

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

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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 Three

Listening Retelling

The Other Side by Jacqueline Woodson

Before reading aloud The Other Side 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 Other Side by Jacqueline Woodson to, “Don’t stare,” my mama said. “It’s not polite.” (bottom of page 8)
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 Other Side by Jacqueline Woodson

1. What time of the year does this story take place?
2. Why did the girl sometimes look sad?
3. How did Sandra respond when the girl asked if she could play jump rope?
4. In this passage, “Don’t *stare*,” my mama said, “It’s not polite.” What does the word *stare* mean?
5. Why did the girl climb up on the fence every morning and only stare at the others?
6. What does mama mean when she said, “Because that’s the way things have always been.”?

Questions/Answers for The Other Side

1. What time of the year does this story take place?
Explicit: The story takes place in the summer.
2. Why did the girl sometimes look sad?
Implicit: She wants a friend.
3. How did Sandra respond when the girl asked if she could play jump rope?
Explicit: Sandra said “NO” she could not play.
4. In this passage, “Don’t *stare*,” my mama said, “It’s not polite.” what does the word *stare* mean?
Implicit: Stare means to look at someone for a long time.
5. Why did the girl climb up on the fence every morning and only stare at the others?
Implicit: She wanted to be friends with the children on the other side of the fence, but she knew she was different.
6. What does mama mean when she said, “Because that’s the way things have always been.”?
Implicit: Sometimes it is hard for people to make changes if that is the way things have always been done.

Macomb Collaborative Genre Units – 2nd Grade Unit #3
Pre/Post Writing Evaluation:

Discuss the following:

“Boys and girls, today we are going to discuss being friends with people who are different from us.” Have a class discussion about what tolerance means.

Write about tolerance. Write on one of the following:

- Tell about how you are friends with someone who is different from you.

OR

- Tell about a time that you had to tolerate someone who was different from you.

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.

Discuss the following:

“Boys and girls, today we are going to discuss why it is important to get along with people who are different from you in school and in your community.” Have a class discussion about what tolerance means.

Write about tolerance.

- Think about a situation in which you had to get along with someone who was different from you. Describe or tell about the situation. Tell how your tolerating that person made it better for everyone involved.

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 _____