A summary of assessment strategies for a multi-age classroom

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A summary of assessment strategies for a multi-age classroom

Abstract
Many schools are implementing multi-age programs. This non-traditional teaching approach calls for methods of assessing students' learning that are consistent with the ways in which they are taught. The traditional methods of assessment require teachers to use the same assessment tool with every child. This is not consistent with the individualized approach to pedagogy that is fundamental in multi-age classrooms. Furthermore standardized assessment does not challenge some students, it frustrates other students, and does not provide the kinds of information needed for formative evaluation.

The author of this project has developed a summary of assessment tools to implement in eight-to ten-year-old multi-age classrooms. This project is divided into two main sections. The first section contains four general assessment tools that can be adapted for use in any multi-age setting. These include student-centered portfolios, learning logs, community circle, and observations. The second section has assessment tools for use in specific content areas. The areas included are reading, writing, spelling, math, and cross-disciplinary thematic units. The tools in the project can be used to assess and evaluate multi-age classroom children in a non-threatening manner that is consistent with the ways in which they are taught.

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A SUMMARY OF ASSESSMENT STRATEGIES
FOR A MULTI-AGE CLASSROOM

A Graduate Project
Submitted to the
Department of Curriculum and Instruction
in Partial Fulfillment
of the Requirements for the Degree
Master of Arts in Education
UNIVERSITY OF NORTHERN IOWA

by
Tamera Frost
September 1, 1997
This project by: Tamera Frost

Titled: A Summary of Assessment Strategies for a Multi-age Classroom

has been approved as meeting the research requirement for the

Degree of Master of Arts in Education.

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Abstract

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I have just spent one year in a pilot multi-age program at our elementary school. I feel as though I have done the best job I have ever done in my seven years of teaching at meeting each individual child's needs. Unfortunately, I was frustrated trying to find appropriate systematic assessment and evaluation techniques to assess my students' academic growth.

My school district still required me to administer the traditional book tests and archdiocesan assessments to every child. The eight-to ten-year-old students in my class were reading at anywhere from a pre-primer level to a seventh grade level. I had worked hard to have the students work at their own instructional levels but was then told to give the same assessment to each student. I knew some students would not be challenged and others would be frustrated. I had strong feelings about not frustrating students who could not successfully complete the assessment tasks and not wasting the time of my academically gifted students by having them complete the same assessment tasks.

I went to my administrator and expressed my concerns. She agreed that I was on target with my concerns but there was a need for accountability. It was essential to have a uniform tool to assess all students and to use it to report these findings to parents and the district.

That is what led me to develop a supplemental collection of assessment tools to implement in multi-age classrooms. The tools in this project can be used to assess and evaluate multi-age classroom children in a non-threatening manner that is consistent with the ways in which they are taught.
Problem Statement

Many schools are implementing multi-age programs. This non-traditional approach calls for a new method of assessing and evaluating students’ learning. Many schools and textbook companies provide traditional tests and standardized assessments. These are designed for average children at specified grade levels, whereas students in multi-age classrooms are working at many different ability levels.

The teaching strategies implemented in multi-age classrooms allow for students to work at their own instructional levels and individualized paces. The traditional tests or assessments often do not meet individual needs; the standardized tests frustrate some students and do not challenge others.

Assessments need to be flexible enough to meet individual needs, challenge students, and provide accountability. Teachers in multi-age classrooms need to have assessments that can be used to accurately assess and evaluate each child’s progress.

Purpose

The purpose of this project was to survey literature and other schools to discover what assessment procedures are being used in multi-age classrooms. A plan was subsequently developed to assess and evaluate students in the author’s eight to ten-year old multi-age classroom.

Research Questions

This project addresses the following research questions:

1. How can individual student outcomes be assessed in a multi-age program where each student is working at his or her own independent instructional level?
2. How can individualized assessments be tailored to the needs of specific academic disciplines?

Project Description

The project is a summary of an assessment plan to implement in multi-age classrooms for eight-ten-year-old students. The assessment tools chosen were designed to enable a teacher to do formative assessment that could then be used as a main component of summative assessment. This facilitates individualized instruction and evaluation of each child.

This project is divided into two main sections. The first section contains four general assessment tools that can be adapted for use in any multi-age setting. These include student-centered portfolios, learning logs, community circle, and observations. The second section has assessment tools to use in specific content areas. The areas included are reading, writing, spelling, math, and cross-disciplinary thematic units.

Importance/Project Rationale

One of the first comments of teachers when they think about assessment and evaluation in multi-age classes is often, "With all the children at different ages and stages, there is not a single test that can be given them to find out what they know."

Agreed, there is not a single test. There are, however, many different ways for teachers to find out about their students' strengths, achievements, abilities, and future learning needs. The potential value in multi-age classes is in the individualized learning that can take place. It is important to account for the learning that takes place. This involves looking for assessment and evaluation strategies that provide for a range of abilities, stages of development, and levels of understanding.
This project has been designed to select evaluation processes that enhance children's learning in addition to assessing what they have learned. The assessment tools included allow for and invite a range of responses. When children demonstrate their learning in different ways there is a wide range of possibilities for evaluating and assessing children of various ages.

At the same time several of the tools selected allow a district to sort, select, label, and grade a student if necessary. At the elementary level many teachers do a wonderful job of assessing students and showing parents the growth a child has made. The approach often changes when students reach upper grade levels. Parents become confused about why their child who has always been showing growth is now suddenly considered a "D" student. It is important at all age levels to share with parents both growth and progress. The tools selected will allow teachers to do both.

Definition of Terms

The following will function as working definitions for purposes of this paper:

Alternative Assessment refers to assessment techniques that are alternatives to standardized tests. Alternative assessment techniques' intent is to measure directly a student's ability to perform. Therefore, they are designed to resemble real tasks as closely as possible.

Assess means to observe and collect evidence to show what a child is capable of doing.

Authentic Assessment has learners engage in tasks replicating as closely as possible the actual challenges facing learners in specific topics of study, in the workplace, or in daily living, where learning is contextualized and purposeful.
Community Circle is a technique that enables every student to participate in a class discussion in an efficient manner.

Evaluate means to study and interpret the evidence gathered in the assessment process in order to make sound judgments and decisions about a child’s progress.

Growth refers to the improvement a child has made academically, socially and emotionally.

Learning Logs are records that give students the opportunity to formulate, organize, internalize, and evaluate concepts to increase learning.

Portfolios are a systematic collection of student work selected to provide information about a student’s attitude and motivation, level of academic development, and growth over time.

Reading Ladders are a list of books that represent gradients of difficulty that a child has read over time. It is a visual record of an individual child’s reading growth.

Rubrics are a tool for assessing a student demonstration, of one or more skills, given the conditions for the problem and/or task.

Running Records assess oral reading behavior using a simplified method of coding oral reading errors.
Methodology

Literature Review

The fundamental goal of teaching and learning in schools should be that every learner is guaranteed optimal instruction and opportunity to reach his or her educational potential. Assessment and evaluation practices are legitimate only to the extent that they serve this goal (Traill, 1993).

Assessment should not determine instruction. Rather the goals and objectives of the children in a given class deserve consideration and should help to determine the assessments to be made (Katz, 1997). Thus, it is important that the assessment techniques chosen are ones that can be individualized to meet the needs of many children.

McClay (1996) states that multi-age classrooms are the perfect environment for authentic assessment. In addition, McClay says assessment is easier in multi-age classrooms than in traditional environments. Teachers of multi-age classes tend to know more about their students' learning because classroom focus is on each child as an individual rather than on all children as a group. Instead of teaching one lesson to an entire classroom and then giving the same test to each child, the multi-age teacher has the opportunity to watch, conference, and understand how each student processes information (McClay, 1996). This watching of students provides teachers with incredible opportunities to assess how students work together and independently (Goodman, 1978). It allows teachers to truly study the children to learn more about each one as an individual.
Another definite advantage of the multi-age classroom is that it provides for assessment on a long-term, continual basis. Students in multi-age programs ideally remain in the same environment for two to three years. As a result they spend very little of their learning time at the beginning of each year having to become familiar with new teachers and classroom systems; there is less need for "get acquainted" time. In the traditional nine-month classroom, the teacher spends the first few months assessing each child's academic, emotional, and social needs. It is not until the year is well under way that the teacher has a clear picture of the child and his or her interests, strengths, and areas of need. Unfortunately, just as the teacher becomes familiar with the student as a learner, it is almost time for the child to begin the cycle again with a new teacher.

The multi-age program, however, gives more time to students and teachers. It respects individual differences and affords the opportunities to spend more time progressing and assessing. Curriculum and instruction should be developed after assessment tools have indicated a need. When ample time to assess exists, instruction can be better tailored to meet the exact needs of each student.

In regard to what forms of assessment to use, standardized, end-of-the-unit tests are not an ideal assessment tool for any child. While they may help the teacher evaluate his or her planning and short-range teaching strategies, these tests do not necessarily measure a student's knowledge or progress. They simply demonstrate how a student is doing in comparison to his or her peers (Ryan, 1994).

The preferred approach is that of authentic assessment, which highlights each student's progress over time and focuses on process as well as product. Strategies used in authentic assessment facilitate comparison of a student's accomplishments with his or
her previous work, not the work of classmates, and provides information on how the student learns and works.

The Kentucky Education Reform Act (1993) views assessment as a continuum. It places assessment for learning at one end and assessment for accountability at the other. Assessment for learning and assessment for accountability are not mutually exclusive, but can be aligned (Bridge, et. al., 1993). The teachers in Kentucky are using a variety of authentic assessment strategies to document students' growth. They use five main strategies that are interrelated (see Appendix A).

There appear to be three common links between the Kentucky Education Reform Act Model, research-based literature, and the three schools contacted for purposes of this project: observations, authentic assessment, and portfolios. Research stresses that observations can help teachers know a child far better than any test and can help focus classroom instruction more effectively. It can help teachers assess how a child interacts with a complex environment and provides data for evaluation that are not biased by the stress a child experiences when being tested (Grant & Johnson, 1995).

To prepare for the future, today's students need to demonstrate abilities to learn and understand material beyond rote facts and basic knowledge. They need educational settings that demonstrate that, habits of mind and the justification of one’s approach and results are at least of equal value to right answers (Wiggins, 1990). Research indicates that by using authentic assessments these processes will be recognized.

