

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
Reading, Day 4			
▪ Are the students able to share what they learned about Isis?			
▪ Are they able to share what they know about the setting?			
▪ Are they able to explain the plot?			
Other observations:			
Word Study, Day 3			
▪ Do the students understand the meanings of the adjectives?			
▪ Do they generate nouns that are related to the adjectives?			
Other observations:			

(continues)

Suggestions for Supporting Students

READING

- If ***all or most students*** are able to identify important events, continue with the lesson.
- If ***about half of the students*** or ***only a few students*** are able to discuss the story elements, show relevant parts of the video again and ask questions such as:

Q What did you learn about Isis in this part of the video?

Q What does this part of the video tell you about the setting, or where and when the video takes place?

Q What happens at the beginning of this myth? In the middle? At the end?

WORD STUDY

- If many students are struggling, you may wish to complete the activity as a class.

Ask yourself:	All or most students	About half of the students	Only a few students
Reading, Day 4			
Are the students underlining words, phrases, or lines that give clues about what Auntie Anne is like?			
Are they asking clarifying questions and confirming their understanding as they talk with their partners?			
Other observations:			
Word Study, Day 3			
Are the students able to match base words and their related words?			
Do they understand the procedure of the game?			
Other observations:			

(continues)

Suggestions for Supporting Students

READING

- If **all or most students** are able to underline words, phrases, or lines that give clues about what Auntie Anne is like, continue with the lesson.
- If **about half of the students** or **only a few students** are able to underline words, phrases, or lines that give clues about what Auntie Anne is like, you might read part of the poem aloud and ask:

Q What does this part of the poem make you think Auntie Anne is like? What makes you think that?

WORD STUDY

- If a few students struggle, you might read the words aloud with them before they play the game. If many students struggle, you may wish to play the game as a class. Point out and discuss the spelling changes that occur when a suffix is added to a base word.

Class Assessment Record 7 ■ Unit 2 ■ Week 3

Ask yourself:	All or most students	About half of the students	Only a few students
Reading, Day 5			
▪ Are the students able to identify important events?			
▪ Are they able to use discussion prompts to keep their partner conversations going?			
Other observations:			
Word Study, Day 4			
▪ Were the students able to use the context of the sentence to help them understand the meanings of the words?			
▪ Did they explain their thinking?			
Other observations:			

(continues)

Suggestions for Supporting Students

READING

- If ***all or most students*** are able to identify important events, continue with the lesson.
- If ***about half of the students*** or ***only a few students*** are able to identify important events, reread part of the book and ask questions such as:
 - Q *What is something that happened in this part of the book? Do you think this is an important event? Why?*
 - Q *In this part of the book, [Wangari speaks to people about replacing the trees that have been cut down]. Do you think this is an important event? Why?*

WORD STUDY

- If many students struggled, you may wish to repeat the activity in Step 2 using different sentences.

Ask yourself:	All or most students	About half of the students	Only a few students
Reading, Day 4			
▪ Are the students able to determine important ideas?			
▪ Are they able to give reasons to support their thinking?			
Other observations:			
Word Study, Day 1			
▪ Were the students able to segment and spell words using word parts?			
▪ Did they understand the procedure for guided spelling?			
Other observations:			

Suggestions for Supporting Students

READING

- If **all or most students** are able to determine important ideas, continue with the lesson.
- If **about half of the students** or **only a few students** are able to determine important ideas, remind the students of the topic of the chapter. Reread one or two pages of the chapter aloud and ask questions such as:
 - Q What did you learn about [the effects of deforestation in Kenya] in this part of the book? Do you think this is an important idea? Why?
 - Q In this part of the book, the author noted that [deforestation made it difficult for people to find clean water and firewood]. Do you think this is an important idea? Why?

WORD STUDY

- If many students are struggling, you may wish to repeat the lesson using different words.

