

BEING A READER™

SECOND EDITION

UNIT 2 ASSESSMENTS (A) CONTENTS

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Class Assessment Record 4 ■ Unit 2 ■ Week 1

Ask yourself:	All or most students	About half of the students	Only a few students
Vocabulary, Ongoing Review			
▪ Are the students able to use the words and explain their thinking?			
▪ Do they have difficulty using any of the words? (Note which words they have difficulty with.)			
▪ Do they enjoy learning and talking about the words?			
Other observations:			
Word Study, Day 3			
▪ Are the students able to read the words?			
▪ Are they able to re-sort the words into groups that rhyme?			
▪ Are they able to name the categories?			
Other observations:			

(continues)

Class Assessment Record 4 ■ Unit 2 ■ Week 1 *(continued)*

Ask yourself:	All or most students	About half of the students	Only a few students
Independent Work, Day 5			
Rotations Do the students manage the transitions smoothly each time they rotate?			
Do they use their work habits consistently in the independent work areas?			
Independent Writing Do the students manage their own learning and behavior in the writing area?			
Do they write for the entire time (15-20 minutes)?			
Independent Reading Do the students manage their own learning and behavior in the reading area?			
Do they read for the entire time (15-20 minutes)?			
Independent Word Work Do the students manage their own learning and behavior in the word work area?			
Do they work for the entire time (15-20 minutes)?			
Other observations:			

(continues)

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. For more information about reviewing and practicing the words, see “Retaining the Words” in the Program Overview section of the *Implementation Handbook*.

WORD STUDY

- If many students are struggling, you may wish to compile a different list of rhyming words and repeat Step 3 of the lesson.

INDEPENDENT WORK

- If **all or most students** are able to manage their own learning and behavior in the work areas for 15-20 minutes and manage the transitions as they rotate, your students are ready to start independent work rotations during small-group reading instruction.
- If **about half of the students** or **only a few students** are consistently able to manage their own learning and behavior in the work areas for 15-20 minutes and manage the transitions as they rotate, repeat this week's instruction before beginning small-group reading instruction in Unit 2, Week 2.

Ask yourself:	All or most students	About half of the students	Only a few students
Reading, Day 2			
Do the students connect the writing and pictures about their own lives to the story?			
Other observations:			
Vocabulary, Ongoing Review			
Are the students able to identify the words?			
Do their responses show that they know what the words mean?			
Do they use the words they are learning in conversation outside of vocabulary time?			
Other observations:			

(continues)

Ask yourself:	All or most students	About half of the students	Only a few students
Word Study, Day 3			
▪ Are the students able to work together to sort the words?			
▪ Are they able to sort the words into the identified groups?			
▪ Are they able to record the sort and name their categories?			
Other observations:			

Suggestions for Supporting Students

READING

- If **all or most students** are connecting the writing and pictures about their own lives to the story, proceed with the lesson.
- If **about half of the students** or **only a few students** are connecting the writing and pictures about their own lives to the story, continue with the lesson and plan to check in during IDR with students who are not making text-to-self connections. You might have the students tell you about what they just read and follow up with questions such as:
 - Q What does that remind you of in your own life?
 - Q How are you like this character? How are you different?

(continues)

VOCABULARY

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

WORD STUDY

- If many students are struggling, provide them with additional practice by repeating the sort activity using the supplementary sort list, “Word Sort 2a” (R).

Grade Two Sample Assessments

Class Assessment Record 6 ■ Unit 2 ■ Week 3

Ask yourself:	All or most students	About half of the students	Only a few students
Reading, Day 3			
▪ Are the students able to express what they like about the story?			
▪ Are they able to explain their thinking clearly?			
Other observations:			
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:			

(continues)

Ask yourself:	All or most students	About half of the students	Only a few students
Word Study, Day 2			
Do the students understand how to build the words?			
Are they able to keep the letter tiles organized and find the correct letters to build the words?			
Other observations:			

Suggestions for Supporting Students

READING

- If **all or most students** are able to express what they like about the story and explain their thinking clearly, proceed with the lesson.
- If **about half of the students** or **only a few students** are able to express what they like about the story and explain their thinking clearly, continue with the lesson and plan to check in during IDR with students who are struggling to explain their thinking. You might have the students tell you about what they just read and follow up with questions such as:

Q What do you like about this part of the story?

Q What in the story makes you think that [there is going to be a storm]?

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.

WORD STUDY

- If many students are struggling with the procedures for completing the activity, signal for their attention and review how to build words with the letter tiles using "Build That Word 1."

Ask yourself:	All or most students	About half of the students	Only a few students
Reading, Day 2			
Are the students able to identify similarities and differences between the two stories?			
Other observations:			
Vocabulary, Ongoing Review			
Are the students able to identify and act out the words?			
Do their explanations indicate that they understand the words' meanings?			
Do they enjoy learning and talking about the words?			
Other observations:			

(continues)

Ask yourself:	All or most students	About half of the students	Only a few students
Word Study, Day 2			
▪ Are the students able to generate ideas for categories and start sorting the words?			
▪ Are they able to work together to sort the words?			
▪ Do their categories make sense?			
Other observations:			

Suggestions for Supporting Students

READING

- If **all or most students** are able to identify similarities and differences between the two stories, proceed with the lesson.
- If **about half of the students** are able to identify similarities and differences between the two stories, continue with the lesson and plan to check in during IDR with students who are not making connections between the texts. You might have the students tell you about what they just read and follow up with questions such as:
 - Q What other stories have you read or heard about [someone who's brave]?
 - Q What other stories about [animals] have you read or heard?
- If **only a few students** are able to identify similarities and differences between the two stories, you might give the class additional practice making text-to-text connections using *The Three Little Wolves and the Big Bad Pig* and the Unit 2 reteaching text before starting Unit 3.