The use of student products as part of the authentic assessment of students is not a revolutionary idea. Many education programs have found it useful to grade some physical products produced by students as one aspect of the students’ growth and ability.
Student product collections in the form of portfolios are much more than just some "stuff" students produce and teachers save. Portfolios involve a systemic and organized collection of student materials consistently used by most or all teachers and students across curriculum content areas and across the school district to validate growth and abilities. Portfolios must emphasize product, process and content, effort and achievement, student ownership, and self-evaluation (Kingore, 1993).

The key element to assessment in multi-age classrooms is that children's progress is measured not in terms of grade-levels, but in terms of each child's individual performance. Assessment is continuous and comprehensive – taking into consideration all aspects of growth (Anderson, 1993).

**Procedures Used to Develop the Project**

The first task was to simply begin looking for any and all techniques that could be used to assess students in multi-age classrooms. This was done by looking for published works on how to assess students. Both current literature and on-line documents were used. The second place to look was at schools that had implemented multi-age classrooms. Contacts were made with three schools: Polk School in Cedar Rapids, Iowa; Lamoni School, in Lamoni, Iowa; and Whitney Elementary School in the Clark County School District in Las Vegas, Nevada. The third step in the plan was experimenting with various assessment techniques as a pilot multi-age program was being implemented in the author's school.

By experimenting in the pilot program it became apparent that one of the biggest concerns in developing an assessment/evaluation plan would be to find techniques that could be used with students at different ability levels working together in the same
classroom. These techniques also need to be aligned among students to measure overall accountability.

Once all the research was gathered there were some very apparent techniques to implement in the classroom that would allow for general assessment of all students in all subject areas. These included observation, portfolios, rubrics, learning logs, and community circles. All are useful techniques in helping classroom teachers develop a picture of the students. Unfortunately, these techniques did not provide enough information about the specific strategies students used in reading, problem solving, or writing. By probing into literature for individual subject areas, more specific assessment strategies were found for reading, writing, spelling, math, and cross-disciplinary thematic units.

There was a large number of assessment techniques from which to choose. Each one needed to be evaluated for its potential usefulness in multi-age classrooms. A strategy that was not effective or as effective as another strategy was put aside. The techniques that were deemed effective then needed to be organized in order to make a manageable system. A selection process had to be designed that would be feasible for teachers to implement. A series of questions was developed to assist in the selection of specific assessment techniques:

- Does this technique build upon others chosen?
- Is it a manageable enough technique for teachers to implement in classrooms?
- Can it be customized to fit the needs of individual students?
- Is the method reliable for evaluation purposes?
Only techniques that led to favorable answers to these questions were included in the plan.
The Project

The project includes a summary of assessment tools that could be used in classrooms. The collection was gathered and designed to be used in multi-age classrooms of eight-to ten-year-old students. The techniques chosen were tools designed to enable teachers to do formative assessments that could then set a basis for summative assessment when collated.

The project begins with four general assessment tools that can be adapted for use in any discipline area. The first tool is the use of portfolios. Three types of portfolios are introduced along with ways to implement them in classrooms. The first begins with an assessment portfolio that is a folder the teacher keeps for each student that contains assessments given to the child during the current school year. The second portfolio is the working portfolio. The working portfolio is a collection of each child's work that they select, caption, and file. The final portfolio outlined is the pass-on portfolio. This portfolio will be transferred on to the child's next teacher. Finally, detailed process of what the working portfolio looks like, what goes into it, how and when students select products, how to evaluate portfolios, and how portfolios are passed from teacher to teacher is illustrated.

The second tool is a description of how to implement learning logs that could be used in any discipline area. Learning logs are records that give students the opportunity to formulate, organize, internalize, and evaluate concepts to increase learning. In the log students and teachers have the opportunity to write to each other. Included is a list of writing prompts to help initiate student thinking.
The third tool involves a way to facilitate the implementation of community circles into classrooms. In a community circle someone completes an open-ended sentence. Students continue to complete the sentence until all students in the circle have had a turn. Community circles allow the teacher to hear from every student every day and give each student an equal chance to participate and share ideas.

The last general assessment tool implemented is teacher observation. The project includes a three step description of how to stop, look, and listen when observing students. This section concludes with a method of recording anecdotal notes and suggests how to write them.

Next, the plan provides techniques to use in specific discipline areas to provide more focused information about the strategies and skills each child has in a certain area. It begins with suggestions of tools to use in reading. The first set of reading assessments illustrated help monitor children's decoding processes. The strategies suggested are running records and reading ladders. The second set of reading assessments are designed to assess student comprehension. The strategies include score sheets for predictions, retellings, and identifying story problems. The final set of assessment tools suggested for reading are more general and help assess decoding, comprehension, and fluency. These include audiotapes, self-monitoring techniques, and observation records.

In the discipline area of writing the plan provides assessment rubrics that will allow for student goal setting. The plan also includes editing checklists and a student writing log.

The third discipline area examined was spelling. This area includes an inventory that can be given to students twice a year. After evaluating students the teacher will be able
to decide at which developmental stage of spelling each child is functioning. To help each child make improvements and develop spelling skills an individualized plan of testing is outlined. Finally, because every child will have an individualized word list there is a list of center activities that can be implemented. No one activity could be used with the class since every child has their own unique list of words. To further aid each individual child the center activities incorporate the multiple intelligences.

The fourth discipline area to be addressed is math. In math the importance of looking at the process, not just the product, is stressed. Included are sample assessments to meet this purpose and an observation record to use with students.

The final area analyzed involves methods to assess students during cross-disciplinary thematic teaching. A detailed observation record is included and examples of rubrics for various units are provided.
Assessment Tools

The following pages include a summary of assessment tools that could be used in classrooms. The summary begins with four general assessment tools that can be adapted for use in any discipline area. After this section the reader will be introduced to specific strategies to use in the areas of reading, writing, spelling, math, and thematic units.

General Assessment Tools

Portfolios. The first technique to be examined is the use of portfolios. Portfolios may be defined as systematic collections of students' work selected to provide information about students' attitudes and motivation, level of development, and growth over time (Kingore, 1993). There are three types of portfolios that will be implemented into the classroom (Ostrow, 1996).

The first portfolio system is the assessment portfolio. The assessment portfolio is a folder kept for each student that contains assessments the child has done throughout the year. It might include observations, rubrics, checklists, and student work. This portfolio provides a more critical and longitudinal look at the child’s work over time.

The second portfolio and the one most used in the classroom is the working portfolio. This portfolio, unlike the assessment portfolio, is student centered. This is a collection of work in which children select, caption, and file their own work. This portfolio is more than a collection of best work; it is a place where students collect evidence of who they are as learners.

The third portfolio is the pass-on portfolio. This is the portfolio that is to be transferred on to the child’s next teacher. It serves as a sampling of work that clearly shows where the child began, how far the child came, and where the child needs to go.
These portfolios should be quite small, since no teacher will want to shuffle through a huge packet of work for an entire classroom.

As teachers begin to implement portfolios into the classroom Linda Vavrus (1990) has designed a series of questions to answer. In response to these questions the author will supply answers to the questions and also the plan that will be implemented at the author’s school.

1. What will it look like?

This question is two-fold. It refers to both the physical and conceptual structures of the portfolio. First, the physical structure will be examined. Both the assessment portfolio and the pass-on portfolio will be placed in a file folder, possibly a hanging file folder. The working portfolio may also be placed in a file folder or another container. The author’s school chose to use a three ring binder with dividers for each quarter and the front section for new items. The binder is an easy way to send materials home without students losing them.

The one important question to answer is, “What is the conceptual structure of the portfolio?” In other words, what are the underlying goals for student learning? Some examples of goals that students can provide evidence of achieving in portfolios are:

- Apply basic math skills for purposes and situations they encounter in life.
- Apply core concepts and principles from mathematics, the sciences, arts and humanities, social studies, practical living studies and vocational studies for purposes and situations they encounter in life.
- Think and solve problems across the variety of situations they encounter in life.
• Connect and integrate the knowledge they have gained in school into their own lives.

• Able to communicate through writing, speaking and listening.

• Able to read.

• Able to evaluate the learning process.

2. What goes into the portfolio?

This is decided by the instructional goals established when question number one is answered. Portfolios are authentic forms of assessment because they represent real learning activities going on in classrooms. It follows, then, that students select portfolio samples from a variety of daily and weekly assignments that are completed. Thinking of the goals above, these are possible examples that may provide evidence a student's achievement toward each goal:

- community circle responses
- book reports using various formats
- samples of projects
- schematic organizers
- literature circle responses
- samples of daily work
- tests
- parent reflections
- audiotapes of oral reading
- portfolio conference notes
- an ongoing list of books read
- self assessments
- explanations of why a mathematical process works
- samples of computation
- solutions to open-ended questions
3. How and when to select products for the portfolio?

The products can be chosen by the student or teacher. However, the students will be responsible for choosing the majority of the products. Products will be saved for a week. At the end of the week students will make their selection after reviewing and analyzing their products, choosing one sample.

Students can choose items for various reasons:

~ Good work to show understanding and celebrate success
~ Difficult work to show effort
~ Work that shows growth
~ Work that shows a struggle with material

Each piece will be captioned with a statement explaining why it was chosen (see page 48).

4. How to evaluate portfolios?

Portfolios can be evaluated in terms of standards of excellence or on growth demonstrated within an individual portfolio, rather than on comparisons made among different students' work. The portfolios the students use in classrooms will be used to show growth of an individual student in his/her portfolio. Things that will be used to evaluate the portfolio for growth will include teacher student conferences (see page 50) and parent compliments and goal worksheets (see page 51).

5. How and when are portfolios passed on?

Every quarter of the school year the students will select pieces of work that provide evidence of achievement of goals. This will remain in the students' pass-on portfolios.
Learning Logs. The second general assessment technique is the use of learning logs. Learning logs are a record that gives students the opportunity to formulate, organize, internalize, and evaluate concepts to increase learning. One format is to have students use a stenographer’s notebook. Teachers will have the opportunity to write back to the students after each entry they make. A writing prompt does not always need to be used but included is a list of possible writing prompts (see page 55). The list has been divided into three sections. The first section is prompts that can be used in the beginning of a class or when a new thematic area is introduced. The second section is prompts to use in the middle of a class or thematic project and the last section is for use at the end of a class or thematic unit.

