

**Wonders**

**Grade K–6**

# **Assessment Handbook**



Grade K–6

# Assessment Handbook



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# Table of Contents

## Part One—Assessment Options

Assessment Overview .....	3
Assessment Options Chart .....	4
Placement and Diagnostic Assessment .....	9
Progress Monitoring Assessments .....	11
DIBELS Next .....	12
TPRI .....	13
DARC .....	14
Phonemic Awareness Assessments .....	15
Letter Naming and Sight Word Fluency .....	16
Phonics and Decoding .....	17
Oral Reading Fluency .....	18
Spelling .....	19
Vocabulary .....	20
Reading Comprehension .....	21
Writing .....	24
Curriculum-Embedded Assessments .....	25
Benchmark Assessments .....	27
Fluency Assessment .....	28
Running Records .....	29
Informal Reading Inventory .....	30
Portfolio Assessments .....	31

# Table of Contents

## Part Two—Using Assessment to Guide Instruction

Using Multiple Measures .....	36
Managing the Information .....	37
Forming Groups .....	42
Assessment Opportunities .....	44
Feedback .....	46
Making Instructional Decisions .....	49
High-Stakes Testing .....	55

## Part Three—Additional Resources

Accommodations .....	56
Response to Intervention .....	58
Using Anchor Papers .....	61
Recording Forms .....	72
Assessment Glossary .....	78

## List of Included Forms

Reading Portfolio Reflections .....	34
Reading Portfolio Rubric .....	35
Primary Grades – Starting the Year (DIBELS Next version) .....	38
Primary Grades – Starting the Year (TPRI version) .....	39
Primary Grades – Starting the Year .....	40
Intermediate Grades – Starting the Year .....	41
Class Weekly and Unit Test Results .....	72
Reading Observations Checklist .....	76
Reading Self-Assessment Checklist .....	77

# Assessment Overview

## Overview

The purpose of this handbook is to help you manage the use of multiple assessments, interpret the results, and then use that information for instructional planning. It will provide you with basic definitions and clear guidance on how test scores can be a useful resource for addressing your students' needs.

### What is Assessment?

- Assessment is the process of systematically gathering evidence about what students know and can do. Assessments can be both formal and informal, as long as the information is systematically collected, scored, and recorded.
- **Formative assessments**, such as Oral Reading Fluency assessments, provide ongoing information about students' mastery of skills to help you make instructional and small group placement decisions.
- **Summative assessments**, such as Unit Assessments, are conducted at the end of a unit or course of instruction to measure outcomes, or how much students have learned.

### Reading Wonders Assessments

The assessments included within the program will help you gather data to address students' instructional needs. They measure the critical components of reading: phonological awareness, phonics, vocabulary, fluency, and comprehension.

Our assessment options are grounded in research; aligned with the *Reading Wonders* K-6 curriculum; easy to manage; and designed to familiarize students with items and approaches associated with high-stakes testing.

*Wonders* assessments use existing testing designs as their validity structure and alignment model. The construct validity of the *Reading Wonders* assessments is high because the questions reflect the skills as they are taught in the program. The items measure how well the students understand the skills and provide a reliable portrait of student mastery and progress.

Since the program assessments pertain to a specific-population—students in *Wonders*, following its curriculum's scope and sequence—and are appropriate for test-takers within this population, generalized measures are unable to highlight reliability.

- Test-retest: Students who get items wrong would be candidates for some level of teacher intervention to help the student develop the skill.
- Internal Consistency (Cronbach's alpha): The items are tied to specific skills and are not intended to measure a single underlying construct.
- Split-Half: Items are tied to skills; there is no other set distribution.
- Item-Total: Items are tied to specific skills that the student may or may not have mastered, hence the need to assess the skills.

However, in designing the blueprints and item specifications, external assessments were referenced and examined to aid in the test's ability to reliably show progress through/ mastery of the curriculum.

# Assessment Options

Assessment Options							
Assessment Component	Test Name	Reading Component Measured	Grades	Type of Test	When to Give	How to Give	Additional Information
Placement and Diagnostic Assessment	Phonological Awareness Subtests	Phonological and Phonemic Awareness	K-3	Screening & Progress Monitoring	K-Middle & End of School Year	Individually	
	Phonemic Awareness Subtests				G1-Beginning, Middle & End of School Year G2-3-Only as Needed		
	Letter Naming Fluency	Fluency	K-1	Screening & Progress Monitoring	K-Beginning, Middle & End of School Year G1-Beginning of School Year	Individually	
	Sight Word Fluency	Fluency	K-1	Screening & Progress Monitoring	K-Middle & End of School Year G1-Beginning, Middle & End of School Year	Individually	
	Phonics Survey	Phonics	K-6	Screening & Progress Monitoring	K-Middle & End of School Year G1-3-Every 4 to 6 Weeks until Mastery on Needed Skills G4-6-Only as Needed	Individually	

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# Assessment Options

Assessment Options							
Assessment Component	Test Name	Reading Component Measured	Grades	Type of Test	When to Give	How to Give	Additional Information
Placement and Diagnostic Assessment	Oral Reading Fluency	Fluency	K-6	Screening & Progress Monitoring	G1-Middle & End of School Year G2-6- Beginning, Middle & End of School Year	Individually	National Fluency Norms, pages 160-161
	Informal Reading Inventory	Reading Comprehension	1-6	Diagnostic	Beginning of School Year & as Needed	Individually	
	Inventories of Developmental Spelling	Spelling	K-6+	Screening & Progress Monitoring	K-End of School Year G1-6+- Beginning, Middle & End of School Year	Individually or in Groups	
	Critchlow Verbal Language Scale	Vocabulary	K-6	Screening	K-Middle & End of School Year G1-6- Beginning, Middle & End of School Year	Individually	
	Comprehension Tests	GK-1-Listening Comprehension G2-6-Reading Comprehension	K-6	Screening	K-6- Beginning of School Year	Group GK-1-Read By Teacher	
	Meta-comprehension Strategy Index	Reading Comprehension	2-6	Screening	G2-6- Beginning, Middle & End of School Year	Individually or in Groups	
	McLeod Assessment of Reading	Reading Comprehension	2-6	Screening	Beginning of School Year	Group	
	Writing Assessment	Genre Writing	1-6	Screening	Grade 1- Middle & End of School Year Grades 2-6: Beginning, Middle, and End of School Year	Group	

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# Assessment Options

Assessment Options							
Assessment Component	Test Name	Reading Component Measured	Grades	Type of Test	When to Give	How to Give	Additional Information
	DIBELS Dynamic Indicators of Basic Early Literacy Skills	Phonological Awareness, Phonics, Oral Reading Fluency, Vocabulary, Comprehension	K-6, in Spanish & English	Screening & Progress Monitoring	Beginning, Middle & End of School Year, Depending on Grade Level	Individually	
	TPRI Texas Primary Reading Inventory	Phonological Awareness, Phonics, Oral Reading Fluency, Vocabulary, Comprehension	K-3, in Spanish & English	Screening, Diagnostic & Progress Monitoring	Beginning, Middle & End of School Year, Depending on Grade Level	Individually	
	DARC Diagnostic Assessment of Reading Comprehension	Reading Comprehension	2-5, in Spanish & English	Diagnostic	Beginning of Year	Individually	
<b>Fluency Assessment</b>	Oral Reading Fluency Assessments	Oral Reading Fluency	1-6	Screening & Progress Monitoring	Beginning, Middle & End of School Year, More Frequently if below 50th Percentile	Individually	National Fluency Norms, page 5

# Assessment Options

Assessment Options							
Assessment Component	Test Name	Reading Component Measured	Grades	Type of Test	When to Give	How to Give	Additional Information
Running Records/ Benchmark Books	Oral Reading Fluency Assessments	Oral Reading Fluency	K-6	Screening, Diagnostic, & Progress Monitoring	Beginning, Middle & End of School Year, More Frequently if Skill is Weak	Individually	
Weekly Assessments	Weekly Assessment	Reading Comprehension, Vocabulary Strategies	1-6	Progress Monitoring	At the End of Each Week of Instruction	Group	
	Approaching-Level Weekly Assessment	Reading Comprehension, Vocabulary Strategies	2-6	Progress Monitoring	At the End of Each Week of Instruction	Group	
	Selection Tests	Reading Comprehension, Selection Vocabulary	1-6	Progress Monitoring	At the End of Each Student Anthology Selection	Group	

