

Assessing Student Progress in the Macomb ISD Genre Units Grades 2 – 8

Thank you to the following teachers from the Chippewa Valley School District for collaborating with Elaine Weber, Diane Berg and Barbara Nelson to develop the following assessments for the MISD Genre Units:

Cherokee Elementary

Michelle Grabb
Linda Houc
Janice Osminski

Cheyenne Elementary

Karen Codrea
Mary Beth Collins
Pamela Gold
Nicole Simons
Suzanne Tuttle

Clinton Valley Elementary

Linda Biglane

Erie Elementary

Victoria Myers

Fox Elementary

Heather Bochenek
Marianne Fleming
Mary Pisha

Ojibwa Elementary

Kathleen DeLiso
Amanda Goedge
Lisa Kimmel
Linda Seidel
Margaret Simpson

Miami Elementary

Judy Makowski

Mohawk Elementary

Aimee Abney
Carol Brantley
Kathleen Jerse
Patrick O'Neil
Deborah Richnak

Shawnee Elementary

Joseph Connolly
Mary Hrisoulis

Algonquin Middle School

Nicole Neumann
Jane Pickelsimer

Wyandot Middle School

Joy Clapsaddle
Rose Harrison
Melissa Hilton
Wendy Ross

Iroquois Middle School

Kirstin Cook
Marina Licari
Kelly McMillian
Mary Presta
Pam Tobiczky
Karen Wegryn
Brittany Weidemann

Seneca Middle School

Kathy Clor
Stacie Hughes
Stephania Hutchins
Lynn Mair
Laura Vogel

These genre units were designed with assessment as an integral part. Opportunities for formative assessment abound in the units, and the opening prompt and the closing response to literature can be used as summative assessment. Some current users of the units have requested a more specific list of assessment opportunities and also a few quick, easy-to-administer pre/post assessments. NOTE: Formative assessment is done to check the level of student learning constantly during each unit. Summative assessment checks the level of student learning at the end of each unit.

You will find many of the following opportunities for formative assessment in each unit. (See the list of contents at the beginning of each Appendix for assessment opportunities and days on which their use is suggested.):

Think-Write-Pair-Share

Interactive Notebooks

Quick Writes

Marginalia

Story Element Charts

Retellings

Reading Logs

Focus Questions with Scoring Rubric

Charts, e.g. comparison, "windows," Tear and Share, I-Search, Genre Bookmarks

Writing Checklists

There are also opportunities for teacher-recorded observations of the following:

- Discussions
- Student writing processes
- Student cooperative work on:
 - charts
 - jigsawed activities
 - timelines
 - research
- Student use of comprehension strategies (from Strategies that Work)
- Student reactions/answers during sharing (“with”)
- Student fluency during Reader’s Theater, Story Theater, Choral Reading, etc.
- Student Vocabulary in Context work

Included in this assessment section for each unit are:

- Pre/Post Informal Reading passages, questions, suggested answers and instructions for administration and scoring.
NOTE: These assessments can be used at the beginning of the unit to find out about students’ listening/reading comprehension in response to implicit and explicit questions.
- Directions for using the unit opening prompt as a pre/post assessment of student writing competency.
NOTE: An alternate post-prompt is included so that teachers can gauge the growth of students’ thinking from the beginning when they relate the unit theme to their own lives to the end when they relate the theme to a world view (possibly social action).
- For Grade 2—a retelling pre/post assessment to use instead of or in addition to the Informal Reading Inventory.
NOTE: For Grades 3-8, retelling can be used as an optional assessment using the retelling at the beginning of each unit as an assessment and scoring it using the rubric included in each unit Appendix. The Genre Unit Assessment Summary at the end of each unit assessment section provides a section for recording student scores.

Another important opportunity for assessment of student progress in the units, is student self-evaluation/reflection, especially in the area of metacognition (monitoring thinking). As good/expert readers read, they monitor their comprehension; they repair their comprehension when it breaks down. Being aware of this monitoring/repairing and knowing and using strategies, helps students to better understand and remember what they read. Expert readers use some or all of the following strategies when reading is not making sense:

- slow down—adjust reading rate,
- stop and think—make connections to own knowledge and experience, to related text(s) and/or to the larger world,
- reread—try to find the thread of meaning,
- continue reading—look for cues and/or use context clues,
- retell or summarize—think through or briefly write what has been discovered so far in reading,
- reflect in writing—make comments about what reader feels about what he/she has learned so far,
- visualize—see in one’s mind what is happening or described in the text,
- ask questions of the author—then predict answers and read to confirm,
- use text patterns or text resources, and/or
- consult another student or the teacher.

