make will demonstrate their competence at the level.	
<b>Math requires clear thinking</b>	<b>p. 4</b>
<b>How will you respond to student learning needs?</b>	<b>P. 5</b>
<b>Forward Feedback</b>	<b>p. 6</b>
<b>Set Reading Targets; Structure Assessments</b>	<b>p. 7</b>



## Bloom's Taxonomy Applied: Connected Actions and Products

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

<b>LEVEL</b>	<b>Actions</b>	<b>Products</b>
<b>Knowledge</b>	define, describe, duplicate, label, locate, list, memorize, recall, repeat, reproduce, state	glossary, list
<b>Comprehension</b>	classify, collect, describe, explain, identify, illustrate, paraphrase, recognize, report, restate, translate	chart, drawing, sequence chart, timeline
<b>Application</b>	adapt, change, choose, demonstrate, employ, illustrate, interpret, operate, schedule, sketch, solve, use	illustration, model, report
<b>Analysis</b>	categorize, compare, contrast, differentiate, discriminate, distinguish, examine, experiment, predict, organize, question, select	diagram, flowchart, presentation, report
<b>Evaluation</b>	appraise, argue, criticize, defend, evaluate, judge, rank, select, sort, support, value	editorial, rating, report, speech
<b>Synthesis</b>	combine, connect, integrate, relate	artwork, article, booklet, exhibit, poem, report, speech, story
<b>Creativity</b> <i>New category added in the 1990s—seems to be a level of synthesis.</i>	assemble, construct, create, design, develop, dramatize, formulate, invent	artwork, booklet, exhibit, poem, report, speech, story



# 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 _____.
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## MAKE IT CLEAR Make sure you really comprehend.

➔ Collect _____. ➔ Describe _____.	➔ Sequence the parts. ➔ Classify _____.	➔ Summarize it. ➔ Draw it.
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## APPLY IT Use your knowledge.

⇨ Explain how __ works. ⇨ What rule do you use to _? ⇨ Show how to do this.	⇨ How do you ____? ⇨ What do you need to know to do this?	⇨ Use what you know to solve this problem or answer this question.
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## 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.
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## AFTER YOU ANALYZE, INFER BASED ON YOUR ANALYSIS.

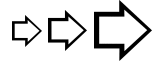
➤ Predict. ➤ What is the main idea? ➤ What does this word mean in this context? ➤ Why does __ do __?	➤ What might have caused ____? ➤ Who might have said __? ➤ Why did the writer include ____?	➤ What is a good title? ➤ What is missing? ➤ What is the author's point of view? ➤ What is your hypothesis?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

## 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?
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## GET IT TOGETHER: Synthesize

	<b>Constructed Response:</b> Based on the text, what is the answer to this BIG question?
	<b>Extended Response:</b> Based on the text and your experience, what is your answer to this challenging question?
	<b>Construct or Create YOUR OWN:</b> 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.*

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

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**

PRIORITY	RESPONSES: <b>Ways to help students who need support.</b>
How to read	<ul style="list-style-type: none"> <li>___ students “peer coach”</li> <li>___ student explains the reading in own words paragraph by paragraph</li> <li>___ student draws pictures to show the situation</li> <li>___ multiple choice questions with just 2 responses, then expand to 3 and 4</li> <li>___ students complete graphic organizer</li> </ul>
How to solve a math problem	<ul style="list-style-type: none"> <li>___ students “peer coach”</li> <li>___ student writes guide to solving problems</li> <li>___ student corrects a problem solving example</li> <li>___ students work in pairs</li> <li>___ students solve problem and explain how</li> <li>___ students write guide to solving problems</li> <li>___ students complete “math path”</li> <li>___ students design and play math game designed to increase knowledge of math facts</li> </ul>
How to write	<ul style="list-style-type: none"> <li>___ focus on one element of writing at a time</li> <li>___ students co-write</li> <li>___ class/group makes outline, then students write based on that outline</li> <li>___ students write a “how to” writing guide</li> <li>___ students use writing “scaffold”</li> <li>___ students write guide to writing</li> <li>___ students correct writing with errors, editing that, THEN editing their own</li> </ul>
Content Area learning	<ul style="list-style-type: none"> <li>___ students complete graphic organizer</li> <li>___ students write based on graphic organizer</li> <li>___ students illustrate paragraph by paragraph</li> <li>___ students outline a passage</li> <li>___ students find information to support a position or conclusion</li> <li>___ students collaborate to write a booklet about the topic</li> </ul>