# Assessment Options

Assessment Options							
Assessment Component	Test Name	Reading Component Measured	Grades	Type of Test	When to Give	How to Give	Additional Information
Unit Assessments	Unit Assessments	Comprehension Skills  Vocabulary Strategies, Literary Elements, Text Features, Grammar, Mechanics & Usage, Writing	K-6	Diagnostic, Progress Monitoring & Outcome	At the End of each Unit of Instruction	Group	
Benchmark Assessments	Benchmark Assessments	Reading Comprehension  Vocabulary Strategies, Literary Elements, Text Features, Grammar, Mechanics & Usage, Writing	K-6	Outcome	Middle & End of School Year	Group	

# Placement and Diagnostic Assessment

This book includes assessments for phonemic/phonological awareness, phonics, vocabulary/spelling, fluency, writing, and comprehension for grades K–6. With more than one assessment per reading component, you can select the best measure for each student. The assessments are

- for diagnostic, screening, and progress monitoring purposes;
- administered individually or in groups; and
- usable for group placement.

## **What is a Screening Assessment?**

These are brief assessments that are individually administered and have minimal time requirements. They allow you to identify which students are at risk of reading failure by categorizing students into two groups:

- Those who need additional instruction on the tested skills.
- Those who are performing at a proficient level or higher.

## **How to interpret the results**

- If a student needs additional instruction on the tested skills, as indicated by a low Screening test score, administer a Diagnostic test to identify which specific skills need to be addressed. This group of students is sometimes called *students at risk of academic failure*.
- If a student does *not* need additional instruction on the tested skills, as indicated by a high score on the Screening test, there is no need to administer a Diagnostic assessment. Move right into the core reading instruction. These students are, most likely, reading at or above grade level.
- Some district or state departments require all students to take a Diagnostic test. If this requirement exists, then there is really no need to administer a Screening test. Begin with the Diagnostic assessment to determine the full scope of a student's academic reading strengths and weaknesses.

# Placement and Diagnostic Assessment

## **What is a Diagnostic Assessment?**

- A detailed assessment that pinpoints a student's strengths and weaknesses.
- A test that includes several items, and often requires a minimum of one hour to administer. Some diagnostic tests for young students can be given in sections on consecutive days.
- A test that can be administered individually or in groups, depending on the test and the age of the student.
- A test administered to those students who appear to be at risk of failing to read, or need additional instruction.

## **How to interpret the results**

- A screening test will tell you, for example, that a student has a weakness in comprehension. A diagnostic test shows you that the student understands what the words mean but has trouble identifying the sequence of events in a story. From this information you know that you need to provide additional instruction in the comprehension strategy "identify sequence of events."
- Use the information to help form small, flexible groups and to inform instruction.

# Progress Monitoring Assessments

## What is a Progress Monitoring Assessment?

- An informal or formal assessment used to guide instruction.
- A test that is usually quick and easy to administer and score.
- A test that is given individually or in a group.
- A test that is administered frequently: every week, every two weeks, or every six weeks, depending on which specific Progress Monitoring test you select.
- A test that is both systematic and ongoing, with results that are documented and recorded.

## How to use the results

- Use the results to help guide instructional decision-making.
- These are **formative** assessments; they provide real information, not just scores or grades. The information should be used to plan future instruction and possible remediation.
- Use the results to provide feedback to students on how they are progressing. This feedback can take the form of written and oral comments related to specific skills, or an analysis of a student's strengths and weaknesses.

# DIBELS Next

## Screening and Progress Monitoring Assessment Options for K–6

Most states or school districts identify the screening assessment you should use with your students, such as DIBELS Next or TPRI. It is recommended that you use the approved screening assessment in your state to identify at-risk students. In *Placement and Diagnostic Assessment*, we provide the information needed to align both DIBELS Next (pages 17–21) and TPRI (pages 22–24) to *Wonders*.

If your state or district does not recommend a specific screening assessment, you may wish to use the program screening options available in *Wonders*.

At the start of Kindergarten, consider using the following screening assessments to identify students who may be at risk and in need of more instruction. As students progress through Grade K, subtests from phonological awareness (pages 37–45) can be used as additional screening instruments.

- Letter Naming Fluency (*Placement and Diagnostic Assessment* pages 72 and 73): Note whether students reach the recommended FALL benchmark score as a consideration of student readiness.
- Sight Word Fluency (*Placement and Diagnostic Assessment* pages 74 and 75): Students will not be asked to complete this full assessment until closer to the end of the year. However, you may ask students to read the following list of ten words from the assessment—*and, go, has, he, like, see, the, we, you, one*. Students who read **less than 6** correctly could be candidates for further instruction.

At the start of Grade 1, Letter Naming Fluency and Sight Word Fluency assessment benchmarks and performance in subtests of phonological awareness can be used to help identify students at risk. Students at the mid-point of Grade 1 can be administered subtests from phonemic awareness (pages 46–69) and oral reading fluency assessments (*Placement and Diagnostic Assessment* pages 92–99).

Students in Grades 2 and 3 can be administered Sight Word Fluency, subtests from phonemic awareness, and oral fluency assessments (*Placement and Diagnostic Assessment* pages 100–123) to identify students below benchmarks and goals as at-risk candidates.

## **DIBELS Next (Dynamic Indicators of Basic Early Literacy Skills)**

### **Description**

Use for screening and progress monitoring. These are short, one-minute fluency measures that identify students at risk of reading difficulties.

- First Sound Fluency (K)
- Oral Reading and Retell Fluency (1–6)
- Phoneme Segmentation Fluency (K–1)
- Nonsense Word Fluency (K–1)

### **When to administer**

Beginning, middle, and end of year for **screening**. For **progress monitoring** between screening periods, on subtests with student scores below benchmark norms, administer every two weeks for students identified as *some risk* and every six weeks for students at *low risk*.

# TPRI

## Screening, Diagnostic, and Progress Monitoring Assessment Option for K–3

### TPRI (Texas Primary Reading Inventory)

#### Description

The TPRI contains **screening**, inventory (**diagnostic**), and **progress monitoring** sections, as well as a book of Intervention Activities.

- The Screening subtests provide an easy way to identify students who are likely to experience success in reading and do not need to be further diagnosed for reading difficulties.
- The Inventory section helps you identify strengths and weaknesses. These tests take longer to administer but can be given to groups in grades 2 and 3.
- The TPRI Progress Monitoring for Beginning Readers (PMBR)<sup>™</sup> can help you measure first-, second-, and third-grade students' progress in reading fluency.

#### How to administer

The Screening subtests are administered 1:1. The Inventory is administered 1:1 in grades K-1 and can be group-administered for grades 2-3; subtests follow the “Branching Rules and Skipping Charts” provided in the manual.

#### When to administer

Administer subtests at the beginning, middle, and end of the year. Administer progress monitoring subtests more frequently for skills that are “still developing.”

<b>TPRI Link to Reading Wonders</b>		
<b>When to screen</b>	<b>Kindergarten</b>	<b>Grades 1—3</b>
<i>Beginning of Year</i>	Start mid-year	Unit 1
<i>Middle of Year</i>	Unit 4	Unit 3
<i>End of Year</i>	Unit 9	Unit 5

#### Teacher Tips

For the middle- and end-of-year Inventory, administer tasks only for concepts that are “still developing.” You do not need to revisit tasks that a student has “developed.” This is referred to as “Jumping-In.”

# DARC

## Diagnostic Assessment Option for Grades 3–5

### **DARC** (Diagnostic Assessment of Reading Comprehension)

#### **Description**

DARC focuses on measuring four critical components of comprehension for students in grades 3–5: (1) text memory, (2) text inferencing, (3) knowledge access, and (4) knowledge integration. The tests are designed to measure central comprehension processes while minimizing the need for high levels of English Language Proficiency or decoding ability. There are parallel English and Spanish versions of the test.