Teachers could model the use of these strategies and then ask students to keep track of their own monitoring and use of repair strategies in Learning Logs, with Marginalia, in Interactive Notebooks, etc. Teachers could evaluate student responses to track progress.

Grade Two-Unit Two
Listening Retelling
The Teddy Bear by David Mc Phail

Before reading aloud The Teddy Bear the teacher says,

“Listen to understand the story. I will read the story twice and then you will draw/write a retelling to someone who has never heard the story before.”

The teacher reads the selection aloud.

Teacher rereads the selection saying,

“Listen one more time so that you can retell the selection. You will be asked to retell the selection as if it is for someone who has not heard this story before.”

Teacher says,

Retell the selection as if it is for someone who has not heard this story before.”

Teacher collects students’ retelling and scores using the rubric.

Retelling Rubric Grades K - 2 Narrative Text

Qualities of Retelling	4 Mature	3 Capable	2 Developing	1 Beginning
Gist/Main Idea: Lesson Learned Plot Main Idea	Retelling includes a clear generalization that states or implies the plot main idea <u>and</u> lesson learned.	Retelling includes a generalization that states or implies the plot main idea and <u>may</u> suggest the lesson learned from the story.	Retelling indicates inaccurate or incomplete understanding of plot main idea.	Retelling includes minimal or no reference to or understanding of plot main idea.
Story Elements	Retelling contains a clear statement of all story elements, (main characters, setting, problem, major events, and resolution) and their connection to one another.	Retelling contains a clear restatement of most story elements (main characters, setting, problem, major events, and resolution) and their connection to one another.	Retelling contains a restatement of some story elements with minimal connections to one another.	Retelling contains minimal restatement of story elements.
Organization	Events are retold following a logical sequence with a beginning, middle, and end.	Events are retold mostly in appropriate order with beginning, middle, and end.	Events are retold in a somewhat disconnected fashion. The beginning or middle or the end may be deleted.	Events lack sequence.
Linguistic Spillover	Use of language, conventions, and/or format from the selection reflects an elaborated and personalized understanding of the story.	Use of language, conventions, and/or format from the selection indicates basic understanding of the story.	Use of language, conventions, and/or format from the selection may indicate superficial understanding.	Retelling includes little or no use of language, conventions, and/or format from the story.

Date	Text	Level	Mode	Prediction	Gist/ Main Idea	Elements	Organization	Linguistic Spillover

Key:

Mode

O/O: Oral – Oral
O/W: Oral – Written
W/O: Written – Oral
W/W: Written – Written

Level IN – independent
IS – instructional
F – frustration

Prediction R – reasonable
U - unreasonable
N – no response

Teacher Informal Inventory Procedure - Listening

1. Read the title of the selection to the class. Explain that there will be questions to answer after students have listened to you read the selection once.
2. Read aloud once from the beginning of The Teddy Bear by David McPhail.
3. Pass out the questions that accompany the text. Read the questions aloud, waiting after each question to allow students time to answer. (Students who work faster may read and answer questions independently.)
4. Collect questions with answers.
5. Score the answers using the answer guidelines provided. Do not deviate or give partial credit.

Scoring Guidelines:

Level

Proficient	6
Instructional	5-4
Frustration	3-0

Student Questions for IRI excerpt from The Teddy Bear

1. Who are the main characters in the story?
2. Where did the little boy lose the bear?
3. Where does the old man live?
4. After the boy lost the teddy bear, how do you know the bear was still loved?
5. Why do you think the little boy returned the bear to the old man?
6. What does the word *wailing* mean in this sentence, “They were on the curb, waiting for the light to change, when they saw someone *wailing*.”?

Questions/Answers for The Teddy Bear

1. Who are the main characters in the story?

Explicit: little boy, teddy bear, and old man

2. Where did the little boy lose the bear?

Explicit: diner, restaurant

3. Where does the old man live?

Implicit: park, dumpster, park bench, doesn't have a home

4. After the boy lost the teddy bear, how do you know the bear was still loved?

Implicit: The boy cried after he lost him; the old man hugged him, kept him close, read to him, and took care of him.

5. Why do you think the little boy returned the bear to the old man?

Implicit: to be kind. He realized the old man needed the bear as a friend more than he did because the old man was alone.

6. What does the word *wailing* mean in this sentence, "They were on the curb, waiting for the light to change, when they saw someone *wailing*."?

Implicit: loud crying

Macomb Collaborative Genre Units – 2nd Grade Unit #1
Pre/Post Writing Evaluation:

Read and discuss the following:

Tell students that you will talk about doing the right thing. Ask, “What does doing the right thing mean?” Answers might include: “Doing what parents and teachers tell you to do.” “Following the rules.” “Telling the truth, not lies.” “Being nice and polite to people, even when you might not want to be.” “Helping a friend.” “Not doing anything to hurt others.” etc. Record and discuss student answers.