The outcomes that can be achieved from using writing prompts include:

- stimulating student discussions
- starting small group activities
- reinforces learning experiences
- provides feedback to the teacher
- helps diagnose problem areas
- fosters self-evaluation
- stimulates student imagination

Community Circle. The third general assessment technique is community circle. A community circle is an informal circle where the kids sit cross legged. The community circle is initiated by stating an open ended sentence. Everyone takes a minute to think of an ending answer that expresses their own likes, dislikes, feelings, or knowledge of the
The starter completes the sentence first and the turn passes to the right until all students have had a turn. The children will be taught the skills of:

- how to form a circle
- how to take the floor
- making eye contact
- using an appropriate voice level
- listening to peers

The community circle can be used much like the learning logs. This is an oral mode rather than a written mode. The list of writing prompts can also be used as prompts in a community circle.

By implementing the use of community circles in the classroom, every student will be given the opportunity to hear the sound of their own voice in a positive way each and every day. Students who participate at school feel more involved and it is more likely that they will be successful and motivated to learn. Community Circles offer an excellent opportunity to students to practice listening and speaking skills. Rubrics can be designed to show how well a student is doing at improving these skills (see page 58).

Observation. The final general technique is observation. This may be one of the most important techniques to implement. Children follow different paths to literacy, they move at different rates, and will arrive at different times. The goal is that they do arrive. Sensitive and systematic observations ensure that teachers are constantly aware of student progress, that students are supported and encouraged along the way, and teachers are there to welcome students when they arrive (Traill, 1993).
As important as this technique is, child-watching takes time. Teachers need focused uninterrupted time when they are not organizing an activity, answering questions, conduction a mini-lesson, pulling down the blinds, or performing a dozen other tasks. Teachers also need a few minutes to make notes and time after class to organize the notes (Grant & Johnson, 1995).

In classrooms, teachers are the researchers and instructional decision makers. Teachers must be ever-conscious of watching learners very carefully and take the time to stop, look, and listen. Leanna Traill (1993) provides a definition of all three steps:

**STOP:** Stand still, watch, and listen. Teachers should reflect upon their knowledge about the developmental nature of learning and watch the social activity in front of their eyes.

**LOOK:** Watch closely without judgment. Articulate the precise behaviors that are seen, and reflect upon the various possible intentions. Ask: What does this tell that the child knows, is interested in, understands? Teachers need to value what is seen as a source of significant information about learning. Continue to question assumptions and check perceptions. Consider a variety of possible interpretations. Search for signals. Teachers need to challenge their own thinking.

**LISTEN:** Hear what children are saying to each other. Hear the patterns of talk, the different roles that individual children take on during conversations, and the conditions under which this happens. Listen to the words they write, feel the imagery, and hear the music.

For these three steps to occur it is important to identify times in the day when children are working independently or in small groups. Teachers should assign
themselves ten or 15 minutes of child-watching each day. It may even be helpful to identify four or five specific children to observe in a single day so that the whole class will be observed by the end of the week. Another key time to make student observations are while working with another teacher. When teachers team teach one teacher can be observing while the other is teaching.

As teachers observe it is important for all comments to begin positively with something the child is doing. Focusing on strengths first is important for several reasons. Eventually noticing strengths first becomes a state of mind. Taking a positive view of all children is part of the whole language philosophy and all good teaching. In addition, students and parents are entitled to hear about the child’s positive behaviors. Even a young child should be able to take a look at his/her section in the anecdotal notebook and feel comfortable. This is not to imply that the needs and deficits should not be listed, but that it is best to do so only after what the child is doing well has been noted (Routman, 1994).

One time efficient method of bookkeeping is to have a clipboard with a sheet of sticky computer labels for writing anecdotal comments. At the end of the day the labels can be placed on each students’ page in a three ring binder that will be for anecdotal records.

Specific Assessment Strategies

Reading. Effective readers draw on three main cueing systems for predicting meaning in text. They integrate and cross-check their knowledge of the world around them, their knowledge of the structures of spoken language, and their knowledge of the
alphabet. Each alphabet letter refers to sound-symbol relationships and the ability to see visual similarities or patterns in words.

The following questions should be asked when analyzing reading behavior:

1. Is the child trying to make sense of what is being read? (semantic cues)
2. Is knowledge of language patterns being used? (syntactic cues)
3. Is knowledge of letters and their associated sounds being used? (graphphonic)
4. Are confirmation and self-correction strategies evident?

Traill (1993) admonishes teachers to remember reading for meaning is paramount.

Running Records are a second technique to be used in the assessment of reading. This technique developed by Dr. Marie Clay (1993) is one of the most insightful, informative, and instructionally useful assessment procedures that can be used for monitoring a child’s progress in learning to read. The process stated by Fiderer (1995) follows:

- **Explain** - Explain to students that you are going to listen to each one of them read and that you will be making check marks and other notes to help you remember which words they know.
- **Select** - Select several books that reflect a range of difficulty. A one-hundred-word sample is usually enough to represent a child’s reading accuracy. Show the books to a child in advance of a conference and say something such as, “I’d like you to look through these stories and pick one of them to read to me - one that’s not too hard and not too easy. Choose one that has some words that you don’t know on a page.”
- **Discuss** - When your students have selected a book, you may want to discuss the cover and the title with them so that they can anticipate the content of the story.
• **Listen and check** - As you listen to a child read, make a check for each word read correctly. Some teachers record the page numbers as they go along just in case they want to refer to those pages at a later time (See page 60).

• **Write** - When a student makes an error, simply write the substitution over the word in the text. Also note each unsuccessful attempt to self-correct by writing that word over the first error the child made. Write SC - for self-correct - above any error that a child corrects independently.

• **Use notation symbols** - You could use additional notation symbols - such as the following - after you have had some practice taking running records. However, keep in mind that you can also devise your own shorthand system (page 57).

  TTA  teacher assists by saying, “Try that again”

  <  omission

  ^  insertion

  /  pause or hesitation

After making a running record as a baseline sample, teachers will need to take a few minutes when the children are not in the classroom to figure out what the child’s errors, or miscues, reveal. Then, when analyzing the errors, ask the following questions:

1. Does the error make sense?

2. Does the error have visual or phonetic similarities to letters in the actual word?

3. Does the error sound right grammatically in the sentence? For example, does the child substitute a verb for a verb, a noun for a noun, or an adjective for an adjective?

4. Does the reader self-correct error? If so, count the number of times that self-corrections were noted in a line and then write it in the SC column.
Errors are wonderfully revealing. A look at running records will give a clear picture of the cueing system that each child knows how to use and which systems they need to learn.

Text difficulty can be assessed in the following way:

- A score of 95 to 100% means the text is easy.
- A score of 90 to 94% indicates that the text is challenging enough to be used for instruction.
- A score of 80-89% means the text may be too hard and frustrating.

The child should be encouraged to choose an easier book.

Another technique, reading ladder assessments, work well in classrooms where children are reading many different kinds of books and responding to them through writing, art, discussion, and drama. Reading ladders can naturally flow from running records.

Reading ladders are a list of books that represent a gradient of difficulty that a child has read over time. The ladders display a visual record of each child’s reading growth (see page 62).

One way to create a reading ladder is to collect a group of five to ten books - covering a range of reading levels - that the students have not yet read. After the books have been chosen they should not be available for general reading purposes. Stories can be chosen from trade books in classroom libraries, from literature-based anthologies (see page 63), or from children’s magazines such as *Cricket* or *Story Works*. Whatever the source, be sure to look for stories that have natural language and appealing storylines.
Once the reading ladder books have been selected, record the titles on a sheet of paper in order of difficulty, beginning with the easiest one at the bottom of the list. Each student will have their own copy of the reading ladder to show their growth throughout the year.

Comprehension Strategies are included so teachers know how well readers really understood the story, any of the following strategies could be used:

1. Prediction - Ask students to read only the first part of a book to themselves and then stop reading. Begin by asking, “What do you think might happen next in the story?” Then have them explain the reasons for their prediction. Of course, an accurate prediction shows the child understood the text. If a student’s reasons are logically based on facts in the story—even though the guess was wrong—that also indicates comprehension (see page 69).

2. Retelling - Ask children to retell the story in their own words to find out how well they can recall and make sense of the important elements in a story (see page 70).

3. Identifying the Story Problem - Have the students tell or write about an important problem in the story and explain why it was important (see page 71).

4. Explaining “What I Know - What I Learned” - Before reading the book have students write, “What I know about_____” and list anything they think they already know about the subject. A student will write additional information about “What I Learned” after reading the book.

5. Audiotapes - Another method of assessing students’ reading abilities is to tape their reading performances. Audio tapings made several times during the year— even as few as two - help children hear improvement in their readings. These tapes are also valuable
assessment tools that can be sent home or played during conferences with parents (see page 72).

To obtain the tapes, add them to the student supply list that families provide at the beginning of the school year. Each child will then have their own blank tape. With a few directions it is easy to teach children how to record themselves reading independently. This can be implemented as a natural choice during classroom reading time. It is important to allow students time to hear their recordings and to listen to how they have improved. It is helpful for the students to create a table of contents for their audio tapes so they have an easier time finding earlier tapings (see page 74). After students have listened it is a good time to have them fill out a self-evaluation about their reading tape (see page 75).

6. Self-Monitoring Techniques - In addition to the audio tape self assessments students can also keep a reading log of books read (see page 76). This will allow students to see how much they are reading and what types of books they are reading. It will show growth over time. When students self-evaluate this they will be able to see if they have been challenged and what growth was made over time.

Another technique is the group literature study record. Each student fills out a record form when they meet with a literature group to discuss a book (see page 77).

A third technique for self-evaluation is used while students are reading. It is a checklist for the students to use before they read something, while they read it, and after they are done (see page 78).

7. Observation Record - Teachers will want to make anecdotal notes about individual students as they observe them working in a variety of settings and contexts - such as
group literature discussions, story dramatizations, and writing and drawing story responses. One method is to use the sticky computer labels as mentioned in the section about student observations. In addition, an anecdotal record and reminder list may be used (see page 79). This is set up so that each child would have their own sheet.

**Writing.** For classrooms in which the writer’s workshop approach is used, students could be required to turn a composition in to be assessed each quarter. An assessment rubric would then be used and checked with the student (see page 81). Each student will have only one copy of the rubric and the same rubric will be scored four times. The first quarter will be marked in orange, the second in blue, the third in green and the fourth in red. This will allow both the teacher and the child to see growth throughout the year.

The second instrument implemented is an editing checklist (see page 84). When students want to publish a piece of writing they will need to first edit it themselves. After they have made those changes they then find a peer in the classroom to edit it. Again they make changes and then submit the edited piece of writing to the teacher. The teacher will complete the peer editing checklist and suggest any other necessary changes. The writing will then be ready to publish.