#### **How to administer**

The test is administered 1:1. The English DARC is administered by a native English speaker, the Spanish DARC by a native Spanish speaker. The entire test administration, which usually takes 45 minutes, is tape-recorded to capture the student’s responses.

DARC includes listening and reading sections. Have the student read a practice story aloud. If the student makes an error on eight or more words in the story, then s/he takes the listening section only. Next, have the student read, or listen, to a section of one of two stories, answer “yes” or “no” to questions about the section, and explain why s/he chose the answer. The student then goes back and re-reads that section and adds another section to the task. Finally, the student is given the paper copy of the story and asked to identify words that are not real or that s/he does not know.

#### **When to administer**

Administer at the beginning of the school year or when a new student arrives in the classroom.



#### **Teacher Tips**

This test is especially helpful for measuring the reading comprehension skills of English Language Learners.

# Phonemic Awareness Assessments

## Phonological and Phonemic Awareness Assessments

The following assessments closely target skill strengths and weaknesses.

### Phonological Awareness Subtests (K–1)

This section consists of 5 subtests. A score of 4 or higher on each 5-item assessment (or assessment section) indicates proficiency with the skill.

**Recognize Rhyming Words** assesses the ability to recognize words that rhyme.

**Produce Rhyming Words** assesses the ability to produce rhymes.

**Segment and Count Syllables** assesses the ability to count syllables in a word.

**Blend Syllables** assesses the ability to combine syllables to form compound and multi-syllabic words.

**Blend and Segment Onsets and Rimes** assesses the ability to combine onsets and rimes to form a word.

### Phonemic Awareness Subtests (K–3)

This section consists of 9 subtests. A score of 4 or higher on each 5-item assessment (or assessment section) indicates proficiency with the skill.

**Count Phonemes** assesses the ability to break a word into its separate sounds (phonemes) and count the sounds.

**Isolate and Pronounce Phonemes** assesses the ability to recognize individual sounds (phonemes) in a word.

**Match Phonemes** assesses the ability to recognize the same sounds in different words.

**Blend Phonemes to Produce Words** assesses the ability to combine phonemes to form words.

**Segment Words into Phonemes** assesses the ability to break a word into its separate sounds.

**CORE Phoneme Deletion Test** assesses the ability to delete phonemes—initial sound, final sound, first sound of a consonant blend, embedded sound of a consonant blend—and produce a new word.

**Add Phonemes to Make New Words** assesses the ability to manipulate sounds in words by adding a phoneme to a word to make a new word.

**Substitute Phonemes to Make New Words** assesses the ability to manipulate sounds in words by substituting one phoneme for another to make a new word.

**Distinguish Long from Short Vowels** assesses the ability to distinguish between long and short vowels.

#### **Teacher Tips**

It is especially important to be aware of differences in dialect between the examiner and the students. Differences in pronunciation may affect test results.

# Letter Naming and Sight Word Fluency

## Letter Naming Fluency Assessment (K–1)

### Description

The **Letter Naming Fluency Assessment** is a one-page individually administered assessment with randomly selected lower- and uppercase letters of the alphabet. It is a one-minute timed **screening** and **progress monitoring** assessment. Grade K and Grade 1 benchmarks for the Fall, Winter, and Spring are identified. This assessment, in the same form, is available in both the *Placement and Diagnostic Assessment* and the *Fluency Assessment* books.

## Sight Word Fluency Assessment (K–1)

### Description

One of the first benchmarks of fluency is being able to “sight read” some words. The **Sight Word Fluency Assessment** is similar to the Letter Naming Fluency Assessment in format, but instead of letters of the alphabet, 60 high-frequency sight words are provided for students to read aloud. The test is administered individually and the student is given one minute to read as many words as possible. Scores are calculated using the oral reading accuracy formula: total number of words read minus number of errors divided by total number of words read. Scores can be interpreted using oral reading fluency assessment guidelines. This assessment, in the same form, is available in both the *Placement and Diagnostic Assessment* and the *Fluency Assessment* books.



### Teacher Tips

Teaching primary-grade students to memorize extensive lists of sight words may distract from one of the primary goals of beginning reading: identifying letters within words and decoding words rapidly and effortlessly. Mastering decoding skills enhances the flexibility and opportunity to understand new words that are encountered.

# Phonics and Decoding

## Phonics Survey, Standard Version (PS) (K–6)

### Description

This phonics assessment provides information that can be used to quickly **screen** knowledge of phonics skills, provide instructional (**diagnostic**) direction, and **monitor progress** or improvement over time. The test includes 10 tasks of increasing difficulty ranging from letter names and sounds to prefixes and suffixes.

### How to administer

Place the student in the task in which the student seems to have fairly strong skills. If the chosen task is too easy, or too difficult, move the student to a more appropriate one. The student does not have to take the entire test to get the information needed for instruction.

### When to administer

Administer this assessment at the beginning of the year or when a new student enters the classroom as a quick screener and a guide to instructional grouping. You can also administer it at regular intervals, such as a pre-selected week in the fall, winter, and spring, to monitor growth.

### Interpreting the scores

Count the number of correct responses for each individual task and record the percentage of correct responses. A score of 80% in any section indicates mastery of that skill. The scores in each section are *not* combined to calculate a total score.



#### Teacher Tips

The Phonics Survey was not designed to be an indicator of grade-level performance in reading.

# Oral Reading Fluency

## Oral Reading Fluency (ORF) (1–6)

### Description

Fluency is important because it directly affects reading comprehension. It can be improved through explicit training with specific fluency-building activities at the student’s fluency level. The ORF passages presented in the *Placement and Diagnostic Assessment* and *Fluency Assessment* books can be used as **screening, diagnostic,** and/or **progress monitoring** assessments, depending on how they are administered and scored. Student performance is measured by having students do a timed reading of the selected passage. A Prosody Rubric and scoring table are also available to further assess the quality of the oral reading.

### How to administer

Administer each one-minute timed test 1:1, using a previously unseen passage, or “cold read.” The student reads the passage while you record any errors on the recording sheet. Be sure to start your stopwatch when the student reads the first word. Afterward, the student answers the comprehension questions orally to provide information on comprehension. Note comments about the responses on the recording sheet.

### When to administer

Administer the assessment at the beginning, middle, and end of the school year, to show growth and to provide instructional guidance. ORFs can also be administered more frequently using cold reads from on-grade level curriculum material.

### Interpreting the scores

Calculate the student’s number of words correct per minute (WCPM) and check it against the National Fluency Norms chart. If a student’s WCPM is below the 50th percentile using the average score of two unpracticed readings from grade-level materials, the student needs to be assigned to fluency-building practice activities.



#### Teacher Tips

Students who become proficient in their fluency assessment scores may engage in peer administration to provide additional fluency-building practice.

# Spelling

## Inventories of Developmental Spelling (K–6+)

### Description

There are three Inventories of Developmental Spelling: one for primary students in grades K–3, one for elementary students in grades 1–6, and one for upper-level students in grades 6–8 and above. The focus of these inventories is to examine what words students are learning about and what they are ready to study in their spelling and word study. The words and word patterns spelled correctly, as well as the qualities of students' spelling errors, open a window to understanding what they are ready to study in phonics, spelling, and morphology. Through this examination, students' skills can be classified as falling into particular developmental stages of spelling.

### How to administer

Tell students that knowing more about their spelling will help you to teach them more about words, reading, and spelling. They should not study these words before taking the test. Provide paper and have students write the numbers down the side of the page, or prepare a form with the numbering and a line for their names. Say each word in a natural voice. Read the sample sentence and say the word a second time. You may break the list into parts and stop the assessment when students have missed several words in a row. These assessments can be administered to the whole class (by second grade), in small groups, and individually. How many words you ask students to spell depends on your purpose, and you may wish to divide the administration into different sessions. Make sure to collect enough errors to be able to determine a stage of spelling.