Ask yourself:	All or most students	About half of the students	Only a few students
Reading, Day 3			
Are the students able to identify ideas that they think are important to share about the article?			
Are they able to give reasons to support their thinking?			
Other observations:			
Word Study, Day 4			
Were the students able to identify words using the clues provided?			
Were they able to explain their thinking when they disagreed?			
Other observations:			

Suggestions for Supporting Students

READING

- If **all or most students** are able to identify ideas that they think are important to share about the article, continue with the lesson.
- If **about half of the students** are able to identify ideas that they think are important to share about the article, read an important idea from the “Important Ideas” column and ask:

Q Do you think this idea is important to share about the article? What makes you think that?

(continues)

- If *only a few students* are able to identify ideas that they think are important to share about the article, reread the article. Stop after each section to discuss the important ideas and then ask the students to identify one important idea to include in the summary.

WORD STUDY

- If many students are struggling, you may wish to repeat the activity in Step 2 and choose new words and clues to use.

Completing the Reading Self-Assessment

We recommend administering the reading self-assessment once in the fall (see Unit 2, Week 2, Day 1) to use as a tool for establishing students' reading goals. You can refer to it throughout the year to identify areas in which the students feel they need more guidance.

PREPARING FOR THE SELF-ASSESSMENT

- ✓ Print “Reflecting On My Reading” from the Learning Portal or copy it from pages 301–302. Or, access the assessment on ClassView Pro. Make one copy for each student and an additional copy to show the students.
- ✓ Print “Conference Planning Record” from the Learning Portal or copy it from page 303. Or, access the assessment on ClassView Pro. Make one copy for each student.
- ✓ You might choose to conduct the assessment in a small-group format for your English Language Learners so that you are able to read the items aloud. Prepare an area and time for this to take place.

CONDUCTING THE SELF-ASSESSMENT

1. Distribute “Reflecting On My Reading” to each student.
2. Tell the students that this page includes a list of things that readers do when they read. Read the first item aloud and have the students think about how they do with focusing on their reading. Then ask them to place an “x” in the column under “Always,” “Sometimes,” or “Never.”
3. Have the students read, think about, and rate themselves on the remaining items.
4. Collect the self-assessments and explain that when you start to confer with individual students about the books they are reading, you will discuss their responses with them and come up with one or two reading goals together.

USING THE SELF-ASSESSMENT

Review the student's responses to the self-assessment and “Conference Record 1” prior to meeting with the student to confer about books (starting in Unit 2, Week 3). Use the “Conference Planning Record” to record what you have learned about the student as a reader and possible areas of growth.

As you review the student's responses to the self-assessment, note which areas the student responded “Sometimes” or “Never” to. You might record these as areas of possible growth when you meet with the student to establish reading goals. For more information see

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“Establishing Reading Goals” in the Instructional Support section of the *Implementation Handbook*.

To learn about additional resources for supporting students during reading conferences, you might refer to “Individualized Daily Reading” in the Instructional Support section of the *Implementation Handbook*.

Grade Five Sample Assessments

Reflecting On My Reading ■ Unit 2

Name: _____ Date: _____

		Always	Sometimes	Never
Engagement	I can read for a long time without getting distracted.			
	I am able remember what I read from one day to the next.			
	I finish every book I start.			
	I enjoy talking about books I read.			
	I like to write about the books I read.			
	I choose texts that I am interested in reading.			
	I am able to read and understand most of the words in the texts I choose.			
Fluency and "Fix-Up" Strategies	When I read, it sounds smooth, like talking.			
	I read with expression.			
	I know when I make a mistake when I'm reading and I go back to reread.			
Vocabulary and Word Analysis	I am interested in learning new words.			
	I use strategies to get an idea of the meaning of words I don't know.			
	I use strategies to read words with two or more syllables.			
Genre Work: Fiction	When I read fiction, I can imagine where the story is taking place.			
	I can explain why certain events are important in a story.			
	I can identify a problem or challenge in the story.			
	When I read fiction, I am able to identify a message or lesson that the text leaves me thinking about.			
	I notice social issues in the books I read.			