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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.

WORD STUDY

- If many students are struggling with the procedures for completing the word sort, provide the students with additional practice by repeating the sort activity using the supplementary sort list "Word Sort 3a" (R).

Grade Two 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 Two 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, Vocabulary, and Word Study 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 below, collect the resources listed below to refer to when completing sections 2 and 3 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, their comprehension of texts read independently, and their work and progress in small-group reading. 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 (pages 3 and 5 and pages 8-9)
 - The completed "IDR Conference Record 1" for each student
 - Data acquired during small-group reading instruction such as a Mastery Test Record (for students reading in Sets 5 or below), 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."

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Student Progress Assessment ■ Unit 2 (continued)

3. Complete Part A. Read the student responses from the unit's *Student Response Book* activities and then circle the score in the rubric that best indicates the degree to which the student meets the expectation for each activity.
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: WORD STUDY

Section 3 of the Student Progress Assessment will help you evaluate whether individual students may need additional support with certain word study strategies such as how to distinguish between the spellings of long, complex, and *r*-controlled vowels.

1. Collect the following:
 - *Word Study Notebook* for each student
2. Review any observations documented in the Word Study section of this unit's Class Assessment Records and any additional observations you made during the lessons.

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3. Look for evidence of the instruction in the student's writing samples, recorded word sorts in the *Word Study Notebook* (we recommend reviewing the four most recent sorts in the notebook). Circle the score in the rubric that best indicates the degree to which the student meets the expectation for each target.
4. Calculate the score for the section using the formula provided.

COMPLETING SECTION 4: 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 1-3. 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 Word Study instruction.

Student Progress Assessment Record 1 ■ Unit 2

Student's name: _____ Date: _____

Section 1: Reading

PART A: STRATEGY USE

3 = Meets expectations for target (demonstrates understanding and can perform the target without 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)

	Meets expectations	Partially meets expectations	Does not meet expectations
"My Text-to-Self Connection to <i>The Invisible Boy</i>" The student wrote about a personal connection they had to <i>The Invisible Boy</i> . They included the title of the book and author's name in their response and drew a picture to illustrate their connection.	3	2	1
"My Text-to-Self Connection" The student wrote the title of their IDR book, the author's name, at least one sentence explaining what the book is about, and at least one sentence about a personal connection they made to their IDR book. If the student did not make a personal connection to their book, they wrote at least one sentence about a part of the book they enjoyed.	3	2	1
"How Two Stories are Alike and Different" The student underlined at least one example of how the stories are alike and circled at least one example of how the stories are different.	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 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's name: _____ Date: _____

Section 3: Word Study

3 = Meets expectations for target (all words are sorted in a way that makes sense or by the concept taught, consistent use of the concept in independent writing)

2 = Partially meets expectations for target (some words are sorted in a way that makes sense or by the concept taught, some evidence of using the concept in independent writing)

1 = Does not meet expectations for target (no words are sorted in a way that makes sense or by the concept taught, no evidence of using the concept in independent writing)

	Meets expectations	Partially meets expectations	Does not meet expectations
The student applies the concepts taught in word sorts.	3	2	1
The student applies the concepts taught, in their independent reading and writing.	3	2	1
Subtotals			

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

(continues)

Student’s name: _____ Date: _____

Section 4: 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.

Set #	Titles of Texts Taught

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*.

WORD STUDY

Word Study score: _____

Reflection

- What do you notice about how the Word Study instruction from this unit is informing the student's reading and spelling progress?

Next Steps*

*For additional support, see the Word Study section in this unit's Class Assessment Records.

Student Progress Assessment Class Record

		STUDENT NAMES															
Unit 2	Reading																
	Vocabulary																
	Word Study																
Unit 3	Reading																
	Vocabulary																
	Word Study																
Unit 4	Reading																
	Vocabulary																
	Word Study																
Unit 5	Reading																
	Vocabulary																
	Word Study																
Unit 6	Reading																
	Vocabulary																
	Word Study																
Unit 7	Reading																
	Vocabulary																
	Word Study																
Unit 8	Reading																
	Vocabulary																
	Word Study																
Unit 9	Reading																
	Vocabulary																
	Word Study																

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	Lesson
Reading	"My Text-to-Self Connection to <i>The Invisible Boy</i> "*	Week 2, Day 2
	"My Favorite Part of <i>The Invisible Boy</i> "	Week 2, Day 2, Extension
	"My Text-to-Self Connection"*	Week 2, Day 3
	"How Two Stories are Alike and Different"*	Week 4, Day 2
	"Write About How Two Stories Are Alike and Different"	Week 4, Day 3, Extension
Vocabulary	"Draw and Write About Words"	Week 3, Ongoing Review
Word Study	"Word Sort 2"	Week 2, Day 3
	"Word Sort 3"	Week 4, Day 2

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

Use the following rubric to score each student:

2 = Implements with support

3 = Implements independently

STUDENT NAMES

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.