### When to administer

Administer this assessment any time of year.

### Interpreting the scores

After you collect the papers, you can score them in one of two ways, using either (1) the Feature Guide and the Planning and Organization Chart or (2) the Words Spelled Correctly Planning Chart. The forms provided with the Inventories of Developmental Spelling are used to plan and organize instruction in word study and spelling: phonics, vowel patterns, and the junctures and meaning parts of words. What you learn about your students' word knowledge can also guide your thinking about the composition of different reading groups.



#### Teacher Tips

Students should not study the words in advance of the test. Assure students that you will not grade them on this activity.

# Vocabulary

## Critchlow Verbal Language Scales

### Description

The purpose of this quick **screening** test is to identify students whose English vocabulary level is below grade level. A list of 75 words is presented orally to the student, who is asked to provide the opposites of the words. The words are in ascending order of difficulty.

### How to administer

Read the list of words to the student, asking the student to give the opposite of each word. The “correct opposites” are provided. Discontinue after five consecutive errors.

### When to administer

Administer any time that a quick, general picture of a student’s vocabulary is needed.

### Interpreting the scores

The number of correct opposites given identifies the vocabulary grade level.

Number Correct	Vocabulary Grade Level
1-8	Grade K and below
9-12	Grade 1
13-17	Grade 2
18-21	Grade 3
22-26	Grade 4
27-30	Grade 5
31-34	Grade 6
35 and above	Grade 7

Students who score below grade level should be further evaluated to determine whether the low score is due to language skills or a cognitive deficiency. Additional instruction may be needed to help a student successfully build his or her vocabulary.

#### Teacher Tips

The scoring scale for this assessment is not useful for students who are English Language Learners.

# Reading Comprehension

## Comprehension Tests (K–6)

### Description

The **Comprehension Tests** provide a quick **screening** measure to evaluate a student’s instructional reading level; the grades K–1 passages assess listening comprehension. There is one two-passage set per grade level in grades 2–6, with both narrative and informational passages. Each grade-level passage includes multiple-choice comprehension questions, with the number of questions increasing by grade level. The comprehension questions are numbered consecutively across passages within a set, indicating that both passages comprise one complete test.

### How to administer

You will need to make copies of the passages and questions to administer the test. Begin testing with passages that are two grade levels below the student’s current grade and end with passages two grade levels above, if applicable. Directions ask students to read each passage silently and answer the accompanying questions. Correct responses are provided on an answer key page. The test is not timed, but administration time will vary, depending on how many grade-level sets a student reads before stopping (or before the percent correct is lower than 80%). For grades K–1, administer the test 1:1; it may be administered in a group or individually for grades 2–6.

### When to administer

Administer this test at any time of the year to provide a quick check or recheck of a student’s instructional reading level.

### Interpreting the scores

A Scoring Chart is available for quick calculation of percentage correct. Students who achieve a score of 80%–90% correct on the two-passage set of questions should receive instruction on the grade level of the highest level passages read successfully. Students who receive a score below 80% may need additional evaluation to determine specific skill weaknesses.



#### Teacher Tips

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If you are aware that a student’s reading level is above the current grade level, begin with on-level passages to shorten the overall length of the test.

# Reading Comprehension

## Metacomprehension Strategy Index (4–6)

### **Description**

This quick **screening** survey provides an indication of whether students are cognitively aware of the comprehension strategies they use before, during, and after they read any type of text. It includes 25 multiple-choice questions with no right or wrong answers. An answer key indicates metacomprehension strategy awareness on strategies such as predicting and verifying, purpose-setting, self-questioning, drawing on background knowledge, and summarizing.

### **How to administer**

You will need to make copies of the test booklets before administering the test. Students answer the multiple-choice questions silently, individually, or as a group. The answer key indicates the choice that identifies metacomprehension strategy awareness.

### **When to administer**

Administer this survey any time you need to make instructional planning decisions based on reading comprehension activities.

### **Interpreting the scores**

This survey can provide general information for comprehension strategy instruction. The number of items per strategy varies from two to seven. The greater the number of items incorrect per strategy, the more time may be needed for instruction on that strategy.



#### **Teacher Tips**

Use these results to form small groups for differentiated instruction.

# Reading Comprehension

## McLeod Assessment of Reading Comprehension (2–6)

### Description

The **McLeod Assessment** uses a cloze technique (reading passages with missing words) to measure reading comprehension. The student must understand the sentences in the passage to supply the missing words. There are two sets of passages, elementary and upper elementary, arranged in order of difficulty; they do not represent specific reading grade levels.

### How to administer

Make copies of the level passages to distribute to students. The test may be administered to a group or individually. It is loosely timed for about 15 minutes, which is adjustable if the number of passages is changed. You read short directions and a practice passage. Students are asked to read the sentences silently and fill in the one word that they think belongs in each blank. Answer keys are provided.

### When to administer

This test is best used as a quick **screening** test for reading comprehension at the beginning of the year or when a new student enters the class, but it can be administered at any time of the year.

### Interpreting the scores

The student's score consists of the total number of correct words that are filled into the blanks. A scoring criteria key is provided for both levels of the test, giving a general reading grade level for increasing point ranges. For example, a score of 9–14 words correct on the elementary level passages is categorized as a reading level of "late grade 2." A score of 39–42 is categorized as "late grade 5."



#### Teacher Tips

Additional screening assessments, such as the **Fry Oral Reading Test**, the **San Diego Quick Assessment of Reading Ability**, or the **Critchlow Verbal Language Scales**, may help to determine whether fluency, word recognition, or vocabulary deficits are the underlying cause of poor comprehension for students who score below grade level.

# Writing

## Writing

### Description

The Writing Assessment was designed to provide students practice with crafting written responses related to source texts.

After the first unit has been completed, provide students with narrative text and a prompt.

The prompt should reflect the demands of the CCSS narrative writing standards associated with specific grade levels.

### Grades 1–2

- Writing a Narrative Text (CCSS Writing Standard 3)

### Grades 3–6

- Writing a Narrative Text (CCSS Writing Standards 3 and 4)

### How to administer

You can structure the assessment as a timed-writing experience or have students craft their responses over a number of days.

### When to administer

In Grades 2–6, the Writing Assessment should be administered at the start of the year to identify instructional needs. In Grade 1, the assessment should be administered closer to the mid-point of the year.

### Interpreting the scores

Use narrative writing rubrics provided in *Reading Wonders* to score student work.

The assessment can be viewed as a baseline of writing performance. As students progress through the program, this early achievement can be compared to later narratives and other genre work to see if consistent achievement or improved achievement is apparent.

Note student strengths and weaknesses; identify writing attributes in which students need further instruction or practice and make appropriate grouping or intervention decisions.

# Curriculum-Embedded Assessments

## Weekly Assessments (1–6)

### Description

**Weekly Assessment** features the following components.

**Selection Tests** are based on the Literature Anthology selections. Multiple-choice items assess student understanding of the weekly selection and the selection vocabulary.

**Weekly Assessments** are designed to assess student mastery of featured comprehension skills and vocabulary strategies. Students read two “cold read” passages. Students answer ten items on the featured vocabulary strategy and comprehension skill in a variety of formats: selected response (SR), multiple selected response (MSR), evidence-based selected response (EBSR), and pencil-and-paper versions of tech-enhanced (TE) items. (For full functionality of the TE items, students need to take the online version of the assessment.) An optional constructed response item is included as well to provide students valuable practice using multiple stimuli to generate a written response, a key element of performance-based assessment.

**Approaching-Level Weekly Assessment** contains the same selections and focus as the Weekly Assessment. However, to aid in gaining a better understanding of reading level and comprehension ability, the “cold read” passages are set at a lower readability, a number of the items have simpler, more familiar language in the stems and answer choices, and MSR items are not featured. The optional constructed response item is not included in this component.

Use results from these assessments as a formative assessment tool to help monitor student progress, identify specific strengths and weaknesses, and assist with grouping and placement decisions.

### How to administer

These tests are designed to be group-administered.