The third strategy will be a writing log (see page 85). This can be used to help students monitor how they spend their time in writer’s workshop. It will also show the quantity and quality of their writing over a period of time.

**Spelling.** According to Richard Gentry (1982), misspellings provide windows into children’s minds to reveal their knowledge of letter-sound relationships. Richard Gentry developed a spelling inventory (see page 87) that calls children to draw on their developing phonetic knowledge as they attempt to spell words they hear. The inventory
can be administered to an entire class at one time. This will show at what stage of development each child is at and is not corrected as right or wrong. The developmental stages learners go through in learning to spell include:

1. **Prephonemic spelling** - Children scribble, form letters and string letters together but without the awareness that letters represent phonemes or speech sounds. Children do, however, create meaningful messages through their exploration. Prephonemic spelling is typical of preschoolers and beginning kindergartners.

2. **Early phonemic spelling** - There is a limited attempt to represent phonemes with letters, for example, using one or two letters for a word. Early phonemic spelling is typical of many kindergarten and beginning first grade children.

3. **Phonetic spelling** - The child uses letters for phonemes - for example “lik” for “like”. The child represents most phonemes, understands the concept of a word but is not quite reading yet. This is where we find many of our ending kindergartners and beginning first graders.

4. **Transitional spelling** - In this stage, children are internalizing much information about spelling patterns, and the works they write look like English words. Rules are employed, but not always correctly. With reading and writing practice, children integrate more spelling rules and patterns. This stage usually includes first through third grade children.

5. **Standard spelling** - At this stage, children spell most words correctly. This stage tends to occur by the middle to the end of third grade or in fourth grade. Children are now ready to learn to spell homonyms, contractions, and irregular spellings, as well
as to begin to internalize the rules that govern more difficult vowel and consonant combinations, work endings, prefixes, and suffixes.

This assessment should be given to the students twice a year. It should be done once in the beginning and once at the end of the year to show where children begin and where children end each year.

The purpose of spelling is to develop independent writers who are competent spellers. This can be done by immersing students in a variety of meaningful daily experiences. Thus, children learn to spell the words they need, want, and are ready for through a variety of spelling strategies and resources.

The students take a spelling pre-test over the 10 district spelling words each week. These words usually cover some spelling/sound pattern. This set of words is checked and any misspelled words are written next to the word. At this point the students individually add onto the list to form their weekly spelling list. The words added come from a variety of places.

First, they come from words the students have misspelled on written work in the past. Whenever the students do not know how to spell a word or the teacher notices a misspelled word it is written in the child’s spelling notebook. As the student includes these words on spelling lists, they check off the words in their notebooks. If they misspell the word again in written work, it is added to the folder again, and then eventually added to a spelling list again.

If the student does not have enough words on their folder, the classroom has a list of words the students have compiled. The list includes words the teachers have used in discussion, words dealing with a particular subject matter students are studying or simply
words the students have added to the list because they like the words. These words can be used as spelling words, if the students have no more on their notebook lists.

The spelling notebook is organized into four columns. They are labeled:

A word from my writing   Second Attempt   Check it out   I see a pattern

When students do not know how to spell a word or they find one misspelled in their writing it goes in the first column. They write the word as it is in their own writing. In the second column they try it another way, focusing more on what they have learned about spelling patterns. For the third column, students are to either consult a peer, an electronic spell checker, a dictionary, or a teacher. If the student comes to the teacher, the teacher needs to take their best attempt and show them what they still need to think about again. Sometimes their second try is right and in that case just circle it and they are done with that word.

For example a student may want to spell the word “bought”. They might have spelled it “bot” in their writing and “bout” in their second try column. The teacher would then write in their “check it out” column, “bou__t” and they would then know there are two letters missing. The teacher and student talk would about it together and the teacher might remind the student of similar words like “thought”. Then the student would attempt to fill in the missing letters. In the fourth column, the teacher helps the student think of another word or other words that fit the same pattern such as thought, ought, or might.

The students continue to add words to their lists until they have 10-15 words. The student chooses how many words they want to include. When they have formed their list, the teachers check the list to make sure the students have included their notebook
words. The teacher also checks if they have included additional words. The teacher ensures the words are appropriate for that student. This also verifies that the words are spelled correctly. A copy of this list goes home to be studied. This system ensures the students have a list of spelling words at home and at school, so they can study them at either place, as well as providing individualized spelling for each student.

At the end of the week, the students will then meet with a partner in the room and give each other individualized spelling tests.

The final component of the program is to help students study spelling words using multiple intelligences so they will learn the words and show better performance on weekly spelling tests. Learning centers can be an effective method for this process. For 20 minutes a day, two days a week, the students rotate through spelling centers that allow them to use the multiple intelligences to learn their individualized list of spelling words. On the day before the final test the students use the interpersonal intelligence where they stand and spell words together in teams. Each child says one letter and each word continues to circle around the table.

Included below is a list of possible centers and activities.

interpersonal Center
~ Students work with a buddy and they practice their list of words. One student tells another the word and the other student spells it. They take turns doing this back and forth with the list of words.

Logical Mathematical Center
~ Students use the secret number code and rewrite the spelling words with the
number code (i.e., A = 1, B = 2, etc.)

~ Students find the value of a word with money. Every letter is assigned an amount (i.e., > W - $0.25). They add the value of each letter to see how much each word is worth. Play money is available for them to use.

Spatial Center

~ Students can make a word find and have a peer complete it. (This activity is also interpersonal).

~ Students can draw pictures to go with the word and have a peer label this picture. (This activity is also interpersonal).

~ Students can make box configurations for each spelling word and have a peer decide what word fits in the box. (This activity is also interpersonal).

~ Play computer game called “Basic Spelling Tricks” by Sierra.

Bodily Kinesthetic Center

~ Write words on a piece of paper with glue and sprinkle Jell-O, kool-aid, sand, or rice on it.

~ Use play dough and cutters in the shapes of letters to cut out the letters of the spelling words.

~ Use link letters to spell the list of words.

~ Use rubber-stamps to spell the list of words.

~ Use magnet letters to spell the list of words.

~ Use sponges in the shape of letters to paint the words.

~ Looking at the book Handsigns wherein students sign their spelling words to a
partner letter by letter.

~ Students can shape their body in the form of a letter to spell their words.

**Musical Center**

~ Sing the letters of any seven letter word to the tune of *Twinkle Little Star*.

~ Sing the letters of any six letter word to the tune of *Happy Birthday to You*.

~ Students can create their own rap to spell their list of words.

~ Students can clap or tap their foot to each letter as they spell it out loud.

**Intrapersonal Alternative**

~ Individually a child can practice his/her words at his/her seat by completing the following steps:

1. Look at the word.
2. Say the word to his/her self.
3. Look at the word and write it.
4. Cover the word and write it.
5. Check to see if they wrote it accurately.

**Math**. Authentic assessments force teachers to look more at the mathematical process and less at the product (Grant & Richardson, 1996). I find that this is a key fact in math. It is more important to know the process the child used to solve a given problem. Was it a basic fact they knew by heart? Did they know that two times four equals eight and eight plus eight equals 16? Did they figure out what four groups of four is by drawing a picture? Understanding the process the child used to solve the problem will provide
teachers with much more information about how the child learns. Included are some examples of assessments similar to this (see page 91).

In addition to this is a one page checklist of items to assess when observing students in a mathematics class (see page 94).

**Interdisciplinary Studies.** This is a wonderful time to make observations of students. Included is a checklist of items (see page 96) teachers may want to use to assist with observation at this time.

In this area, interdisciplinary projects are often done by the students and it is easiest to formally assess students with a rubric for each topic of study. Included are samples of rubrics you may use depending on the unit of study (see page 97).

**Conclusion**

The assessment techniques included are by no means a finite list but are intended to present tools to obtain an objective overview of children’s attitudes, interests, strengths, and instructional needs. This information provides the basis for comment in personal report cards and the foundation on which contexts and programs for further learning and teaching are based.
Discussion

Research states that a big concern of teachers about assessment in multi-age classrooms is how to assess students working on multiple concepts at a variety of levels. After completing this project, the author discovered that it is not an impossible task and assessment of a child can be done better in a multi-age classroom. By having a range of student abilities among students in one class, teachers are forced to implement individualized assessment methods. Having a well-organized classroom helps teachers do a better job of assessing students.

In order to assess students as individuals and spend a great deal of time conferencing and watching them, the classroom environment must be structured to accommodate an individualized assessment approach. If the teacher is busy with paper sorting tasks, solving behavioral problems, or talking with a volunteer, valuable instructional and assessment time is wasted. If the teacher is working with one student while the other children are not engaged in learning, time is also wasted! However, if the multi-age classroom teacher facilitates a structured program where expectations are clear and students are actively learning, the opportunities for assessment are almost unlimited.

Two key components in establishing this type of classroom include taking time to teach children what is expected and practicing routines and procedures. This will cut down on behavioral problems, let students be confident in what to expect, and keep students actively engaged.

The second component is to implement teaching strategies that will allow teachers time to observe, conference, and work one-on-one with students. By using a workshop approach students will stay actively engaged and the teacher will be free to observe and
conference with students. This is especially effective with reading and writing. In this project, spelling centers are described that will allow the teacher this time. Teachers who find another teacher to team with for thematic studies will also have more of this time. One will be free to do observing while the other is facilitating learning (Chase & Doan, 1994).

It is also important to remember that the general techniques of observation, portfolios, learning logs, and community circle that can be used in all discipline areas are not enough. Each discipline area has specific concerns that need to be considered. Specific strategies such as the ones suggested will provide teachers with more detailed information about the skills and learning strategies that children need to implement in each area. This will help teachers make curriculum and instructional decisions.

Finally, each of these formative assessment techniques can be used for summative evaluation because they have been administered to each child. Remember that evaluation includes the collection of data, the interpretation, and the application of the data. While the evaluation process depends on assessment, assessment is only the first step in the evaluation process. Data, by itself, without observation components and interpretation has no meaningful place in instruction or informed teaching. You cannot make a value judgment about test scores; the results are merely raw data. It's the interpretation of that data which brings one to the evaluation level.

Recommendations

The plan provides details of how to collect the data for assessment, but it needs to offer additional suggestions on how it can be interpreted. Further information about how
to use the interpretation of assessments to set student goals and make subsequent instructional decisions would also be useful.

It is obvious that through student - teacher conferences individual student goals could easily be established and monitored. The questions a teacher would need to ask include:

How many goals does each child have?

