

BEING A READER™

SECOND EDITION

UNIT 2 ASSESSMENTS (A) CONTENTS

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Ask yourself:	All or most students	About half of the students	Only a few students
Vocabulary, Ongoing Review			
Do the students' writing and drawings show that they know what the words mean?			
Are they able to explain their drawings to their partners?			
Do they enjoy using the words in conversation and in writing?			
Other observations:			

Suggestions for Supporting Students

VOCABULARY

- If you notice specific students who need more support understanding a word's meaning, reteach the word using the Vocabulary lesson in which it was first taught as a model.

Ask yourself:	All or most students	About half of the students	Only a few students
Reading, Day 2			
▪ Are the students making connections to the part of the story they listened to?			
▪ Are both partners sharing their thinking?			
Other observations:			
Vocabulary, Ongoing Review			
▪ Do the students' responses show that they know what the words mean?			
▪ Do they have difficulty using or explaining any of the words? (Note which words they have difficulty with.)			
▪ Do they enjoy learning and talking about the words?			
Other observations:			

(continues)

Suggestions for Supporting Students

READING

- If **all or most students** are making connections to the story, proceed with the lesson.
- If **about half of the students** or **only a few students** are making connections to the story, ask additional questions such as:

Q *Have you ever felt left out? What was it like?*

Q *What did you do when you felt left out?*

Q *What did you do to feel better?*

VOCABULARY

- If you notice specific students who need more support understanding a word's meaning, reteach the word using the Vocabulary lesson in which it was first taught as a model.

Ask yourself:	All or most students	About half of the students	Only a few students
Reading, Day 2			
▪ Are the students making connections to the part of the story they listened to?			
▪ Are they connecting to the big ideas and feelings in that part of the story?			
Other observations:			
Vocabulary, Ongoing Review			
▪ Are the students able to act out and identify the words?			
▪ Do their explanations indicate that they understand the meanings of the vocabulary words?			
▪ Do they use the words they are learning in conversation and outside of the Vocabulary lessons?			
Other observations:			

(continues)

Ask yourself:	All or most students	About half of the students	Only a few students
Handwriting, Day 1			
▪ Are the students able to trace the lines and circles?			
▪ Do they grip their pencils in a standard way?			
Other observations:			

Suggestions for Supporting Students

READING

- If **all or most students** are making connections to the story, proceed with the lesson.
- If **about half of the students** are making connections to the story, ask additional questions such as:
 - Q *Have you ever had your feelings hurt?*
 - Q *How did you feel when that happened to you?*
 - Q *How do you think Chrysanthemum feels? Why do you think she feels [sad]?*
- If **only a few students** are making connections to the story, you might provide more practice making connections using the Unit 2 reteaching text before starting Unit 3.

VOCABULARY

- If you notice specific students who need more support understanding a word's meaning, reteach the word using the Vocabulary lesson in which it was first taught as a model.

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HANDWRITING

- Support any students who struggle with using proper pencil grip by working with them individually or in a small group during another time of the day. You might provide additional practice by having the students retrace the lines and circles with their fingers or different colored crayons. If students are having difficulty grasping their pencils, you might provide them with broken crayons or shorter pencils (like golf pencils) for them to more easily grasp.

Grade One Sample Assessments

IDR Conference Record 1 ■ Unit 2

Student's name: _____ Date: _____

Invite the student to talk with you about their interests outside of school and their ideas and feelings about reading, reading habits, and reading interests. You might ask the student questions such as the following and record their responses:

Q *What do you like to do outside of school?*

Q *What would you like to learn about this year?*

Q *Tell me about your favorite books or authors. What do you like about them?*

Q *What do you like about the books we have read so far this year?*

Q *How do you feel about reading?*

Q *How do you feel when you are asked to read aloud?*

Q *What do you do best as a reader?*

Q *How do you want to grow as a reader this year?*

Consider asking your English Language Learners additional questions to gain a better understanding of each student's reading habits and literacy experiences in their home language.

Q *What language(s) do you speak or hear spoken at home?*

Q *Do you have books or magazines in those languages? If so, tell me about them.*

Q *Do you have favorite stories that you hear or read in [Vietnamese]?*

Other observations:

Student Name _____

Conference Dates

Grade One Sample Assessment

Completing the Student Progress Assessment

Before starting the next unit, take this opportunity to review the students' work and evaluate their progress. The Student Progress Assessment for Unit 2 includes a section for this unit's Reading and Vocabulary instruction and a summary section. Locate "Student Progress Assessment Record 1" and prepare to complete one for each student. In addition to the items listed in each section, collect the resources listed below to refer to when completing Section 2 of the assessment. You might also refer to the Unit 2 scope and sequence located in the Planning Resources section of the *Implementation Handbook*.