### When to administer

Administer the Selection Test when you have completed the Literature Anthology selection. Administer the Weekly Assessment or Approaching-Level Weekly Assessment when you have completed the full week of instruction.

### Interpreting the scores

Add the number of items correct for a total score and examine the items correct per skill to identify weak areas.



#### Teacher Tips

Depending on your instructional focus, you may choose to administer the Selection Tests, the Weekly Assessment, the Approaching-Level Weekly Assessment, or some combination throughout the year.

# Curriculum-Embedded Assessments

## Unit Assessments (K–6)

### Description

**Unit Assessments** include literary and informational texts with questions that focus on the main skills taught in each unit of *Reading Wonders*. Test items cover reading comprehension skills, literary elements, text features, vocabulary strategies, grammar, mechanics, and usage. The test items feature the same item approaches students encounter in weekly assessments: SR, MSR, CR, EBSR, and TE. Each unit features a performance-based assessment featuring a previously-taught genre. Performance-based assessments ask students to generate a thesis based on the sources and use information from the sources to explain this thesis; craft a narrative using information from the source text; or analyze the ideas in the sources and make a claim that they support using the sources.

Each performance-based assessment features standards that address comprehension, research skills, genre writing, and the use of standard English Language Conventions (ELC). The stimulus texts and research questions in each task build toward the goal of the final writing topic. These assessments provide information to make instructional decisions and to place students into small skill-based groups.

### How to administer

You may choose to give the Unit Assessment in one sitting or administer sections at different times.

### When to administer

Administer after you have completed a full unit of instruction.

### Interpreting the scores

The goal of each unit assessment is to evaluate student mastery of previously-taught material. The expectation is for students to score 80% or higher on the assessment as a whole. Within this score, the expectation is for students to score 75% or higher on each section of the assessment. Rubrics, exemplar text, and anchor papers are available to help evaluate students' written responses.



#### Teacher Tips

When Unit Assessments are used for grading purposes, the tests are considered outcome, or summative, assessments.

# Benchmark Assessments

## Benchmark Assessments (K–6)

### Description

**Benchmark Assessments** can be used to measure a student’s knowledge of English Language Arts standards.

Items focus on the following key elements:

- Comprehension of literary and informational text
- Using text features to access or clarify information
- Vocabulary acquisition and use
- Research skills
- Drafting, editing, and revising text
- Command of the conventions of standard English language
- Writing to sources within the parameters of specific genres

Performance-based assessments are available for administration to gauge student progress and mastery as well as to point toward readiness for the end-of-year mandated assessment.

### How to administer

In Grades K–1, administer Benchmark Assessments in one or two sittings.

In Grades 2–6, skills-based benchmark tests can be administered in multiple sessions; performance-based assessments can be administered at points during the year.

### Interpreting the scores

Benchmark Assessment scores should improve over time as students’ mastery of the grade-level curriculum increases.



#### Teacher Tips

Benchmark tests can provide advance warning for accountability tests administered by the district or the state. The patterns of incorrect items can identify which topic areas might benefit from further instruction before the actual administration of the end-of-year state or standardized test.

# Fluency Assessment

## Fluency Assessment (1–6)

### Description

The *Fluency Assessment* book contains passages and fluency record sheets to record words correct per minute (WCPM), accuracy rates, and other important aspects of oral reading fluency. This book provides additional passages beyond those provided in the *Placement and Diagnostic Assessment* book, to support a more frequent administration of the test. Each passage includes two comprehension questions to check for understanding. The assessments provide a way to easily count the number of words a student can read aloud per minute and the number of words read correctly. This book also contains a Phoneme Segmentation Assessment and the Letter Naming and Sight Word Assessments found in the *Placement and Diagnostic Assessment* book to allow you to use either book as a source.

### How to administer

Have the student do a one-minute timed reading of a leveled passage and follow along on a copy of the same text, marking errors. Omissions, substitutions, mistakes, insertions of words or parts of words, and hesitations of more than three seconds are errors; self-corrections and repetitions are not. Calculate the number of words read correctly per minute by subtracting the number of errors from the total number of words read.

### When to administer

Administer fluency passages at least three times per year as benchmarks for students who are reading fluently according to the norms and more frequently for students who are not reading fluently, to monitor progress.

Use the record sheet that accompanies each reading passage to record each student's information.

### Interpreting the scores

Oral reading accuracy is a percentage score based on the total number of words read and the number of errors noted. An average WCPM of more than 10 words below the 50<sup>th</sup> percentile on the Oral Reading Fluency Norms Chart means a student is not reading fluently. Data gathered from the fluency record sheet may be used to verify or clarify instructional decisions.



#### Teacher Tips

Average at least two passages to calculate a fluency score. Always use cold reads. Students who are fluent do not need to continue to increase their scores.

# Running Records

## Running Records/Benchmark Books

### Description

*Running Records/Benchmark Books* help you identify a student's reading level, style, and strategy use. They help determine a student's independent, instructional, and frustrational reading levels, as well as comprehension and accuracy, error, and self-correction rates. The cueing system of identifying types of errors can help you discern patterns of effective and ineffective strategy use.

The Benchmark Levels of the *Running Records/Benchmark Books* and passages align with **DRA**, **Guided Reading**, and **Reading Recovery** levels.

### How to administer

There are 30 Benchmark Books for levels REBUS through 28, and 16 Running Records passages for levels 30 through 80. Read along silently as the student reads the text but do not prompt the student in any way. Mark each word read accurately and note substitutions, omissions, and self-corrections using the conventions provided on the recording form. Total the number of miscues and self-corrections; then calculate the student's error rate by dividing total number of words read by total number of errors made. Use the Conversion Chart to identify the accuracy rate and to determine a student's reading level. Use the Retelling Rubric to determine a general comprehension level.

### When to administer

Administer Running Records every three to four weeks to monitor progress and to document the student's developing reading strategies.

### Interpreting the scores

An accuracy score of 95% and up identifies a student's Independent Reading Level. A score of 90–94% indicates the Instructional Level, appropriate for guided reading. A score of 89% and below indicates a Frustrational Reading Level, appropriate for read-alouds. Comprehension is scored on a four-point Comprehension Rubric.



#### Teacher Tips

If a student is stuck and unable to continue, wait 5–10 seconds and then say the word. If the student seems confused, clear up the confusion and say, "Try again."

# Informal Reading Inventory

## Diagnostic Assessment Option for 1–6

### IRI (Informal Reading Inventory)

#### Description

Use the IRI as a **diagnostic** assessment tool to gather information about a student's comprehension and reading accuracy. The IRI measures three reading levels: independent, instructional, and frustrational. There are two fiction and two nonfiction passages per grade level. The passages are to be used for either oral or silent reading. There are five questions per passage to assess the student's comprehension: three literal, one vocabulary, and one interpretive.

#### How to administer

Administer the assessment individually; start with an appropriate grade level word list to determine grade-level placement. Students who make two errors should go back to the previous list and start reading at that level. The correct instructional level is the one where the student misses only one word. This is the level at which the student should begin reading. Refer to the Code for Marking Word Recognition Errors on page 167 in the *Placement and Diagnostic Assessment* book to help you mark the scoring sheet for each passage.

#### When to administer

Use the IRI as a diagnostic tool after screening, at the beginning of the school year, and as needed.



#### Teacher Tips

Always have the reading passages, recording sheets, and graded word lists ready before beginning. Use both the oral and silent passages to determine a student's reading level. To administer the IRI efficiently, you should be familiar with the directions, passages, and questions.

## Portfolio Assessments

### Building Portfolios

A portfolio is a collection of student work organized for a particular purpose.