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Reflecting On My Reading ■ Unit 2 (continued)

Name: _____ Date: _____

		Always	Sometimes	Never
Genre Work: Nonfiction	When I read nonfiction, I can use information from the text to come up with main ideas.			
	I can explain what a text or part of a text is mostly about.			
	I can explain why certain ideas are important to remember.			
	I can tell the difference between what is important to remember and what is interesting but not as important.			
	I read and look closely at text features.			
	I am able to figure out how the information in text features tells more about the rest of the text.			
	I use what I know about the ways authors organize information to help me understand texts.			
Author's Craft and Purpose	I think about why authors write the texts I read.			
	I think about ways authors make their writing interesting.			

Conference Planning Record ■ Unit 2

Student's name: _____ Date: _____

What do I know about this reader?	
What strengths does this reader demonstrate?	
How might I use their strengths to support them as a reader?	
Based on the self-assessment, what does this reader find challenging about reading?	
Based on what I know about this reader, what are several possible goals they might name?	
What are several possible activities that would help this student with these goals?	
What information or resources might I gather to support this student at our next conference?	

Conference Record 2 ■ Unit 2

Student's name: _____ Date: _____

Text title: _____ Text level: _____ Leveling system: _____

1. Initiate the Conference and Listen to the Student Read Aloud	Notes												
Ask: - What are you reading right now? - Why did you choose this book? - What is this book about so far? Have the student read aloud a few pages from where they currently are in the book. As the student reads, note your observations. Does the student: <table border="1"> <thead> <tr> <th></th> <th>Yes</th> </tr> </thead> <tbody> <tr> <td>Attend to meaning?</td> <td></td> </tr> <tr> <td>Read fluently?</td> <td></td> </tr> <tr> <td>Pause and reread if having difficulty?</td> <td></td> </tr> <tr> <td>Read most words accurately?</td> <td></td> </tr> <tr> <td>Try to make sense of unfamiliar language?</td> <td></td> </tr> </tbody> </table> Ask: - What are you thinking about this book? Listen for the most interesting thing the student says, ask probing questions, and jot down words and phrases they use. Ask: - Can you show me a place in your book where you were thinking, [I don't understand why...]? Repeat back to the student the thinking they are doing that seems most interesting or new.		Yes	Attend to meaning?		Read fluently?		Pause and reread if having difficulty?		Read most words accurately?		Try to make sense of unfamiliar language?		
	Yes												
Attend to meaning?													
Read fluently?													
Pause and reread if having difficulty?													
Read most words accurately?													
Try to make sense of unfamiliar language?													
2. Review the Student's Self-Assessment Show the student their self-assessment response sheet and have them lead you through their responses (or you can lead this). Ask: Based on your written responses and what you're thinking now, what are some things you'd like to work on this year? Why?													

(continues)

3. Identify Reading Goals

Briefly summarize for the student what you have learned from their response to the question in Step 2, including any goals that they or you suggested. Have the student write the goals on the “My Reading Goals” page in the “Reading Journal” section of their *Student Response Book*.

4. Determine an Activity and Practice It

Identify an activity that supports the student’s goals. Give the student a chance to respond to your suggestion. (If the student disagrees, invite them to suggest an alternative activity that supports something they said about their reading earlier in the conference.)

Have the student find a place in the part of the book they have read so far where they can do the thinking required by the activity. Have them read that part aloud and explain their thinking.

5. Establish Expectations for the Activity

Together, determine how many times the student will do the activity before their next conference. Explain how they will document and reflect on their thinking. Have them repeat back what they are going to do.

6. Wrap Up the Conference

Have the student write the activity on the “My Reading Goals” page in the “Reading Journal” section of their *Student Response Book* just below their goals. Remind the student how this activity will help them with their goals.

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7. Conference Summary

Ask yourself:

- What more did I learn about this reader?