## 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.

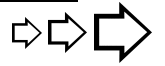
- Go farther—write a summary of what your chart shows.

+ 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?*

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

Priority	Skills needed for Fiction or Poetry
	Draw conclusions and support them <b>with evidence</b>
	Re-read to interpret a story or poem
	Analyze problem-solution
	Analyze author's design—tone, mood, structure
	Explain how author's choice of words appeals to the senses, creates imagery, suggests mood, sets tone
	Use context to infer the meaning of a word
	Identify elements of fiction: plot, characters, setting
	Explain how literary devices—imagery, metaphor, dialogue—contribute to the meaning of a selection
	Identify and interpret figurative language
	Analyze characterization/infer character traits
	Recognize kind of text: fable, folk tale, legend, myth, fairy tale
	Infer motive, cause-effect relations
	Infer prediction—identify probable outcomes, actions
	Infer the author's message or theme.
	Organize and write constructed response
	Organize and write extended response





## 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

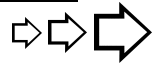
What is the main idea of the selection?

Why do you think that is the main idea?

### Structure of the Text

How does the writer end the passage?

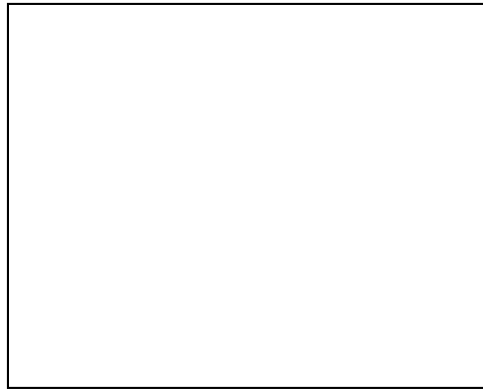
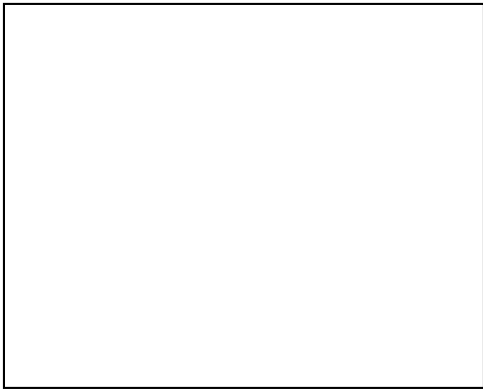
How does that ending help you understand what the writer wanted you to understand?



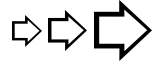
# I CAN COMPREHEND A STORY: SEQUENCE

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.