- Each week's Class Assessment Records for this unit
- Two to three representative writing samples for each student from their independent writing

COMPLETING SECTION 1: READING

Section 1 of the Student Progress Assessment assesses the students' use of comprehension strategies and their comprehension of texts read independently. There are two parts to this section:

- Part A helps you to assess whether a student is able to use a strategy when prompted to in a lesson.
- Part B helps you to assess a student's overall comprehension of self-selected texts read during IDR and assigned texts during small-group reading as well as their attitude toward reading. The assessment will also help you to identify reading skills in which students might need additional instruction (for example, fluency practice and word-analysis strategies).

Follow these steps to complete the section:

1. Collect the following:
 - *Student Response Book* from each student (page 1)
 - The completed "IDR Conference Record 1" for each student
 - Data acquired during small-group reading instruction such as a Mastery Test Record, a Group Assessment Record, current Small-Group Reading set placement, response journals (for students reading in Sets 9 and above), and other anecdotal notes
2. Familiarize yourself with the rubrics in Parts A and B on "Student Progress Assessment Record 1."
3. Complete Part A. Read the student responses from the unit's *Student Response Book* activities. Then circle the score in the rubric that best indicates the degree to which the student meets the expectation for each activity.

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Student Progress Assessment ■ Unit 2 (continued)

4. Complete Part B. Review the student's "IDR Conference Record 1" and think about the student's participation during class discussions, small-group reading, and IDR. Circle the score in the rubric that best indicates the degree to which the student meets the expectation for each reading behavior. If the target behavior has not been observed or taught yet, place a checkmark in the "Not evident" column.
5. Calculate the scores for each part using the formulas provided.

COMPLETING SECTION 2: VOCABULARY (OPTIONAL)

Section 2 of the Student Progress Assessment will help you evaluate each student's understanding of the vocabulary words taught during the unit. Follow these steps to complete the section:

1. Collect the following:
 - Any additional observations made during class discussions
 - Completed "Draw and Write About Words" pages from each student
2. Review any observations documented in the Vocabulary section of each week's Class Assessment Record and any additional observations you made during the lessons.
3. Look for evidence of the instruction in the student's writing and drawing and consider their contributions to whole-class and small-group discussions. Circle the score in the rubric that best indicates the degree to which the student meets the expectation for each target. If the student has not had the opportunity to demonstrate a given target at this time, place a checkmark in the "Not evident" column.
4. Calculate the score for the section using the formula provided.

COMPLETING SECTION 3: SUMMARY

The summary provides an overall picture of the student's progress with the instruction in a unit and can be referenced when preparing report cards or when communicating with parents or guardians about their child's progress. Follow these steps to complete the summary:

1. Record the scores for sections 1-2. Note that the formula for generating the overall Reading score for Section 1 gives equal weight to strategy work (Part A) and independent reading (Part B). You might wish to adapt the formula to align with your school's or district's grading system.
2. Review the student's progress in Small-Group Reading lessons. Record the student's current set level, along with any Mastery Test scores.
3. Use the reflection questions to help you determine your next steps for the student's Reading, Vocabulary, and Handwriting instruction.

Student’s name: _____ Date: _____

Section 1: Reading

PART A: STRATEGY USE

3 = Meets expectation for target (demonstrates understanding and can perform the target without assistance or with minimal assistance)

2 = Partially meets expectation for target (demonstrates partial understanding or can perform portions of the target with assistance)

1 = Does not meet expectation for target (does not demonstrate understanding or cannot perform functions of the target, even with assistance)

	Meets expectations	Partially meets expectations	Does not meet expectations
<i>"My Connection to McDuff and the Baby"</i> The student wrote about a personal connection they made to the story and drew a picture to illustrate their connection.	3	2	1
Subtotals			

Part A score (sum of subtotals/number of items scored): _____

(continues)

Student Progress Assessment Record 1 ■ Unit 2 (continued)

Student's name: _____ Date: _____

PART B: INDEPENDENT READING

Not evident = Behavior cannot be evaluated because it was not demonstrated or developmentally appropriate

3 = Meets expectations for target (demonstrates understanding and can perform the target without assistance or with minimal assistance)

2 = Partially meets expectations for target (demonstrates partial understanding or can perform portions of the target with assistance)

1 = Does not meet expectations for target (does not demonstrate understanding or cannot perform functions of the target, even with assistance)

	Not evident	Meets expectations	Partially meets expectations	Does not meet expectations
The student is able to tell what a text is about.		3	2	1
The student attends to meaning when reading.		3	2	1
The student reads fluently.		3	2	1
The student pauses and rereads if having difficulty.		3	2	1
The student reads most words accurately.		3	2	1
The student tries to make sense of unfamiliar language when reading.		3	2	1
The student is able to tell what a passage read aloud is about.		3	2	1
The student is able to answer appropriate genre-specific questions about a text.		3	2	1
The student is able to determine whether they comprehend a text.		3	2	1
Subtotals				