Does a child have a goal for reading, writing, and math all at the same time?

Are children taught steps in mastering goals?

In conjunction with the theory that each child has individual goals, it would be helpful to have more information on how to make instructional decisions. How can teachers best group students and what areas or skills should be stressed?

Secondly, the project provides ways that assessment techniques can be used not only for formative assessment, but also summative evaluation. Currently many schools require teachers to record the number right out of the number possible on a standardized test. A district is able to use these statistics easily for evaluation purposes. These purposes include placing students at a grade level and to show mastery of a skill. Specific directions about how to collate the information gathered and forms of how to report that information to parents, administration or other constituents within a district are needed.

Perhaps a form could be constructed on which a teacher would record percentages of students successfully completing the alternative assessment forms. At the same time very specific criteria for each technique would need to be established to define successful completion.

A third recommendation is for the plan to be expanded to include use in multi-age classrooms for six-to eight-year-olds and ten-to twelve-year-olds. It is possible that many
of the same techniques could be adapted. Areas in which adaptations could be made include reading ladders, running record, observation records, writing rubrics, spelling, and alternative math assessments.

For both older and younger students it would be nice to see a reading ladder and running records designed that are age-appropriate and would articulate with the current systems in place for eight-to ten-year-olds. It would be helpful to see systems that are designed to assess the skills of each age level. The needs of a six-year-old often can be very different than those of a ten-year-old. Math, for example, is also an area that has varying skills at each level. More assessment techniques need to be developed for the younger students who will enter the current program and for older students going on to the ten-to twelve-year-old program. If all three age levels have similar techniques there will be a consistent flow between the programs, expanding multi-age options at the upper and lower ends of the age spectrum.

The final recommendation is to develop reporting forms to use when conferencing with parents that incorporate the data obtained in the assessment process. These would be forms that could be shared at conferences and forms that could supplement if not replace the traditional report cards.

Some attempts have been made at involving parents with setting portfolio goals and listening to audiotapes of reading. Both of these give the parent a lot of input but are not letting the parent know what the teacher thinks. At conferences it would be easy to share information teachers have obtained through observations and many of the other alternative assessment techniques, especially if specific systems were developed for doing so.
It is important to remember that assessment is an on-going, multi-faceted, unobtrusive endeavor. The sources of information gained can be used to make decisions regarding the placement of students, the grouping of students, the interests and needs of individual students, and the scheduling of units and topics in multi-age classrooms. A balance between formal and informal assessment provides the widest range of information about students. Formal and informal assessments need to be integrated into meaningful contexts. Multi-age classrooms provide the necessary meaningful contexts to integrate the formal and informal assessments.
References


Kentucky Education Reform Act

- Observations
- Conferences
- Authentic Assessment
- Report Cards
- Portfolios
Appendix B

A Summary of Assessment Strategies

for a

Multi-aged Classroom
Portfolio Assessments
Portfolio Caption Forms

Name ___________________________

I chose this paper because: _______

_________________________________________________________________________

_________________________________________________________________________

I selected this work so you could see how much I have improved in: _______

_________________________________________________________________________

_________________________________________________________________________

I chose this so you could see how well I can: ____________________________

_________________________________________________________________________

_________________________________________________________________________

I chose this because I took a risk by trying: _____________________________

_________________________________________________________________________

_________________________________________________________________________

Name ___________________________

I chose this project because I am very proud of: _______________________

_________________________________________________________________________

_________________________________________________________________________

This was my favorite piece of work because: _____________________________

_________________________________________________________________________

_________________________________________________________________________

I chose this because I took a risk by trying: _____________________________

_________________________________________________________________________

_________________________________________________________________________
I wanted you to compare my first draft to my final draft because I improved in:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

I want you to see how collaborative we were when we did this project, because:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

I chose this because I was very knowledgeable about: ________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

I would like you to notice how organized I was when: __________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

I chose this because it was my very best: ________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

I chose this so you could see how confident I am that I can:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Conference Notes

Student Name ____________________

Conference 1  Date:
Talked about:

What has been learned:

Next goal:

Conference 2  Date:
Talked about:

What has been learned:

Next goal:

Conference 3  Date:
Talked about:

What has been learned:

Next goal:

Conference 4  Date:
Talked about:

What has been learned:

Next goal:
Dear Parent,

November 5, 1996

When you sit down any your child is sharing their portfolio with you here is a list of questions that may help lead your discussion and set the compliments and goals.

1. What do you want to share with me first?
   * Why did you choose this product?
   * What do you want to tell me about it?
   * How did you think of that idea?

2. Do you have any questions or concerns about any of your portfolio selections?

3. What in your portfolio shows something important you’ve learned in ____________?
   (subject for example math)
   * Why do you think this skill is important?
   * What do you feel is a strength of this work?
   * What did you do to learn it?
   * How did others help you?

4. What is something you can do now that you could not do well before?
   * What did you do to learn it?
   * How are you using this ability?

5. What was the goal we set last month?
   * How have you progressed on that goal?
   * How/when did you achieve it?
   * What changes have you noticed in your work?
   * What additional help or resources do you need?

6. What goal do you want to achieve next?
   * Why do you think that goal is important?
   * How might you start?
   * How can I help?

Remember, if your child has not achieved a goal you may write the same goal again.
DEAR FAMILY,

WE WOULD LIKE TO EMPHASIZE ASSESSMENT AND EVALUATION. THIS YEAR WE ARE GOING TO USE AN ALTERNATIVE ASSESSMENT METHOD—A GROWTH AND DEVELOPMENT PORTFOLIO FOR GRADES K-4. EACH PORTFOLIO WILL CONTAIN COMPLETED AND EVALUATED WORK.

THE PORTFOLIO WILL BE A VALUABLE TOOL FOR ASSESSING YOUR CHILD’S GROWTH AND DEVELOPMENT FROM THE BEGINNING OF THE SCHOOL YEAR UNTIL THE END. THEREFORE, WE ASK THAT YOU DO NOT REMOVE ANY ITEMS FROM THE PORTFOLIO. BY THE END OF THE SCHOOL YEAR, YOU AND YOUR CHILD WILL HAVE A PROGRESSIVE CHRONICLE OF GROWTH AND DEVELOPMENT.

YOU ARE AN IMPORTANT PART OF THE PORTFOLIO PROCESS! A UNIQUE FEATURE OF THE ASSESSMENT TOOL IS THE RESPONSE SHEET FOR PARENTS ENTITLED “TWO COMPLIMENTS AND A GOAL.” AFTER LISTENING TO YOUR COMPLIMENTS, YOU AND YOUR CHILD WILL BE READY TO DISCUSS THE GOAL. ONLY ONE GOAL IS REQUIRED, AS TOO MANY GOALS CAN BE DISCOURAGING. PLEASE REVIEW THE CONTENTS OF THE PORTFOLIO WITH YOUR CHILD. THE PORTFOLIO WILL BE SENT HOME EVERY MONTH ON THE FIRST TUESDAY WITH THE WEEKLY NEWSLETTER. RECORD YOUR COMPLIMENTS AND GOAL AND RETURN THE ENTIRE PORTFOLIO TO SCHOOL BY THE FOLLOWING WEEK.

WE ARE HOPEFUL THAT THIS PORTFOLIO WILL CAPTURE THE PROGRESS YOUR CHILD IS MAKING AS A LEARNER, BUILD SELF-CONFIDENCE, PROVIDE OPPORTUNITIES FOR SELF-EVALUATION AND ALLOW TIME FOR COMMUNICATION BETWEEN YOU AND YOUR CHILD.

SINCERELY,
ST. JOHN-ST. NICHOLAS STAFF
Two Compliments and a Goal

Name ___________________ Date ___________________

Two Compliments:

1. _____________________________________________________________
   _____________________________________________________________
   _____________________________________________________________

2. _____________________________________________________________
   _____________________________________________________________
   _____________________________________________________________

Goal: ___________________________________________________________
   _____________________________________________________________
   _____________________________________________________________

Date ___________________

Two Compliments:

1. _____________________________________________________________
   _____________________________________________________________
   _____________________________________________________________

2. _____________________________________________________________
   _____________________________________________________________
   _____________________________________________________________

Goal: ___________________________________________________________
   _____________________________________________________________
   _____________________________________________________________
Writing Prompts
Writing Prompts

In the Beginning...
1. Write two little questions and two big question you have about ________
2. In ___ grade I would like to be able to ________.
3. What I know....
4. What I think I know....
5. What I would like to know ....

In the Middle...
1. How does what we’re doing in _______ help you understand?
2. Are you ready to explain _______ to someone else?
3. What can I do to help you learn better?
4. What can you do to help me teach better?
5. What will show me “quality” work on this assignment?
6. Before I could... and now I can..., but I still need to be able to...
7. What puzzles me is...
8. A way to use this idea is...
9. Another point of view is...
10. What questions have you answered?
11. What new questions are you asking?
12. How is a ________ like a__________?
13. What would happen if ____________?

14. Today's topic makes me feel...

15. I wish you would...

In the End...