- What am I wondering about this reader now?

- Possible next steps are . . .

If in Step 2 you noticed the student struggling to read and/or comprehend the text and the student decided to keep reading it, plan to check in with them in the next day or two. Before then, revisit the observations you made during the retelling and oral reading, and determine what barriers to comprehension the student might be experiencing. At your next check-in, decide whether to help the student continue reading this book with added support or to help them find a different book. For additional support see “Suggestions for Supporting Readers” in the Assessment section of the *Implementation Handbook*.

Completing the Word Study Assessment

As you teach the Word Study lessons, a Word Study Assessment Note will alert you when an assessment is suggested.

PREPARING FOR THE ASSESSMENT

- ✓ Print “Word Study Student Record 1” from the Learning Portal or copy it from pages 312–314. Or, access the assessment on ClassView Pro. Make one copy for each student you plan to assess and an additional copy to show the students.
- ✓ Print “Word Study Assessment Class Record 1” from the Learning Portal or copy it from pages 315–316.
- ✓ You might choose to conduct the assessment in a small-group format for your English Language Learners so that you are able to read the words aloud to the students in Part 1 of the assessment. Prepare an area and time for this to take place.

CONDUCTING THE ASSESSMENT

1. Distribute “Word Study Student Record 1” to each student.
2. Show “Word Study Student Record 1” and direct the students’ attention to Part 1. Tell the students that they will think more about the word parts they have learned using “Which Word Am I?” Explain that the students will hear clues about a word and the students will circle the word that fits the clues. Explain that you will model completing a sample together as a class. Ask the students to follow along as you read the example clues aloud twice, slowly and clearly. Read the three answer choices (*appreciation*, *argumentative*, and *sensitive*), pointing to each word as you say it. As a class, briefly discuss each clue, crossing out words that do not fit the clue from the choices. Explain that now you will read the clues for number 1 aloud and the students will circle the word that fits the clues on their own. Ask the students to follow along as you read the clues for number 1 aloud twice, slowly and clearly (do not read the answer choices aloud). Give the students time to read the answer choices and circle their answers. Follow the same procedure for the remaining items.
3. Direct the students’ attention to Part 2 of the record. Tell the students that they will spell several words with word parts they have been learning. Explain that they will use the same process to spell words as they use in Guided Spelling, but they will not spell as a group. Explain that when you ask the students questions about the words, they will think about the answers silently to themselves instead of responding chorally as a class, and then they will write the words. Since you want to see how they are doing with spelling and whether they need additional teaching, the students will not check their work

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Word Study Assessment ■ Unit 2 (continued)

after every word. Ask the students to listen carefully as you guide them in spelling the following words.

1. **coexist** “Can the two countries coexist peacefully?”

Tell the students that the first word they will spell is *coexist*. Say *coexist*. Use *coexist* in a sentence. Have the students say *coexist*. Remind the students that you would like them to think about the answers to the spelling questions silently to themselves. Then ask:

Q How many syllables are in *coexist*? What are they?

Q What is the first syllable in *coexist*? Write that syllable.

Have the students write the first syllable on the line. Then ask:

Q What is the second syllable in *coexist*? Write that syllable.

Have the students write the second syllable next to the first syllable. Then ask:

Q What is the third syllable in *coexist*? Write that syllable.

Have the students write the third syllable next to the second syllable to complete the word.

2. **destruct** “The engineers had to destruct the machine for safety reasons.”

Tell the students that the second word they will spell is *destruct*. Say *destruct*. Use *destruct* in a sentence. Have the students say *destruct*. Then ask:

Q How many syllables are in *destruct*? What are they?

Q What is the first syllable in *destruct*? Write that syllable.

Have the students write the first syllable on the line. Then ask:

Q What is the second syllable in *destruct*? Write that syllable.

Have the students write the second syllable next to the first syllable to complete the word.

3. **explosion** “When the rocket launched, they could hear the explosion from far away.”