- Portfolios are used to show development and show best work.
- A portfolio that shows development contains examples of the writing process and samples from the beginning, middle, and end of the year.
- Portfolios that are filled with the student’s best work are used primarily for showcasing what the student has learned. For example, this kind of portfolio may be on display when parents visit the school for an “open school night.”
- Portfolios can be used to connect students’ learning from unit to unit. Students are asked to choose certain pieces of work from the previous unit, and then reflect on them. This reflection can take the form of a note attached to the work or a more formal journal-style entry.
- A Reflection Form can be used to help students describe what they have learned. Students need to learn that it is not necessary to reflect upon an entire lesson or activity. For example, a student might write, “I learned that *baseball* is a compound word. Baseball is my favorite sport.” The student might illustrate this with a drawing of a bat and ball. These kinds of connections are important to help students internalize what they are learning. See page 34 for a sample Reflection Form.

The charts that follow outline a portfolio development process and demonstrate two different applications: a developmental portfolio and a best work portfolio. There is also a Portfolio Rubric to use when evaluating students’ portfolios.

# Portfolio Assessments

## Portfolio Planning Process

- 1 **Set a purpose.** Decide what information you need, and how you and your students will use it. Let that decision drive the rest of your portfolio planning.
- 2 **Define role of student.** At minimum, students should reflect on the work in their portfolios. Should they help choose some of the contents? Help evaluate? Have a rationale for this that matches your purpose.
- 3 **Identify other users and uses.** Who, besides you and the student, will see the portfolios, and why? Parents? Peers (during pair or group instruction, for example)?
- 4 **Identify elements of portfolio.** What work should go into the portfolio? Will you specify each work, or will you let students choose? Perhaps a combination of both? How will student reflections be collected?
- 5 **Plan a process for construction and review.** How will the work be identified? How many samples do you need? What sort of container (folder, bin, file) will you use? Will computer files, audiotapes, and other non-paper pieces of evidence be allowed? When will there be time for students to systematically review and reflect upon their work?
- 6 **Gather evidence.** According to your plan, have students fill their portfolio with work samples. This is usually done as a part of a regular lesson time.
- 7 **Interpret evidence.** Allow students to help you understand what their work means. Use student reflection sheets, or sticky-notes, or some way of recording their reflections. You can use the portfolios as material for teacher-student conferences, too.
- 8 **Use materials for instructional and/or evaluation decisions.** Repeat steps 6 and 7 until the purpose has been served.

# Portfolio Assessments

<b>Two Examples of the Portfolio Planning Process</b>		
<b>STEP IN THE PROCESS</b>	<b>EXAMPLE 1 A Developmental Portfolio</b>	<b>EXAMPLE 2 A Best Work Portfolio</b>
<b>1. Set Purpose</b>	The student will keep a personal reading portfolio to provide <b>formative</b> information to support progress as a reader.	The student will keep a best work reading portfolio to provide <b>summative</b> information as evidence for progress as a reader.
<b>2. Define Role of Student</b>	The student decides what to include based on a rubric. Student reflections on reading and what needs improvement will be the primary information.	The student and the teacher choose the work based on a rubric. The work is used for grading. Student reflections on reading focus on accomplishments.
<b>3. Identify Other Users And Uses</b>	The teacher will use the evidence in the portfolio for reading conferences with the students. The portfolios will not be used for grading.	The teacher may use the evidence in the portfolio for reading conferences with students or parents, and for grading.
<b>4. Define Elements of Portfolio</b>	The student completes a reflection form for the contents of the portfolio as a whole.	The work is chosen by the teacher and student. Student reflects on each piece to explain the choice.
<b>5. Plan Construction and Review Process</b>	Explain purpose to students. Make folders. Have a lesson(s) about how to write good reflections. Schedule conferences with students, and allow time for them to prepare their reflections.	Explain purpose to students. Make folders. Share the rules for selection of work. Have a lesson(s) about how to write good reflections. Explain the criteria to be used for grading.
<b>6. Gather Evidence</b>	Students work on portfolios.	Students work on portfolios.
<b>7. Interpret Evidence</b>	At conferences, the teacher asks the student to share reflections and what the student has learned.	The teacher, and perhaps the student as well, applies the rubric to the portfolio contents.
<b>8. Use for Decisions</b>	The primary decisions are instructional.	The primary decisions are accountability and outcome decisions.

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## Portfolio Assessments

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Reading Portfolio Reflections

**I chose this piece of work for my portfolio (name it):**

**This piece shows that I can (or that I have learned) ...**

*(List as many things as you can here, and tell why.)*

**This piece shows that I will still need to work on ...**

**Here's how I plan to do that:**

# Portfolio Assessments

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Reading Portfolio Rubric		
Score	Criteria	Comments
<b>4</b>	All required pieces are included. Each piece has a thoughtful reflection sheet. Pieces show student does high quality work and understands why it is high quality work.	
<b>3</b>	All required pieces are included. Each piece has a reflection sheet; most are thoughtful. Pieces show student does good work and understands why it is good work.	
<b>2</b>	All required pieces are included. Most pieces have a completed reflection sheet. Pieces show student has met learning targets for the period.	
<b>1</b>	Some required pieces are missing. Some pieces have a completed reflection sheet. Pieces are at a minimally acceptable level.	
<b>0</b>	Some required pieces are missing. Few pieces have a completed reflection sheet. Pieces show student has not met learning targets for the period.	

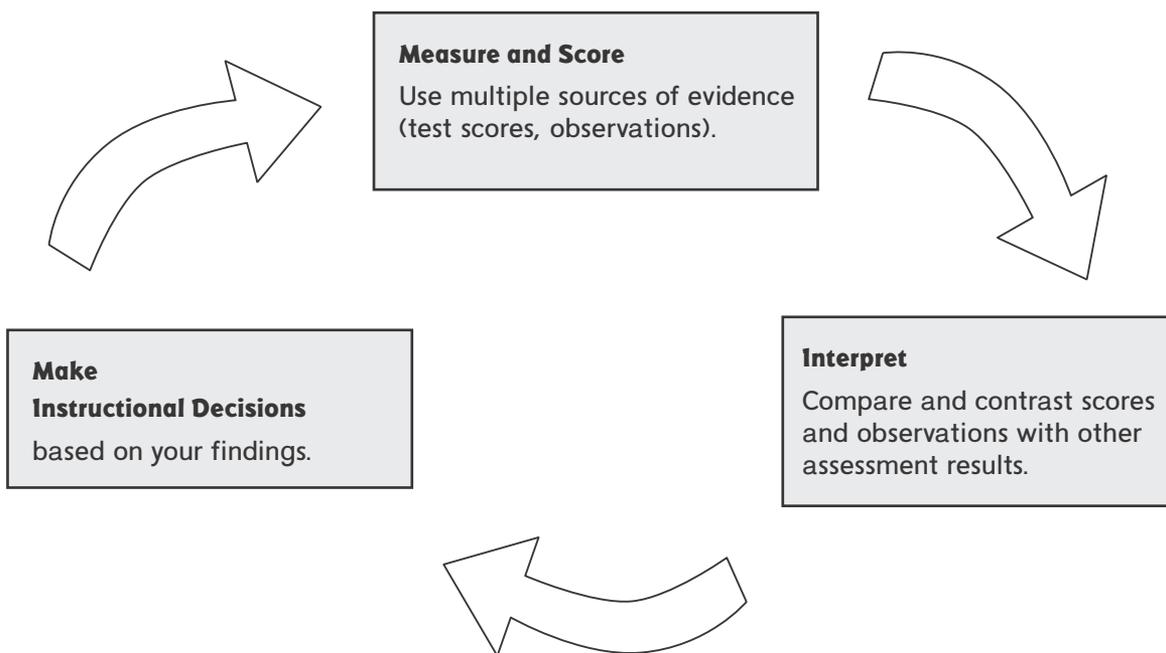
# Using Multiple Measures

## The Assessment Process

The assessment process is about making instructional decisions based on assessment information. To the greatest extent possible, all instructional decisions should be based on **multiple sources** of valid and reliable information.

- The process starts with measurement and scoring (test results, observations).
- The next step is to compare and interpret the information you have gathered.
- The third step is to make instructional decisions based on your conclusions.
- This process is ongoing: measure, interpret, make decisions ...