1. I'm proud of the way I...

2. My project shows quality because...

3. I would change the end of the story to say ____________?

4. Were any of the characters like you or someone you know? How?

5. What did you do well?

6. What would you do differently?

7. Who was your favorite character?

8. Compare an event in the story with one in your life.

9. The thing I liked best about today was ____________.

10. What did you accomplish today?

11. What did your group accomplish today?

12. What still needs to be done?
Oral Expression
and
Listening Rubric
## Unit B Rubric for Oral Expression and Listening

### Speaking

<table>
<thead>
<tr>
<th></th>
<th>Exemplary</th>
<th>Acceptable</th>
<th>Keep working</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Volume</strong></td>
<td>speaks loudly and clearly so others can hear</td>
<td>speaks so others can hear or speaks clearly</td>
<td>speaks too softly and speaks unclearly</td>
</tr>
<tr>
<td><strong>Speed</strong></td>
<td>excellent rate with good pauses</td>
<td>good rate with pauses</td>
<td>speaks too fast and/or too slow for others to follow</td>
</tr>
<tr>
<td><strong>Expression</strong></td>
<td>uses voice, eyes, and body in expressing themselves</td>
<td>uses and expressive voice or eyes and body, but not voice</td>
<td>uses little expression</td>
</tr>
<tr>
<td><strong>Topic</strong></td>
<td>chooses appropriate topics and stays on topic</td>
<td>usually stays on topic and chooses appropriate topics</td>
<td>speaks on unrelated subjects and wanders to other topics</td>
</tr>
<tr>
<td><strong>Interest</strong></td>
<td>speaks about interesting subjects and holds the interest of others</td>
<td>usually speaks about things of interest to others and usually holds their interest</td>
<td>looses interest of listeners</td>
</tr>
<tr>
<td><strong>Participation</strong></td>
<td>nearly always has hand raised and shares answers or ideas</td>
<td>occasionally raises hand and shares answers or ideas</td>
<td>rarely raises hand and shares answers or ideas</td>
</tr>
</tbody>
</table>

### Listening

<table>
<thead>
<tr>
<th></th>
<th>Exemplary</th>
<th>Acceptable</th>
<th>Keep Working</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Eyes</strong></td>
<td>looks at speaker with interest</td>
<td>looks at speaker</td>
<td>does not look at speaker</td>
</tr>
<tr>
<td><strong>Ears</strong></td>
<td>pays attention</td>
<td>usually pays attention</td>
<td>frequently does not pay attention</td>
</tr>
<tr>
<td><strong>Body</strong></td>
<td>keeps hands and body still</td>
<td>usually keeps hands and body still</td>
<td>does not sit still or keep hands still</td>
</tr>
<tr>
<td><strong>Questions</strong></td>
<td>asks questions that show interest, insight and attention</td>
<td>asks appropriate questions</td>
<td>does not ask questions or asks inappropriate questions</td>
</tr>
</tbody>
</table>
Reading Assessments
# A Quick Running Record Form

**Name** ___________________  **Grade** __________

**Date** __________  **Book Title** ___________________

**Directions:** Make a check for each word correctly read. Write miscues (errors) above the word in the text. Write SC each time the child self-corrects.

<table>
<thead>
<tr>
<th># SC</th>
<th>Errors</th>
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100 Running Words
Accuracy Rate = 100- _______ (number of errors) = _______

50 Running Words
Accuracy Rate = 100- _______ (number of errors x 2) = _______

**Comments** ___________________

_________________________________
_________________________________
A Quick Running Record Form

Name: Jamie D. Grade: 2

Date: 9/21 Book Title: My New Boy by Jean Phillips

Directions: Make a check for each word correctly read. Write miscues (errors) above the word in the text. Write SC each time the child self-corrects.

<table>
<thead>
<tr>
<th></th>
<th># SC</th>
<th>Errors</th>
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<tbody>
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<td>war</td>
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<tr>
<td>100 words</td>
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</tbody>
</table>

100 Running Words
Accuracy Rate = 100 - \( \frac{13}{2} \) (number of errors) = 87

50 Running Words
Accuracy Rate = 100 - \( \frac{6}{2} \) (number of errors x 2) = 94

Comments: Uses picture clues. Self-corrected only once. Next time I need to say, "Try that again." J. needs to use context to see if a word makes sense and to think about whether sentence sounds right. Also to reread silently - then return and self-correct.
# Reading Ladder Form

Name: _________________________________  
Grade: ___

**Directions:** Record the dates of successful reading performances.

<table>
<thead>
<tr>
<th>Dates</th>
<th>Levels</th>
<th>Titles</th>
<th>Teacher’s Comments</th>
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</thead>
<tbody>
<tr>
<td>_____</td>
<td>3A</td>
<td>Ruby</td>
<td></td>
</tr>
<tr>
<td>_____</td>
<td>3D</td>
<td>Ramona’s Great Day</td>
<td></td>
</tr>
<tr>
<td>_____</td>
<td>3F</td>
<td>How Droofus the Dragon Lost His Head</td>
<td></td>
</tr>
<tr>
<td>_____</td>
<td>4A</td>
<td>Tucker Mouse Finds a Friend</td>
<td></td>
</tr>
<tr>
<td>_____</td>
<td>4D</td>
<td>The Glittering Cloud</td>
<td></td>
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<tr>
<td>_____</td>
<td>4F</td>
<td>Lon Po Po</td>
<td></td>
</tr>
</tbody>
</table>
Ruby
by Michael Emberley

Ruby’s whiskers twitched. Out in the kitchen, Ruby’s mother was just finishing a batch of her famous triple-cheese pies.

“Ruby! her mother called.

“Yeah?” said Ruby.

“I’d like you to go over to your granny’s this afternoon.”

“But, Ma...” Ruby groaned.

“She’s not feeling too well, “ said her mother.

“But...”

“Now I’ve put in a couple of pies for each of you, plus a few extra in case Granny’s neighbor Mrs. Mastiff stops by. You remember Mrs. Mastiff, don’t you, Ruby?”

“Sure, Ma,” Ruby mumbled.

“Now I want you to go straight there,” her mother warned.

“No talking to strangers, especially cats. Do you hear me, Ruby?

Never, never trust a cat.”
“I am *not* a pest,” Ramona Quimby told her big sister Beezus.

“Then stop acting like a pest,” said Beezus, whose real name was Beatrice. She was standing by the front window waiting for her friend Mary Jane to walk to school with her.

“I am not acting like a pest. I’m singing and skipping,” said Ramona, who had only recently learned to skip with both feet. Ramona did not think she was a pest. No matter what others said, she never thought she was a pest. The people who called her a pest were always bigger and so they could be unfair.
Once upon a time there lived a family of dragons. They were a horrible bunch of beasts who traveled about from country to country stirring up trouble wherever they went.

One day on a trip to some faraway land the dragon family flew into a dense fog, and Droofus, the youngest of the dragons, lost track of the others.

Droofus kept circling about in the endless gray cloud, calling and calling in a squeaky small voice until at last he was too weary to flap his wings.

Then the little dragon gave up and went gliding down to land on a mountainside and crawled into a cave where he curled up in a corner to sleep for the night.
“At least I could have a name!” the tiny mouse said to himself.

He was picking his way, very carefully, along the gutter of Tenth Avenue in New Yourk City. Whssht! - just like that, he’d dart from under one parked car to the dark dirty safety beneath another. For this young little mouse had found that the human beings didn’t like him much.

Some of those two-legged creatures, who thought they owned the whole city, called him a rat - which he definitely was not! - when they saw him.

And some called him a rodent. And one just said, “Yeck!” - which sounded most unkind of all.
Now the wheat was almost ready to cut. Every day Pa looked at it. Every night he talked about it, and showed Laura some long, stiff wheat heads. The plump grains were getting harder in their little husks. Pa said the weather was perfect for ripening wheat.

"If this keeps up," he said, "we'll start harvesting next week."

The weather was very hot. The thin, high sky was too hot to look at. Air rose up in waves form the whole prairie, as it does form a hot stove.

In the schoolhouse the children panted like lizards, and the sticky pine-juice dripped down the board walls.
Lon PoPo
by Ed Young

Once, long ago, there
was a woman who lived
alone in the country with
her three children, Shang,
Tao, and Paotze. On the
day of their grandmother’s
birthday, the good mother
set off to see her,
leaving the three children at home.

Before she left, she
said, “Be good while I am
away, my heart-loving
children; I will not return	onight. Remember to
close the door tight at
sunset and latch it well.”

But an old wolf lived nearby and saw the
good mother leave. At dusk, disguised as an old
woman, he came up to the house of the children
and knocked on the door twice: bang, bang.
Score Sheet for Predictions

<table>
<thead>
<tr>
<th>Score</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>The response is complete. The prediction is logical and indicates an excellent understanding of the character and story events.</td>
</tr>
<tr>
<td>2</td>
<td>The response is partial. The prediction is logical and indicates a fairly good understanding of the story. The response relates to only one part of the story.</td>
</tr>
<tr>
<td>1</td>
<td>The response is fragmentary. The prediction is barely connected to the story and indicates minimal understanding of the story’s events and characters.</td>
</tr>
<tr>
<td>0</td>
<td>The response is illogical. The prediction indicates serious misunderstanding of the story.</td>
</tr>
</tbody>
</table>
Story Map For Retellings

Student’s name ___________________________ Date __________

Title ___________________________ Author ___________________________

Total Score ___________ Was the retelling assisted? ______

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>inaccurate</td>
<td>fragmentary</td>
<td>partial</td>
<td>complete/detailed</td>
</tr>
</tbody>
</table>

Beginning/Setting (How and where does the story begin?) __________

Characters (Who are the main characters?) __________

Sequence of Major Events (What are the most important things that happen in the story?) __________

Problem (What is an important problem in the story?) __________

Resolution (How is the problem solved? How does the story end?) __________
## Score Sheet for Writing About a Story Problem

<table>
<thead>
<tr>
<th>Score</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>The written response is complete. It indicates a very good understanding of the story and its problem. It provides accurate, relevant details, information, and supportive reasoning.</td>
</tr>
<tr>
<td>2</td>
<td>The response is partial and indicates a fairly good understanding of the story. Although the information selected includes mostly accurate details and ideas, some may be inaccurate or unrelated to the story’s problem.</td>
</tr>
<tr>
<td>1</td>
<td>The response is fragmentary and indicates only minimal understanding of the story’s problem. It may include random details and irrelevant information.</td>
</tr>
<tr>
<td>0</td>
<td>There is little or no response, or inaccurate and irrelevant details and ideas indicate a serious misunderstanding of the story.</td>
</tr>
</tbody>
</table>
Dear Parent:

Please participate in a reading assessment activity that will give you an idea of how well your child reads aloud. The activity should take only about 15 minutes.

The envelope your child has brought home contains an audio tape and a Parent Audio Tape Reading Survey form. I hope you and your child will listen to a few of the recorded read-alouds together - perhaps an early one and the most recent one. As you do, notice what your child can do well and what needs to be improved. Then write your observations on the survey form.

Please return the audio tape and survey form in their envelope to me by ____________.

TIPS: What to Listen For

Was the reading smooth (fluent) or word-by-word?
Does the child pay attention to punctuation?
Did the child speak clearly?
Did the child read with expression?
Did the child go back and try to correct a mistake?

Your assessments are important to me. By working together, we can help your child become a better reader.

Sincerely,
After reviewing the list "What to Listen For," please write your observations and reactions to your child’s read-alouds.