Tell the students that the third word they will spell is *explosion*. Say *explosion*. Use *explosion* in a sentence. Have the students say *explosion*. Then ask:

Q How many syllables are in *explosion*? What are they?

Q What is the first syllable in *explosion*? Write that syllable.

Have the students write the first syllable on the line. Then ask:

Q What is the second syllable in *explosion*? Write that syllable.

Have the students write the second syllable next to the first syllable. Then ask:

Q What is the third syllable in *explosion*? Write that syllable.

(continues)

Word Study Assessment ■ Unit 2 (continued)

Have the students write the third syllable next to the second syllable to complete the word.

4. **confer** “Yolanda wanted to confer with her teacher about her writing.”

Tell the students that the fourth word they will spell is *confer*. Say *confer*. Use *confer* in a sentence. Have the students say *confer*. Then ask:

Q How many syllables are in *confer*? What are they?

Q What is the first syllable in *confer*? Write that syllable.

Have the students write the first syllable on the line. Then ask:

Q What is the second syllable in *confer*? Write that syllable.

Have the students write the second syllable next to the first syllable to complete the word.

5. **compress** “Please compress the clay firmly into the mold.”

Tell the students that the fifth word they will spell is *compress*. Say *compress*. Use *compress* in a sentence. Have the students say *compress*. Then ask:

Q How many syllables are in *compress*? What are they?

Q What is the first syllable in *compress*? Write that syllable.

Have the students write the first syllable on the line. Then ask:

Q What is the second syllable in *compress*? Write that syllable.

Have the students write the second syllable next to the first syllable to complete the word.

6. **limitation** “The store had a limitation on using coupons each visit.”

Tell the students that the sixth word they will spell is *limitation*. Say *limitation*. Use *limitation* in a sentence. Have the students say *limitation*. Then ask:

Q How many syllables are in *limitation*? What are they?

Q What is the first syllable in *limitation*? Write that syllable.

Have the students write the first syllable on the line. Then ask:

Q What is the second syllable in *limitation*? Write that syllable.

Have the students write the second syllable next to the first syllable. Then ask:

Q What is the third syllable in *limitation*? Write that syllable.

Have the students write the third syllable next to the second syllable. Then ask:

Q What is the fourth syllable in *limitation*? Write that syllable.

Have the students write the fourth syllable next to the third syllable to complete the word.

7. **decision** “The family made a decision to adopt a dog.”

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Word Study Assessment ■ Unit 2 (continued)

Tell the students that the seventh word they will spell is *decision*. Say *decision*. Use *decision* in a sentence. Have the students say *decision*. Then ask:

Q How many syllables are in *decision*? What are they?

Q What is the first syllable in *decision*? Write that syllable.

Have the students write the first syllable on the line. Then ask:

Q What is the second syllable in *decision*? Write that syllable.

Have the students write the second syllable next to the first syllable. Then ask:

Q What is the third syllable in *decision*? Write that syllable.

Have the students write the third syllable next to the second syllable to complete the word.

8. **preparation** “Preparation for the party began very early in the morning.”

Tell the students that the eighth word they will spell is *preparation*. Say *preparation*. Use *preparation* in a sentence. Have the students say *preparation*. Then ask:

Q How many syllables are in *preparation*? What are they?

Q What is the first syllable in *preparation*? Write that syllable.

Have the students write the first syllable on the line. Then ask:

Q What is the second syllable in *preparation*? Write that syllable.

Have the students write the second syllable next to the first syllable. Then ask:

Q What is the third syllable in *preparation*? Write that syllable.

Have the students write the third syllable next to the second syllable. Then ask:

Q What is the fourth syllable in *preparation*? Write that syllable.

Have the students write the fourth syllable next to the third syllable to complete the word.

9. **instruct** “I wanted Mr. Khan to instruct me on how to do the science experiment.”