## The Assessment Process



# Managing the Information

## **Managing Information from Multiple Measures**

There are times when a set of results about one student will not be consistent. This is more likely to be the case for younger students, but it can happen at any grade. For example, a first-grade student may have Oral Reading Fluency results that suggest s/he does not recognize common sight words, but your Sight Word Fluency results may suggest that s/he does. Which is correct?

- In this case, start with the working hypothesis that the student does recognize these words. Place the student in a small group and continue to monitor his or her progress with additional assessments to make sure your hypothesis was correct. If it wasn't, change the placement and the instruction.
- For instructional decisions, use a variety of assessments to make judgments. Look at additional test results to get a better idea of how the student is progressing.

## **Organizing Information at the Start of the Year**

You may wish to use the forms on the following pages to record scores and organize your testing information at the beginning of the year.

- Four versions of a Recording Form are provided. The forms differ based on the assessments used.
- Enter scores by student on the charts.
- Compare the findings across a student's scores to determine whether the results are comparable and tell a similar story about the student.
- Compare results across students to plan small, differentiated skill groups in areas that appear to need additional instruction.









# Forming Groups

## Teacher-Led Small Groups

Data from assessments should be used to inform and modify instruction to meet students' needs. Working in teacher-led small groups allows you to address specific skills areas in which students need additional instruction, practice, reinforcement, or extension. It is important to use both informal and formal assessments on an ongoing basis, and to keep in mind that students should not be in a particular group each time. Rather, a student will move to different groups based on his or her instructional needs.

- At the beginning of the year, results of screening, diagnostic, and placement assessments will give you information on what students' instructional needs are.
- As your students progress through the year, use the observational assessments that are found in the Teacher's Edition.
- Weekly Assessments and Unit Assessments will also provide data on what to teach in small groups, and which students to address in those groups

<b>GROUPING OPTIONS</b>	
<b>Type of Group</b>	<b>Major Uses</b>
Whole Group	Introduce, model, teach, and review key grade-level strategies, skills, and concepts.
Small Groups	Provide additional instruction, practice, review, or extension on key strategies, skills, and concepts, based on common needs of students in a small group.  Read leveled reading materials to apply key strategies, skills, and concepts.

## Forming Groups

### **Guidelines for Working in Small Groups**

Within the course of instruction, it is important that students engage in both homogeneous and heterogeneous groupings.

- Homogeneous means all of the students in the group have common instructional needs.
- Heterogeneous means the students have mixed abilities, and interact and learn from their peers.
- Use flexible homogeneous groupings, based on need, for specific skill instruction that changes more frequently.
- Consider additional observational information about students' instructional needs, work habits, and interpersonal skills when forming groups. For example, you may find that you have enough students reading on grade level to make two "on level" groups. Observations can help you include some "leaders" in each group.

# Assessment Opportunities

## **Informal Assessments**

The reading classroom is full of assessment opportunities. Chances are you use some of them without realizing you are doing “assessment.” Remember the definition of assessment is systematically gathering information about what students know and can do. In reading, you can do this in an informal way throughout instruction.

- **Teach students to monitor their own comprehension.** Monitoring comprehension is an important comprehension strategy explicitly taught in *Reading Wonders* from grades 1-6. Students can ask themselves questions about what they have just read. Good readers learn to use these metacognitive skills unconsciously. Have you ever said to yourself, “I am not sure what I just read”? Your automatic monitoring system helps you improve your comprehension of the text. Ask students about their metacognitive strategies after they have completed reading tasks or answered questions based on reading a text.
- **Ask students to retell** or explain in their own words what they have just read. A good explanation shows you what a student understands, and a poor explanation makes the student’s misconceptions and misunderstandings apparent so you can address them.
- **Teach students how to monitor their own progress.** If students realize they do not understand something they have read, they can try various reading strategies and/or ask for help from peers or from their teacher. Listen for the substance of the answer, and not merely if it is “correct” or not. Learn from the student’s answer what he or she is thinking.

# Assessment Opportunities

## Informal Assessments

**Assignments:** Every assignment or activity allows you to assess reading behaviors. Assignments do not need to be formally graded, but they should be treated as a potential source of information about what students know, what they still need to learn, and what their misconceptions or difficulties are.

- Review assignments, noting both strengths and weaknesses, and present the student with oral or written feedback.
- Ask students to go over their own assignments in groups, where peers can point out their strengths and weaknesses to each other. Note that this is an opportunity to show students that looking at what is right and wrong is important.
- Ask students to go over their own work and reflect upon it. This, too, is a skill that needs to be modeled and taught.

**Classroom Observations:** You have opportunities to observe your students at work and at play, working alone, and interacting with other students. Be systematic with the way you do and record the observations.

- Does this student like to read or look at books? What topics is she interested in?
- How does this student work with others?
- You can ask students what kinds of stories or books they enjoy. You should strive to create a print-rich environment with materials at a wide range of reading levels on as many topics as possible. Expand on students' interests and introduce new ones.

# Feedback

## Feedback IS Assessment

**Using corrective feedback as an assessment tool:** Feedback should help students see how they can improve their work. The most useful feedback is a specific comment describing the strengths and weaknesses of individual work, with useful suggestions for improvement. To be useful and motivating, feedback needs to be

- delivered in the form of praise
- modeled for the student
- practiced by the student
- used continually over time

**Feedback can be oral or written:** Feedback needs to be immediate. Correct students' errors as soon as they occur.

- Give feedback orally for younger students and nonreaders.
- For all students, writing positive feedback on their work is helpful. Written comments are more lasting; students can refer back to them.
- Rather than noting errors for the student, consider posing leading questions to help them identify the errors on their own.
- In writing tasks, identify the number and type of errors in addition to other comments. For example, "Your cousin sounds like a funny guy. Can you find 2 punctuation errors and 1 capitalization error?"

**Asking for feedback:** Encourage students to ask for feedback or help when they need it. It is important for students to learn to monitor their own work.

- You can have students place green (I'm OK) and red (I need help) circles or traffic lights on their desk to let you know they need help without disrupting others. Or you can use smiley-faces and frowning-faces for this same purpose.
- This allows you to give feedback and assistance in a timely fashion so that students do not lose momentum or miss something because they were stuck.
- If you use a system like this, the oral feedback you give in response to these requests should follow the same feedback principles. Don't just give "answers." Give feedback that will help the student learn from the mistakes.

**How to give good feedback:** The table on the next page models some ways for you to provide corrective feedback to your students.

# Feedback

<b>How To Give Corrective Feedback</b>		
<b>FEEDBACK SHOULD BE ...</b>	<b>HOW TO MODEL IT</b>	<b>EXAMPLES</b>
<b>Delivered in the form of praise</b>	<p>Direct your comment at some aspect of the work, not the student.</p> <p>Use descriptive adjectives. Avoid judgmental words.</p> <p>Make I-statements not You-statements.</p>	<p><i>DON'T SAY:</i> "You need to write more about the main character."</p> <p><i>SAY:</i> "The main character was interesting. I want to know more about him."</p> <p><i>DON'T SAY:</i> "Good job!"</p> <p><i>SAY:</i> "Your story makes me want to meet your pet!"</p>
<b>Modeled for the student</b>	<p>Refer to specific aspects of the work.</p> <p>Be specific, not general</p>	<p><i>DON'T SAY:</i> "The story summary was poor."</p> <p><i>SAY:</i> "The story held my interest. It would be a better story if there were more details."</p>
<b>Practiced by the student</b>	<p>Allow the student to have a turn giving himself feedback.</p>	<p><i>DON'T SAY:</i> "This isn't clear."</p> <p><i>SAY:</i> "You try it now. What suggestion can you make to improve this essay?"</p>
<b>Used continually over time</b>	<p>Provide opportunities for the student to practice giving himself feedback.</p>	<p><i>DON'T SAY:</i> "Tell me what could be improved in your story."</p> <p><i>HAVE THE STUDENT RESPOND:</i> "My story needs a stronger ending."</p>

# Feedback

## **Peer Assessment**

Traditional, teacher-based assessment tells students what they do and do not know. Peer assessment can be equally, or even more, effective. When students are more closely involved in the assessment process, they gain deeper insight into what they are studying. Providing and receiving constructive feedback benefits the students on both sides of the process. As they practice the critical 21st Century skills of close reading and critical analysis, they also learn how to improve their own work.