“Think about doing the right thing.

- Tell about a time you did the right thing, even though you might not have wanted to do it or it was hard to do.
- Tell about a time someone you know did the right thing.”

Have students think, then share ideas with a partner. Tell students to be sure to answer these questions when sharing with their partner:

- What did you do that was right?
- When and where did you do it?
- Give details about the situation.
- Why did you do it? and/or How did it make you feel?

Briefly share ideas around the circle until students have sufficient ideas from which to draw and write. Teacher should write examples/ideas on chart paper, blackboard, or overhead as students generate ideas. Then the teacher should review/reread ideas.

To get ready to write, draw or web your ideas.

Write about **doing the right thing**. Do one of the following:

- Tell about a time you did the right thing, even though you might not have wanted to do it or it was hard to do.

OR

- Tell about a time someone you know did the right thing.

Use examples from real life. Try to add details so your readers will better understand your example of doing the right thing.

Discuss the following:

“We have been reading and writing doing the right thing. Let’s discuss some of the things we have learned about doing the right thing and the difference it can make in our lives.” Have a class discussion about what students have learned about doing the right thing and the difference it can make in their lives.

Write about the theme: Doing the right thing

- Tell how you are helping others when you do the right thing.

OR

- Tell about a time when you did the right thing and made things better in your community.

Have students use the paper provided for notes, freewriting, outlining, clustering, or writing your rough draft. If they need to make a correction, tell them to cross out the error and write the correction above or next to it neatly. Tell them that interested adults will read their writing.

Rubric
Writing from Knowledge and Experience

Characteristics	6	5	4	3	2	1
Content and Ideas	The writing is exceptionally clear and focused. Ideas and content are thoroughly developed with relevant details and examples where appropriate.	The writing is clear and focused. Ideas and content are well developed with relevant details and examples where appropriate.	The writing is generally clear and focused. Ideas and content are developed with relevant details and examples where appropriate, although there may be some unevenness.	The writing is somewhat clear and focused. Ideas and content are developed with limited or partially successful use of examples and details.	The writing is only occasionally clear and focused. Ideas and content are underdeveloped.	The writing is generally unclear and unfocused. Ideas and content are not developed or connected.
Organization	The writer's control over organization and the connections between ideas move the reader smoothly and naturally through the text.	The writer's control over organization and the connections between ideas effectively move the reader through the text.	The response is generally coherent, and its organization is functional.	There may be evidence of an organizational structure, but it may be artificial or ineffective.	There may be little evidence of organizational structure.	There may be no noticeable organizational structure.
Style and Voice	The writer shows a mature command of language including precise word choice that results in a compelling piece of writing.	The writer shows a command of language including precise word choice.	The writer's command of language, including word choice, supports meaning.	Vocabulary may be basic.	Vocabulary may be limited.	
Conventions	Tight control over language use and mastery of writing conventions contribute to the effect of the response.	The language is well controlled, and occasional lapses in writing conventions are hardly noticeable.	Lapses in writing conventions are not distracting.	Incomplete mastery of over writing conventions and language use may interfere with meaning some of the time.	Limited control over writing conventions may make the writing difficult to understand.	Lack of control over writing conventions may make the writing difficult to understand.

Not ratable if:

A) off topic B) illegible C) written in language other than English D) blank/refused to respond

Student Name _____ Grade _____

Genre Unit _____

Genre Unit Assessment Summary
Written Retelling (Listening) Grade 2 (Optional assessment at other levels)

Pre	Post
Date _____	Date _____
Gist/Main Idea _____	Gist/Main Idea _____
Elements _____	Elements _____
Organization _____	Organization _____
Linguistic Spillover _____	Linguistic Spillover _____

Informal Reading Inventory, Grades 2-12

Pre	Post
Date _____	Date _____
Number of Correct Explicit: _____ (2 possible)	Number of Correct Explicit: _____ (2 possible)
Number of Correct Implicit: _____ (4 possible)	Number of Correct Implicit: _____ (4 possible)
Total: _____	Total: _____
_____ Independent: 6 correct	_____ Independent: 6 correct
_____ Instructional: 4-5 correct	_____ Instructional: 4-5 correct
_____ Frustration: 3 or fewer correct	_____ Frustration: 3 or fewer correct

Trait Scoring for Prompt Writing, Grades 2-12

Pre	Post	Alternate Post
Date _____	Date _____	Date _____
Content and Ideas _____	Content and Ideas _____	Content and Ideas _____
Organization _____	Organization _____	Organization _____
Style and Voice _____	Style and Voice _____	Style and Voice _____
Conventions _____	Conventions _____	Conventions _____