Tell the students that the ninth word they will spell is *instruct*. Say *instruct*. Use *instruct* in a sentence. Have the students say *instruct*. Then ask:

Q How many syllables are in *instruct*? What are they?

Q What is the first syllable in *instruct*? Write that syllable.

Have the students write the first syllable on the line. Then ask:

Q What is the second syllable in *instruct*? Write that syllable.

(continues)

Have the students write the second syllable next to the first syllable to complete the word.

10. **instruction** “The instruction was concise and easy to understand.”

Tell the students that the tenth word they will spell is *instruction*. Say *instruction*. Use *instruction* in a sentence. Have the students say *instruction*. Point out that the base word in *instruction* is *instruct*, which they spelled earlier. Then ask:

Q How many syllables are in *instruction*? What are they?

Q What is the first syllable in *instruction*? Write that syllable.

Have the students write the first syllable on the line. Then ask:

Q What is the second syllable in *instruction*? Write that syllable.

Have the students write the second syllable next to the first syllable. Then ask:

Q What is the third syllable in *instruction*? Write that syllable.

Have the students write the third syllable next to the second syllable to complete the word.

INTERPRETING THE ASSESSMENT RESULTS

After the assessment, review the students’ responses and analyze their ability to use word clues to determine the meaning of words and their ability to spell words by syllables. Indicate errors on “Word Study Student Record 1.” Transfer the results from the students’ record sheet to “Word Study Assessment Class Record 1.” You can use the compiled information to determine whether a student or group of students needs reteaching of certain word study strategies, such as how to use the meanings of word parts to help them read and understand a word or how to spell words with affixes and roots. You may wish to refer to a student’s assessment record and analyze the student’s errors to guide reteaching and support.

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Name: _____ Date: _____

Part 1: Which Word Am I?

Listen to the clues. Then circle the word that fits the clues.

Sample: This word has five syllables. It has a suffix that shows the word is an adjective. The toddler is _____ and never takes no for an answer.

- a. appreciation b. argumentative c. sensitive

1. This word has a prefix that means “with or together.” It is a noun. When the plane landed, the _____ was at the controls.

- a. copilot b. collide c. instructor

2. This word has a root that means “build.” It has a prefix that means “with or together.” It has a suffix that shows the word is a noun.

- a. restructure b. collaborative c. construction

3. This word has three syllables. It has a suffix that shows the word is a noun. An antonym for this word is *inclusion*.

- a. discussion b. exclusion c. inactive

4. This word has a prefix that means “with or together.” It has two syllables. Make sure to _____ the fruit and ice in a blender.

- a. mix b. combine c. convene

5. This word is a noun. It has a root that means “build.” A synonym for this word is *teacher*.

- a. instructor b. division c. structure

6. This word has a suffix that shows the word is an adjective. It has two syllables. An antonym for this word is *tiny*.

- a. large b. active c. massive

(continues)

Word Study Student Record ■ Unit 2 *(continued)*

Name: _____ Date: _____

7. This word has a prefix, root, and suffix. It is an adjective. The town was hit by a _____ tornado last night.

a. destructive b. supportive c. impression

8. This word has two syllables. It is a verb. They watched the two bikers _____ in the intersection.

a. collide b. company c. collapsing

9. The base word of this word ends with the letters *d-e*. This word has a suffix that shows the word is a noun. After learning multiplication, the class was taught _____.

a. invasion b. division c. expensive

10. This word has a prefix that means “with or together.” It is a noun. A synonym for this word is *cooperation*.

a. collaborative b. construction c. collaboration

Selected the correct word: ____/10

(continues)

Name: _____ Date: _____

Part 2: Spelling

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Spelled correctly: ____/10

Part 1: Which Word Am I?