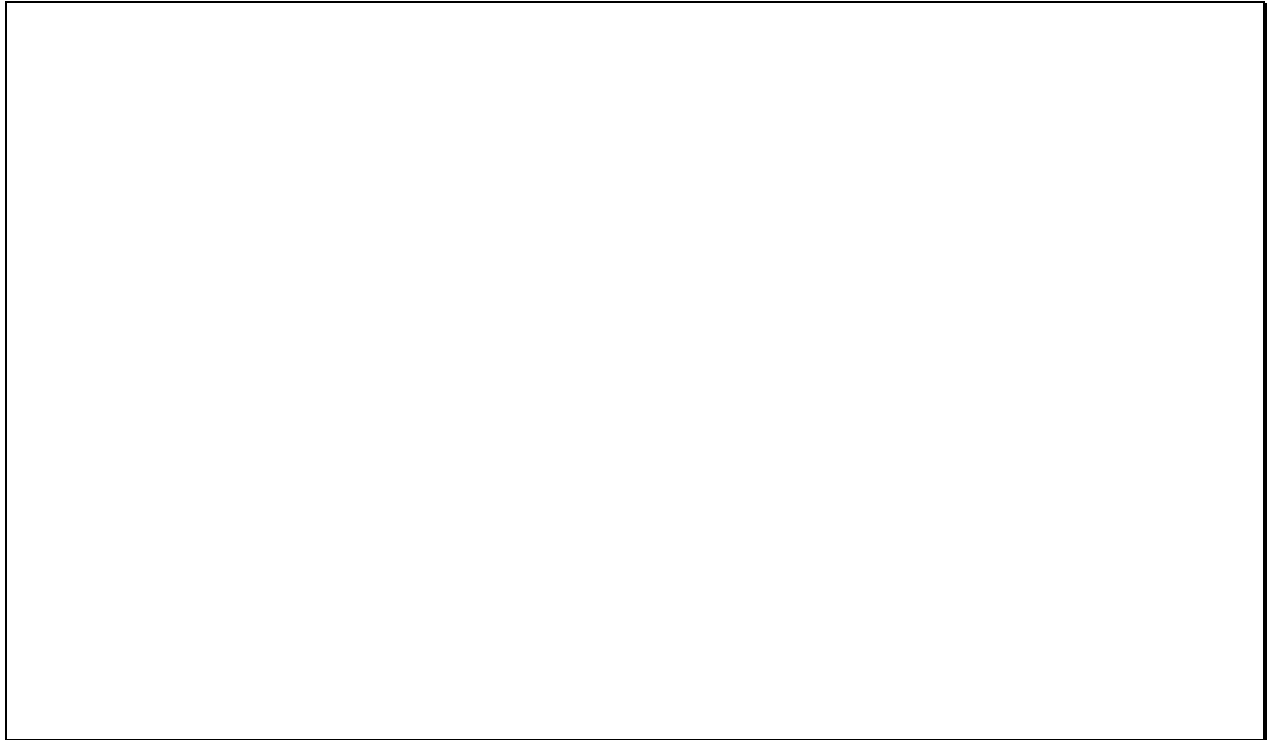


## I Can Comprehend A Paragraph or Page

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

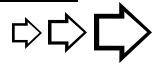
You can draw the meaning of a sentence, or a paragraph or page.  
And if you show it with pictures, you see what you are learning as you read.  
Choose one sentence (or paragraph or page).

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 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

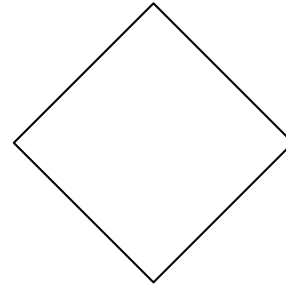
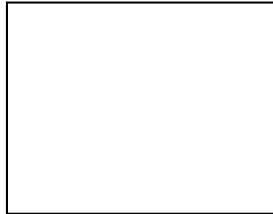
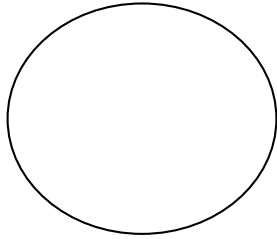


### Story Illustrator:

## 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.



Sequence the Events. Draw or tell how it started, what happened next, how it ended.

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

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Why do you think that is the message the writer wants you to understand?

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## 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:* \_\_\_\_\_

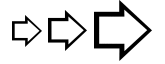
*BIG question about it.* \_\_\_\_\_

What I will read: \_\_\_\_\_

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

Information	Page #

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:

Word	What it Means

Important Facts:


*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.