What are your child's strengths?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What do you think your child needs to do to become an even better reader?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Any other comments or observations?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Parent's or Caregiver's Name: _______________________________
<table>
<thead>
<tr>
<th>Tape#</th>
<th>Date</th>
<th>Title</th>
<th>Student Choice</th>
<th>Teacher Choice</th>
</tr>
</thead>
<tbody>
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</table>
What I Can Listen For On My Reading Tape

1. Was my reading smooth or word by word?

2. Did I pay attention to punctuation? (, ? !)

3. Did I speak clearly?

4. Did I read with expression?

5. Did I go back and try to correct a mistake?
<table>
<thead>
<tr>
<th>Date</th>
<th>What is the title and who is the author?</th>
<th>What kind of book is it?</th>
<th>What did you think of it?</th>
<th>How would you rate it?</th>
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# My Group Literature Study Record

<table>
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<thead>
<tr>
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<th>Participated in Discussion</th>
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</table>
### Student Form Assessment Summary

**Reading in Progress**

<table>
<thead>
<tr>
<th>Student Form Assessment Summary</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Teacher</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Date</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Title**

**Type of selection**

Use this checklist to help you with your reading.

**Before**

- I looked through the selection or book to see what it was about.
- I used pictures (if any) to get clues to the selection.
- I thought about what I already knew about the selection.
- I had my own questions.
- I made guesses or predictions about the selection.

**During**

- When I didn't understand what was happening, I checked back in the selection or reread.
- I checked my earlier predictions.
- I thought back on what I read and reviewed it.
- I kept making new predictions or guesses about what might happen.
- I thought about what the author was trying to tell me.
- I made pictures in my head about what I read.
- I did some thinking out loud.

**After**

- I thought about how this selection was like others I've read.
- I thought about what I read and what I learned.
- I could retell this selection.
- I did a follow-up (project, writing, read another book on the same topic or by the same author).

**Looking Back (Circle one.)**

This selection or book was:

- harder to read than I thought.
- just right.
- easier than I thought it would be.
## Reading Record and Reminder List

| Name ______________________________________ | Grade __________ |
| Reminder List | Dated Notes |
| ~ Initiates own reading | |
| ~ Previews, question, predicts, and plans | |
| ~ Chooses appropriate reading materials | |
| ~ Self-corrects miscues | |
| ~ Reads for a variety of purposes | |
| ~ Reads with expression and fluency | |
| ~ Makes connections with the text | |
| ~ Uses various decoding systems: semantic, phonographemic, syntactic | |
| ~ Uses correct strategies for locating and using information | |
| ~ Retells, summarizes, analyzes, and interprets reading | |
| ~ Writes effective responses to literature | |
| ~ Shares own reading with confidence | |
| ~ Actively participates in reading discussion groups | |
| ~ Aware of strengths and needs and uses them to set learning goals | |
Writing Assessments
<table>
<thead>
<tr>
<th>Title</th>
<th>Great</th>
<th>On the Way</th>
<th>Keep Working</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>*The title tells about the story and grabs the reader’s attention.</td>
<td>*The title tells about the story, but needs to be more lively.</td>
<td>*You need to rethink the title. It needs to tell about the story, yet grab the reader’s attention.</td>
</tr>
<tr>
<td>Planning</td>
<td>*The first sentence gets the reader’s attention so they will keep reading.</td>
<td>*Your first sentence is good, but needs to try to get the attention of the reader.</td>
<td>*You need to rewrite the first sentence. It is the most important sentence, because it gets the reader to keep reading.</td>
</tr>
<tr>
<td></td>
<td>*There is clearly a beginning, middle, and end.</td>
<td>*You need a __beginning __middle __end.</td>
<td>*To be a story you need to have a clear beginning, middle and end.</td>
</tr>
<tr>
<td></td>
<td>*You stayed with your idea throughout the story and made it come alive with details and descriptions.</td>
<td>*You stayed with your idea, but need to add more detail and descriptions to make it more clear.</td>
<td>*Your story was unclear. You need to stay with the idea throughout the story. Try using a prewriting activity.</td>
</tr>
<tr>
<td>Structure</td>
<td>*You used complete sentences.</td>
<td>*You used complete sentences sometimes.</td>
<td>*You need to use complete sentences that give a complete thought.</td>
</tr>
<tr>
<td></td>
<td>*You used a variety of well structured sentences to keep the</td>
<td>*Some are run-on sentences (two sentences put together).</td>
<td>*Many sentences are run together or start with and.</td>
</tr>
<tr>
<td>Structure</td>
<td>*You used some variety in sentences, but need to vary them more. Try starting sentences with verbs like coming, seeing, etc. or prepositions like on, in by, etc.</td>
<td>*You need to vary your sentences using questions, exclamations, dialogue and different kinds of words at the beginning of each sentence.</td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
<td>*Paragraphs are indented correctly.</td>
<td>*You need to indent and change paragraphs every time your story changes.</td>
<td></td>
</tr>
<tr>
<td>Vocabulary</td>
<td>*You used a variety of interesting words in your story. Lots of SUPER words.</td>
<td>*You need to use words that describe better and give more detail, so your reader has a clear picture of what you are trying to tell them.</td>
<td></td>
</tr>
<tr>
<td>Mechanics</td>
<td>*You could read this without much difficulty.</td>
<td>*This paper was hard to read. You need to be neater and use good penmanship.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>*You misspelled less than five words.</td>
<td>*Take a closer look at the way you spelled words. Use the spell checker or circle the words you can’t find.</td>
<td></td>
</tr>
<tr>
<td>Mechanics</td>
<td>*You did a great job with punctuation. All the sentences ended with the correct marking and you used quotation marks and commas correctly. This made for easy reading.</td>
<td></td>
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<tr>
<td>----------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>*You showed that you understand what words need to be capitalized and which ones don’t. Right on! *Most sentences ended correctly. You need to work on sentences that end with __periods __question marks __exclamation marks. You need to learn to use commas correctly. All this will make your story easier to understand.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>*No more than three words that needed to be capitalized were not. *No more than three words that should not be capitalized were.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Originality</td>
<td>*You showed you have a creative mind. You came up with your own idea or put a new twist on an old one. *You needed a little help to get started, but with the guidance you went forward on your own.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>*You had a hard time getting started. *You had a difficult time even when given a list of ideas. *You need to keep a list of ideas that you might want to try in your writing folder.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Editing Checklist

Name ____________________________
Date ____________________________
Peer Editor's Name ____________________________

Mark the box with a + if it is good and a - if it needs work.

<table>
<thead>
<tr>
<th>teacher</th>
<th>peer</th>
<th>self</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My paper has a proper heading.</td>
<td></td>
<td></td>
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<tr>
<td>Each sentence and proper noun begins with a capital letter.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Each sentence ends with the correct punctuation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commas are used where needed.</td>
<td></td>
<td></td>
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<tr>
<td>The handwriting is neat and legible.</td>
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<td></td>
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<tr>
<td>It is written in cursive.</td>
<td></td>
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<tr>
<td>Each paragraph is indented.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Almost all words are spelled correctly.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Working Title</td>
<td>Where I am in Writing Process*</td>
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<td>Draft = D</td>
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<td>Conference and Revise = C</td>
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<td>Proofread = PR</td>
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<td>Publish = PUB</td>
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</table>

*Prewrite = P

**Assessment Summary**

Student Form
Spelling Inventory
Dictate the following ten words. After saying a word, use it in a sentence.

1. monster 6. human
2. united 7. eagle
3. dress 8. closed
4. bottom 9. bumped
5. hiked 10. typed

### How To Analyze Children's Misspellings

1. Look at a child's spelling for each word. Find the error type in the scoring chart below that best (not necessarily exactly) matches the child's spelling.

2. Write an abbreviation of the appropriate developmental label beside each of the ten spellings.

3. To find a child's probably developmental level, look for the label that appears most frequently.

### SCORING CHART

<table>
<thead>
<tr>
<th>Precommunicative</th>
<th>Semiphonetic</th>
<th>Phonetic</th>
<th>Transitional</th>
<th>Correct</th>
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</thead>
<tbody>
<tr>
<td>1. random</td>
<td>mnr</td>
<td>mostr</td>
<td>monstur</td>
<td>monster</td>
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<tr>
<td>2. random</td>
<td>u</td>
<td>unined</td>
<td>younigted</td>
<td>united</td>
</tr>
<tr>
<td>3. random</td>
<td>jrs</td>
<td>jras</td>
<td>dres</td>
<td>dress</td>
</tr>
<tr>
<td>4. random</td>
<td>br</td>
<td>bodtn</td>
<td>bottom</td>
<td>bottom</td>
</tr>
<tr>
<td>5. random</td>
<td>h</td>
<td>hilt</td>
<td>hiked</td>
<td>hiked</td>
</tr>
<tr>
<td>6. random</td>
<td>um</td>
<td>humm</td>
<td>human</td>
<td>human</td>
</tr>
<tr>
<td>7. random</td>
<td>el</td>
<td>egl</td>
<td>egul</td>
<td>eagle</td>
</tr>
<tr>
<td>8. random</td>
<td>kl</td>
<td>klosed</td>
<td>closed</td>
<td>closed</td>
</tr>
<tr>
<td>9. random</td>
<td>b</td>
<td>bumphed</td>
<td>bumped</td>
<td>bumped</td>
</tr>
<tr>
<td>10. random</td>
<td>tp</td>
<td>tpe</td>
<td>type</td>
<td>type</td>
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</tbody>
</table>

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# Developmental Spelling Inventory

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<th>Stage</th>
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<td>6.</td>
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<td>7.</td>
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<td>8.</td>
<td>8.</td>
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<tr>
<td>9.</td>
<td>9.</td>
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<tr>
<td>10.</td>
<td>10.</td>
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</tbody>
</table>

Name: ____________________________

Date: ______

Level: __________

Name: ____________________________

Date: ______

Level: __________
Figure 26
Assessment Summary

Developmental Spelling Inventory

1. most  Phon.
2. unit  Phon.
3. dres  Trans.
4. dotum  Phon.
5. hit  Phon.
6. humih  Trans.
7. 66  Phon.
8. croost  Phon.
10. t1np  Phon.

1. Monster  Corrected
2. weoniedid  Trans.
3. dres  Trans.
4. hoitem  Trans.
5. hietf  Phon.
6. hycomin  Trans.
7. ejeel  Trans.
8. cliesd  Trans.
9. bumt  Trans.
10. tiep  Trans.

Name Michael
Date 11/21/94
Level Phonetic

Name Michael
Date 11/8/95
Level Transitional

Courtesy of Ellen Anders, First Grade Teacher, Heathcole School.
Math Assessments
Exploring Multiples of 100

Choose one of these factors of 100. Circle it.

4  5  10  20  25

Then fill in the chart.

Show how many of your number makes 100, 200, and 300.

You can go further if you want to.