Part B score (sum of subtotals/number of items scored): _____

(continues)

Student’s name: _____ Date: _____

Section 2: Vocabulary (Optional)

Not evident = Target is not evaluated because it was not demonstrated or there was no opportunity for use

3 = Meets expectations for target (uses all or most words correctly)

2 = Partially meets expectations for target (uses some or all of the words, but not all correctly)

1 = Does not meet expectations for target (attempts to use some of the words, but they are not used correctly)

	Not evident	Meets expectations	Partially meets expectations	Does not meet expectations
The student demonstrates an understanding of word meanings when prompted in lessons.		3	2	1
The student correctly uses some or all of the words taught, in conversation and writing or drawing.		3	2	1
Subtotals				

Vocabulary score (sum of subtotals/number of items scored): _____

(continues)

Student Progress Assessment Record 1 ■ Unit 2 *(continued)*

Student's name: _____ Date: _____

Section 3: Summary

READING

Part A score: _____

Part B score: _____

Overall Reading score: _____ (Part A score + Part B score) /2

Record the student's progress through the Small-Group Reading lessons from the beginning of this unit to the end of this unit.

Beginning of Unit 2: Set _____ Lesson/Week _____

End of Unit 2: Set _____ Lesson/Week _____

Record Mastery Test results below (Sets 1-5 only). Indicate the points scored and the points possible.

Mastery Test #	Spelling-Sounds/Decoding Score	High-Frequency Word Score
	_____/____	_____/____
	_____/____	_____/____
	_____/____	_____/____

Reflection

- What do you notice about the student's ability to read and comprehend texts (those read independently and in small groups)? What are the student's strengths or areas of improvement?

Next Steps*

* For additional support, see *RTI/MTSS Guidance for Reading Instruction in Collaborative Literacy* in the General Resources section of the Learning Portal and the "Stages of Reading Development" in the Assessment section of the *Implementation Handbook*.

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Student Progress Assessment Record 1 ■ Unit 2 *(continued)*

Student's name: _____ Date: _____

VOCABULARY (OPTIONAL)

Vocabulary score: _____

Reflection

- What do you notice about how the Vocabulary instruction is developing the student's vocabulary acquisition and use? How has the instruction improved their speaking skills?

Next Steps*

* For additional support, see "Retaining the Words" in the Program Overview section of the *Implementation Handbook*.

Student Progress Assessment Class Record

		STUDENT NAMES															
Unit 2	Reading																
	Vocabulary																
Unit 3	Reading																
	Vocabulary																
	Handwriting																
Unit 4	Reading																
	Vocabulary																
	Handwriting																
Unit 5	Reading																
	Vocabulary																
	Handwriting																
Unit 6	Reading																
	Vocabulary																
	Handwriting																
Unit 7	Reading																
	Vocabulary																
Unit 8	Reading																
	Vocabulary																

Grading Support ■ Unit 2

In this unit the students have the opportunity to produce the following written artifacts. You may use these artifacts as additional data points to determine grades for reporting purposes.

Strand	Title	Location
Reading	"My Connection to <i>McDuff and the Baby</i> "*	Week 2, Day 2
	"My Connection to <i>Chrysanthemum</i> "	Week 3, Day 2, Extension
Vocabulary	"Draw and Write About Words"	Week 1, Ongoing Review
	"Draw and Write About a Favorite Possession"	Week 3, Day 1, Extension

* Scored in Student Progress Assessment Section 1: Reading, Part A.

Social Skills Assessment Record

Use the following rubric to score each student:

- 1 = Does not implement
2 = Implements with support
3 = Implements independently

[illegible]

Independent Work Observation Record 1 ■ Unit 2

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students get started right away?			
▪ Do they use quiet voices?			
▪ Do they handle materials responsibly and share them fairly?			
▪ Are they able to work for the whole time?			
▪ Are they able to rotate between independent work areas calmly and quietly?			
Other observations:			

Suggestions for Supporting Students

- If you notice individual students having difficulty following the procedures, using independent work habits, or staying focused, redirect the student by asking questions such as:
 - Q Which area do you enjoy working at? What do you like to do there?
 - Q What is going well for you during independent work time?
 - Q What is hard for you during independent work time? What can I do to help you?
 - Q Which work habits do you use during independent work time?
 - Q What else would you like to be able to do in the [reading/writing/word work] area?
- If you notice the students are not engaged with one or more activities in a work area, consider removing an older activity and introducing a new one. See “Teaching the Independent Work Lessons” in the Program Overview section of the *Implementation Handbook* for suggestions.