Item Number and Answer	STUDENT NAMES												
1 copilot													
2 construction													
3 exclusion													
4 combine													
5 instructor													
6 massive													
7 destructive													
8 collide													
9 division													
10 collaboration													

(continues)

Part 2: Spelling

STUDENT NAMES													
Item Number and Answer													
1 coexist													
2 destruct													
3 explosion													
4 confer													
5 compress													
6 limitation													
7 decision													
8 preparation													
9 instruct													
10 instruction													

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 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 this unit's Class Assessment Records to refer to when completing the assessment. You might also refer to the Unit 2 scope and sequence located in the Planning Resources section of the *Implementation Handbook*.

COMPLETING SECTION 1: READING

Section 1 of the Student Progress Assessment assesses the students' use of reading strategies, their comprehension of texts read independently, and their work and progress in small-group reading (if applicable). There are two parts to this section:

- Part A helps you to assess whether a student is able to use a reading strategy to better understand a text 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 (if applicable) as well as their engagement with and attitude toward reading. The assessment will also help you to identify reading skills in which students might need additional instruction or practice (for example, fluency, comprehension, or word-analysis strategies).

Follow these steps to complete this section:

1. Collect the following:
 - *Student Response Book* from each student (pages 8, 14, 18, 22, and 26)
 - the completed "Conference Record 2" for each student
 - if applicable, data acquired during small-group reading instruction such as a Group Assessment Record, response journals, 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's 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. Think about the student's participation during class discussions and IDR time by reviewing the student's "Conference Record 2" and any observations recorded in the Reading section of this unit's Class Assessment Records. Circle the score in the rubric that best indicates the degree to which the student meets the expectation for

(continues)

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: WORD STUDY

Section 2 of the Student Progress Assessment will help you evaluate whether individual students may need additional support with certain word study strategies such as generating words that use certain roots and spelling words with suffixes.

1. Collect the following:
 - *Word Study Notebook* for each student
 - the completed “Word Study Student Record 1” for each student
 - two to three representative writing samples for each student from their independent writing
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.
3. Complete Part A. Review the student’s Word Study Assessment. Circle the score in the rubric that best indicates the degree to which the student meets the expectation for each target.
4. Complete Part B. Review the student’s responses from the unit’s *Word Study Notebook* activities and look for evidence of the instruction in the student’s writing samples. Circle the score in the rubric that best indicates the degree to which the student meets the expectation for each target.
5. 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 and 2. Note that the formula for generating the overall Reading and Word Study scores gives equal weight to strategy use (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. If applicable, review the student’s progress in small-group reading lessons.
3. Use the reflection questions to help you determine next steps for the student’s Reading 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 with no or 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
"Stop and Ask Questions About My Independent Reading Book" The student is able to generate several questions about the text they are reading independently. The questions indicate that the student is thinking about the text as they read.	3	2	1
"Double-Entry Journal About 'La Visita'" The student is able to make at least one inference about the text and identifies the words or phrases from the text that helped them make the inference.	3	2	1
"Notes About Environmental Activist: Wangari Maathai" The student recorded at least three important events from the text and one sentence explaining what they thought about the text.	3	2	1

(continues)

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

Student's name: _____ Date: _____

	Meets expectations	Partially meets expectations	Does not meet expectations
"What I Know About Wangari Maathai and the Green Belt Movement" The student recorded at least one sentence in each section of the page. The sentences indicate that the student considered what they were learning and thinking about the topic as they read additional texts.	3	2	1
"Use a Thinking Tool" The student chose a thinking tool and used it to record their thinking while reading independently.	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 with no or 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 does not perform functions of the target, even with assistance)

	Not evident	Meets expectations	Partially meets expectations	Does not meet expectations
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 demonstrates that they comprehend the text by explaining what they think about it and answering probing questions, if necessary.		3	2	1
Subtotals				

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

(continues)

Student's name: _____ Date: _____

Section 2: Word Study

PART A: WORD STUDY ASSESSMENT

- 3 = Meets expectations for target (identifies/spells 8-10 words correctly)
2 = Partially meets expectations for target (identifies/spells 5-7 words correctly)
1 = Does not meet expectations for target (identifies/spells 4 or fewer of the words correctly)