<b>INFERENCE</b>	<b>QUESTION</b>	<b>ANSWER</b>	<b>EVIDENCE</b>
<i>Infer from context</i>	What does _____ mean?		
<i>Infer feelings</i>	How do you think _____ felt about _____		
<i>Infer traits</i>	What is a trait of _____?		
<i>Infer motive</i>	Why did _____ do this— _____		
<i>Infer cause-effect relations</i>	What caused _____		
<i>Infer predictions</i>	What do you think happened next?		
<i>Infer the main idea</i>	What is the <b>main idea</b> of the passage?		Underline parts of the passage that give you that idea.





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# 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?

\_\_\_\_\_

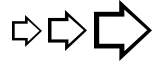
Support your answer. Explain why you think that is the main idea?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Exceed:** Make up a multiple-choice quiz about the topic. Ask **challenging** questions.



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## 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.

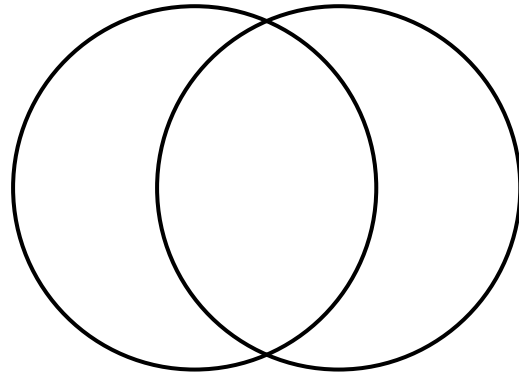
**Organize to analyze; analyze to support your inferences.**  
**Then write to explain your thinking.**

### Classify to Clarify

Category	Category

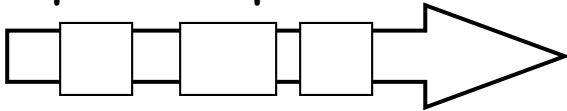
Summarize what your chart shows.

### Compare and Contrast

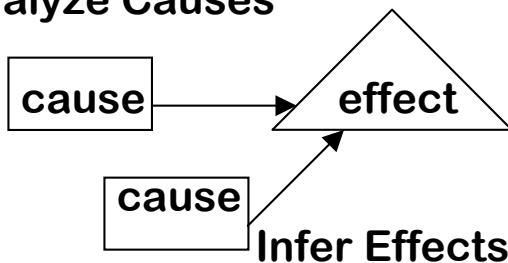


Explain the important differences.

### Sequence Important Events



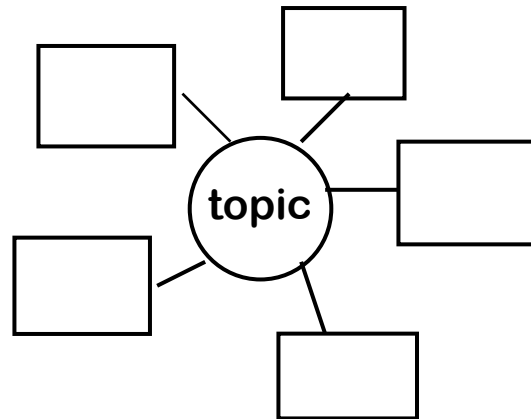
### Analyze Causes



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?



## 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

Rating	Requirements
4	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provides information for each part of the organizer</li> <li><input type="checkbox"/> All information is correct</li> <li><input type="checkbox"/> Gives organizer a title (if it does not have one)</li> <li><input type="checkbox"/> Writes about the organizer—an explanation, summary, or application of what the organizer presents (complexity varies with grade level—from sentence through extended response)</li> <li><input type="checkbox"/> Cites the source of the information (grades 5-8)</li> </ul>
3	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provides information for each part of the organizer</li> <li><input type="checkbox"/> All information is correct</li> </ul>
2	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provides information for most parts of the organizer</li> <li><input type="checkbox"/> Most information is correct</li> </ul>
1	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provides information for part of the organizer</li> <li><input type="checkbox"/> Some information is correct</li> </ul>