<table>
<thead>
<tr>
<th>How many?</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
</tr>
<tr>
<td>200</td>
</tr>
<tr>
<td>300</td>
</tr>
</tbody>
</table>

I know there are ___________ in 300 because

This is what we notice about the patterns in our list:
Proving Thirds and Sixths

1. Is this rectangle divided into thirds? Explain your answer.

2a. Is this rectangle divided into sixths? Explain your answer.

b. Color one-third of the rectangle in 2a. Explain how you know it is one-third.

3. Some students say \( \frac{1}{6} \) is larger than \( \frac{1}{4} \) because 6 is larger than 4. What do you think? Explain.
Patterns Across the Charts

Use your 100 charts to answer these questions. Discuss your answers in your group.

1. Look at the multiples of 12. What other charts have these multiples highlighted? Why do you think this is?

2. What numbers are not highlighted on any charts? How are these numbers similar?

3. What numbers are highlighted on many charts?

4. What sets of multiples have only even numbers?

5. What sets of multiples have only odd numbers?

6. What else have you noticed while answering these questions?
### Math Record and Reminder List

<table>
<thead>
<tr>
<th>Reminder List</th>
</tr>
</thead>
<tbody>
<tr>
<td>~ Formulates and understands the problem or task</td>
</tr>
<tr>
<td>~ Chooses a variety of strategies</td>
</tr>
<tr>
<td>~ Carries out procedures using models, technology, and other resources</td>
</tr>
<tr>
<td>~ Shows development of math concepts</td>
</tr>
<tr>
<td>~ Constructs mathematical ideas</td>
</tr>
<tr>
<td>~ Shows thinking and reflection involved in mathematical reasoning, conjecturing, exploring, and processing</td>
</tr>
<tr>
<td>~ Uses appropriate mathematical language and notation</td>
</tr>
<tr>
<td>~ Interprets results -- verifying, summarizing, applying to new cases</td>
</tr>
<tr>
<td>~ Shows development of group problem-solving skills</td>
</tr>
<tr>
<td>~ Relates mathematics to other subject areas and to the real world</td>
</tr>
<tr>
<td>~ Shows development of positive attitudes--confidence, flexibility, willingness to persevere, appreciation of the value of math</td>
</tr>
<tr>
<td>~ Shows evidence of self-assessment and self-correction of work</td>
</tr>
</tbody>
</table>
Interdisciplinary Assessments
# Interdisciplinary Record and Reminder List

<table>
<thead>
<tr>
<th>Reminder List</th>
<th>Grade __________</th>
</tr>
</thead>
<tbody>
<tr>
<td>~ Connects prior knowledge with new knowledge</td>
<td></td>
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<tr>
<td>~ Evaluates information</td>
<td></td>
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<tr>
<td>~ Is a risk taker</td>
<td></td>
</tr>
<tr>
<td>~ Works effectively with individuals and with groups</td>
<td></td>
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<tr>
<td>~ Shows curiosity</td>
<td></td>
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<tr>
<td>~ Uses critical thinking skills</td>
<td></td>
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<tr>
<td>~ Uses problem-solving skills</td>
<td></td>
</tr>
<tr>
<td>~ Is an active rather than passive learner</td>
<td></td>
</tr>
<tr>
<td>~ Draws conclusions from data heard, observe, or read</td>
<td></td>
</tr>
<tr>
<td>~ Organizes and expresses ideas orally and in writing</td>
<td></td>
</tr>
<tr>
<td>~ Classifies information</td>
<td></td>
</tr>
<tr>
<td>~ Identifies cause and effect relationships</td>
<td></td>
</tr>
<tr>
<td>~ Differentiates between fact and opinion</td>
<td></td>
</tr>
<tr>
<td>~ Is able to make, follow and complete a plan</td>
<td></td>
</tr>
<tr>
<td>~ Meets deadlines</td>
<td></td>
</tr>
</tbody>
</table>

Dated Notes
Student __________________________ Date ______

Weather Assessment - Intermediates

Proficient: in his or her written, oral, and/or project work the student will

3 define 3 of the following: evaporation, cloud formation, condensation, sources of H2O
3 record all of the following: temperature, humidity, cloud conditions, and precipitation for 5 days
3 describe weather patterns in all of the following: desert climates, tropical climates, and temperate climates
3 make a comparison chart that differentiates between weather and climate at 4 different locations on a single continent
3 locate and explain how 3 major air masses affect climate
3 locate and explain how 3 major ocean currents and their movements affect climate

Adequate: In his or her written, oral, and/or project work the student will

2 define 2 of the following: evaporation, cloud formation, condensation, sources of H2O
2 record three of the following: temperature, humidity, cloud conditions, and precipitation for 5 days
2 describe weather patterns in all of the following: desert climates, tropical climates, and temperate climates
2 make a comparison chart that differentiates between weather and climate at 3 different locations on a single continent
2 locate and explain how 2 major air masses affect climate
2 locate and explain how 2 major ocean currents and their movements affect climate

Emerging: In his or her written, oral, and/or project work the student will

1 define 1 of the following: evaporation, cloud formation, condensation, sources of H2O
1 record two of the following: temperature, humidity, cloud conditions, and precipitation for 5 days
1 describe weather patterns in one of the following: desert climates, tropical climates, and temperate climates
1 make a comparison chart that differentiates between weather and climate on 1 different continents
1 make a comparison chart that differentiates between weather and climate at 2 location on a single continent
1 locate and explain how 1 major air masses affect climate
1 locate and explain how 1 major ocean current and its movement affects climate

Total points
Space Assessment - Intermediates

Proficient: In his or her written, oral, and/or project work the student will

3 identify all 9 planets
3 create a representation of the 9 planets in relationship to the sun
3 define all of the following: rotation, revolution, axis and tilt
3 determine the 4 seasons of the year given the position of the sun and earth

Adequate: In his or her written, oral, and/or project work the student will

2 identify all 7 of 9 planets
2 create a representation of at least 7 of the 9 planets in relationship to the sun
2 define 3 of the following: rotation, revolution, axis and tilt
2 determine 3 of the 4 seasons of the year given the position of the sun and earth

Emerging: In his or her written, oral, and/or project work the student will

1 identify all 5 of 9 planets
1 create a representation of at least 5 of the 9 planets in relationship to the sun
1 define 2 of the following: rotation, revolution, axis and tilt
1 determine 2 of the 4 seasons of the year given the position of the sun and earth

Total points
Light, Sound, and Magnetism Assessment - Intermediates

Proficient: In his or her written, oral, and/or project work the student will

3 construct a representation of the light spectrum with all 7 colors in the correct order
3 define all of the following: reflection, refraction, and absorption
3 compare the speed of sound through 4 different materials
3 explain all of the following: push and pull of static electricity, affects of static electricity, magnetic field of force, and polarity of magnets
3 explain all of the following: sound wave, vibration, frequency, pitch, and volume

Adequate: In his or her written, oral, and/or project work the student will

2 construct a representation of the light spectrum with at least 5 colors in the correct order
2 define 2 of the following: reflection, refraction, and absorption
2 compare the speed of sound through 3 different materials
2 explain 3 of the following: push and pull of static electricity, affects of static electricity, magnetic field of force, and polarity of magnets
2 explain at least 3 of the following: sound wave, vibration, frequency, pitch, and volume

Emerging: In his or her written, oral, and/or project work the student will

1 construct a representation of the light spectrum with at least 3 colors in the correct order
1 define 1 of the following: reflection, refraction, and absorption
1 compare the speed of sound through 2 different materials
1 explain 2 of the following: push and pull of static electricity, affects of static electricity, magnetic field of force, and polarity of magnets
1 explain at least 1 of the following: sound wave, vibration, frequency, pitch, and volume

Total points
Human Body Assessment - Intermediates

Proficient: In his or her written, oral, and/or project work the student will

3 name at least 5 body systems
3 name and identify the location of at least 8 major bones of the body
3 name and identify the location of 3 kinds of joints
3 name, locate and describe the function of 5 major organs
3 describe 4 components needed to maintain a healthy body
3 name at least 4 components of a healthy diet
3 name and explain 3 diseases of the body

Adequate: In his or her written, oral, and/or project work the student will

2 name at least 3 body systems
2 name and identify the location of at least 6 major bones of the body
2 name and identify the location of 2 kinds of joints
2 name, locate and describe the function of 3 major organs
2 describe 3 components needed to maintain a healthy body
2 name at least 3 components of a healthy diet
2 name and explain 2 diseases of the body

Emerging: In his or her written, oral, and/or project work the student will

1 name at least one body system
1 name and identify the location of at least 4 major bones of the body
1 name and identify the location of 1 kind of joint
1 name, locate and describe the function of 1 major organ
1 describe 2 component needed to maintain a healthy body
1 name at least 2 components of a healthy diet
1 name and explain at least 1 disease of the body

Total points
Energy and Conservation Assessment - Intermediates

**Proficient:** In his or her written, oral, and/or project work the student will

3. identify and explain 3 types of energy
3. identify and explain 3 methods of conservation
3. identify 3 things humans do that affect plants and animals
3. identify 3 causes of environmental problems
3. investigate the causes and solutions of 3 environmental problems
3. identify and explain conduction, convection and radiation

**Adequate:** In his or her written, oral, and/or project work the student will

2. identify and explain 2 types of energy
2. identify and explain 2 methods of conservation
2. identify 2 things humans do that affect plants and animals
2. identify 2 causes of environmental problems
2. investigate the causes and solutions of 2 environmental problems
2. identify and explain two of the following: conduction, convection, or radiation

**Emerging:** In his or her written, oral, and/or project work the student will

1. identify and explain 1 type of energy
1. identify and explain 1 type of conservation
1. identify 1 thing humans do that affect plants and animals
1. identify 1 cause of environmental problems
1. investigate the cause and solution of 1 environmental problem
1. identify and explain one of the following: conduction, convection, or radiation

Total points
Animals Assessment - Intermediates

Proficient: In his or her written, oral, and/or project work the student will

3 identify three basic needs of animals
3 create a 3 level food web
3 categorize correctly at least 8 of 10 invertebrates/vertebrates
3 name at least 5 classes of animals

Adequate: In his or her written, oral, and/or project work the student will

2 identify two basic needs of animals
2 create a 2 level food web
2 categorize correctly at least 6 of 10 invertebrates/vertebrates
2 name at least 3 classes of animals

Emerging: In his or her written, oral, and/or project work the student will

1 identify one basic need of animals
1 identify one component of a food web
1 categorize correctly at least 4 of 10 invertebrates/vertebrates
1 name at least 2 classes of animals

Total points