	Meets expectations	Partially meets expectations	Does not meet expectations
The student demonstrates the ability to use word-part clues to get an idea of words' meanings.	3	2	1
The student correctly spells words with the suffixes <i>-ion</i> , <i>-ation</i> , and <i>-sion</i> .	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 APPLICATION

3 = Meets expectations for application (consistent use of the concept in independent reading and writing)

2 = Partially meets expectations for application (some evidence of using the concept in independent reading and writing)

1 = Does not meet expectations for application (no evidence of using the concept in independent reading and writing)

	Meets expectations	Partially meets expectations	Does not meet expectations
The student demonstrates an understanding of word part meanings (affixes, roots, base words) when prompted in lessons.	3	2	1
The student demonstrates the ability to identify words that use the root <i>struct</i> .	3	2	1
The student applies the concepts taught in their independent reading and writing.	3	2	1
Subtotals			

Part B 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

If applicable, record the student's progress through the small-group reading lessons.

Instructional Focus	Titles of Texts Taught

Reflection

- In what ways is the student demonstrating independence when discussing and writing about texts (for example, generating, sharing, and supporting their own ideas about texts with limited or no prompting)?

Next Steps*

* For additional support, see "MTSS Guidance" found on the Learning Portal and "Suggestions for Supporting Readers" in the Assessment section of the *Implementation Handbook*.

(continues)

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

Student's name: _____ Date: _____

WORD STUDY

Part A score: _____

Part B score: _____

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

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																
	Word Study																
Unit 3	Reading																
	Word Study																
Unit 4	Reading																
	Word Study																
Unit 5	Reading																
	Word Study																
Unit 6	Reading																
	Word Study																
Unit 7	Reading																
	Word Study																

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

[illegible]

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	"Stop and Ask Questions About <i>Tani's Search for the Heart</i> (1)"	Week 1, Day 1
	"Stop and Ask Questions About <i>Tani's Search for the Heart</i> (2)"	Week 1, Day 3
	"Stop and Ask Questions About 'The Egyptian Myth of Isis and the Seven Scorpions'"	Week 1, Day 4
	"Stop and Ask Questions About My Independent Reading Book"*	Week 1, Day 5
	"My Inferences About <i>Tani's Search for the Heart</i> "	Week 2, Day 3, extension
	"Double-Entry Journal About 'La visita' "**	Week 2, Day 5
	"Notes About <i>Wangari Maathai</i> "	Week 3, Days 4 and 5
	Reading Journal Entry	Week 3, Day 4
	"My Visualizations About <i>Wangari Maathai</i> "	Week 3, Day 4, extension
	"My Thoughts About a Quote from Wangari Maathai"	Week 3, Day 5, extension
	"Notes About <i>Environmental Activist: Wangari Maathai</i> "**	Week 4, Days 3 and 4
	Reading Journal Entry	Week 4, Day 3
	"Identify Main Ideas"	Week 5, Day 1, extension
	Reading Journal Entry	Week 5, Day 3
	"What I Know About Wangari Maathai and the Green Belt Movement"***	Week 5, Day 4
Word Study	"Use a Thinking Tool"***	Week 5, Day 5
	"What Does It Describe? 2"	Week 1, Day 3
	"Word Web for the Word <i>Beautiful</i> "	Week 1, Day 5
	"Using an Online Thesaurus"	Week 2, Day 5
	"Spelling Practice 1"	Week 3, Day 1
	"Spelling Practice 2"	Week 4, Day 1
	"Word Web for the Root <i>struct</i> "***	Week 4, Day 4
	"Homographs"	Week 4, Day 5
	"Spelling Practice 3"	Week 5, Day 1
	"My Word Collection"	Week 5, Day 5
	"Word Study Student Record 1"***	Week 5, Day 5

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

** Scored in Student Progress Assessment Section 2: Word Study.