Peer assessment does not take the place of teacher assessment and feedback. Students do not grade their peers' work; instead, they work together one-on-one or in small groups to improve it. The teacher provides initial guidelines for the assessment and monitors student interactions for reliability and to keep them on-track.

### **Why peer assessment?**

- Discussing a task with peers can clarify goals and performance criteria on a more personal level. Students may be more likely to accept constructive criticism from classmates than from adults.
- Working with their peers, students receive more, as well as more immediate, feedback on their work than one teacher can provide.
- The group nature of peer assessment engages students and provides an opportunity for them to practice the cooperation and participation skills needed for group work.

### **Peer assessment *do's* and *don'ts***

- Peer assessment is best suited to works-in-progress. It is especially useful during revision of a written or performance project.
- Peer assessment should be oral and written. Written feedback is important for later reference. However, it requires discussion to ensure understanding. The teacher should model appropriate language.
- Student reviewers must show respect for their peer's written work. They should NOT write directly on other students' papers. Instead, the teacher should provide sticky notes or, even better, a printed checklist or rubric that guides students through the assessment process and provides a written record.

# Making Instructional Decisions

## How to Make Instructional Decisions

To make sound instructional decisions, you should do the following:

- **Interpret:** Look at the data you have collected from various types of assignments or over time. Draw conclusions based on what you are seeing in the data to interpret the patterns you may notice: “This means that he is comprehending beyond grade level because he is good at using context clues. He figures out what the words mean so fast that he skips over some vocabulary and doesn’t learn it.”
- **Decide:** What can you do to meet the student’s learning needs?
- **Check:** As you collect ongoing information about student progress, continue to check this information against your interpretation.
- **Modify:** Change your instructional decisions if they are not achieving the intended results.

Compare results from different assessments:

- Look for corroborating evidence across the different kinds of assessments; use multiple measures.
- Different sources of information should reinforce your decisions.

The types of instructional decisions you need to make include the following:

- decisions about grouping (who to teach)
- decisions about learning goals and objectives (what to teach)
- decisions about materials, methods, and rate of instruction (how to teach)

# Making Instructional Decisions

## **HOW TO MAKE INSTRUCTIONAL DECISIONS**

### **GROUPING**

- Will I use small groups? How many do I need?
- How will I decide which student is in which group?
- How will I handle independent work?
- How will I handle whole-class instruction?
- How will I set up the workstations?

### **LEARNING GOALS OR OBJECTIVES**

- Which goals or objectives will I emphasize? Review? Reteach?
- Which goals or objectives will require less emphasis?
- In what order will I teach them?

### **MATERIALS**

- Which grade-level materials should be used in reading instruction?
- Which grade-level materials should be available for independent (recreational) reading?
- What topics or kinds of stories would most interest the students?

### **METHODS**

- Which techniques or approaches should I use in lessons?
- Which techniques are best suited for the learning objectives I need to emphasize?
- Which techniques involve students in the learning the most?

### **RATE OF INSTRUCTION**

- How much time should be allotted to each lesson?
- How fast or slow should students be asked to move through particular material?
- What might need to be reviewed several times (take up several lessons) and what might be touched on more lightly?

# Making Instructional Decisions

## How to Apply Your Decisions

### Adjusting Lesson Plans

- Students are achieving the learning targets you set for them, so continue with the next step in the materials according to your district curriculum.
- Areas of strength are identified, so plan enrichment lessons or activities.
- Areas of difficulty are identified, so plan reteaching lessons.

### Identifying Learning Targets

Learning targets for review or remediation should come directly from the assessment information. Share this information with the students so that they understand what their goals and objectives are.

## REVIEW or RETEACH?

### REVIEW

- For minor difficulties, continue with instruction as planned and incorporate review into seatwork, workstations, or small group instruction.
- Reinforce those concepts during regular instruction, focusing attention on the concept by oral questioning and discussion.
- Example: Students had some difficulty with comma use in the last unit. Proceed to the next unit, but incorporate extra practice with commas into daily work and explicitly point out comma usage in the next stories or text students read.

### RETEACH

- Reteach concepts that were difficult for the whole class or for specific groups of students.
- Reteach all or part of a unit by using a mixture of old and new materials. Students can profit from correcting work they have already done and explaining the reasons for the corrections, either orally to you or other students or in writing.

# Making Instructional Decisions

## Modifying Instruction

### Changing the Mode of Instruction

- Vary the way you present the skills and concepts.
- Change the kind of student engagement or response required.
- Increase student practice in addition to reteaching the concept.

### Choosing Materials

Appropriate materials for reviewing and reteaching are listed in the Teacher’s Edition. You can also use leveled books, trade books, writing resources, practice workbooks, and any other materials that match the learning objectives.

**VARY methods for reviewing or reteaching.  
Don’t repeat what didn’t work before!**

### You can use some of the same materials but in a different way.

- For example, if a student did not do well on a test or assignment, have him or her go back over it (individually, with a peer tutor, or in a small group that does this with each of the members) and say or write the correct answer.
- Do this in a positive manner, giving reasons why an answer is or is not correct.
- If a student can restate adequately, the student is much more likely to understand it.

### Use new or different materials and vary the teaching method.

- For example, if using flash cards didn’t work the first time for learning a set of vocabulary words, try something else, like writing the words in sentences.
- Use more active methods with skills students find difficult.
- Use several methods for difficult skills.
- Give more individual feedback in these targeted review areas.
- Allow for student practice, self-assessment, and use of feedback.

To reteach, don’t use the same instructional strategy. Use one of the several instructional strategies provided in the Teacher’s Edition.

# Making Instructional Decisions

## Modifying Instruction

### Look for Patterns in Assessment Results

Sometimes there will be a clear group pattern in the test results.

- Look for a small group of students who do poorly on the same skill.
- Form a group based on this information, and reteach those skills.

### Fluency Opportunities

Students whose fluency is below expectations need extra opportunities to practice.

- Record fluent readers as they read aloud. Make these recordings available to students whose WCPM scores, accuracy rates, and prosody evidence approaching-level fluency.
- Record students with fluency issues and allow them to listen to themselves while following along. Ask students to write comments about what they notice about themselves as readers. Do not make these recordings available to other students.

### Formative Assessment in Fluency Includes Self-Assessment

- Students can record and listen to themselves, and then they can discuss with you what they heard.
- Students may hear hesitations or mispronunciations, but they do not know what to do about them. Provide help one-on-one or in small group discussions.

### Using the Weekly and Unit Answer Keys

The answer keys that follow each weekly and unit test can tell you the specific skills that need to be reviewed or retaught based on student performance. Compare these results with your own observations.

- Identify one or more skills from the week or unit to reinforce. Add them to your lesson objectives for the next week for one student, for a group of students, or for the whole class, whichever is indicated.
- Decide how you will work these objectives into individual, group, or whole-class work so that the students who need practice get it.

## Making Instructional Decisions

### **WAYS TO ADDRESS WEAKNESSES**

- Reteach skills in which a significant number of students are demonstrating weakness.
- Form groups for peer tutoring by using one student’s strength to assist with another student’s weakness. Mix groups often and don’t allow one student to always be the “weak” one.
- Use individual student work as the basis for student conferences. Plan with the student what he or she needs to work on, and how that can be done.

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### **WAYS TO BUILD ON STRENGTHS**

- Extend the unit if a significant number of students are strong in the same area. For example, have students read a similar story in one of the leveled texts.
- Add assignments that allow students to excel at something they are good at as seatwork or center work during the next unit.
- Form groups for peer tutoring by using one student’s strength to assist with another student’s weakness. Mix groups often and don’t allow one student to always be the “weak” one.
- Have students make up games or activities that others can play.
- Use individual student work as the basis for student conferences. Help the student explain what exactly the strength is, and plan with the student what he or she will do next as a result.

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### **WAYS TO KEEP INSTRUCTION “ON TRACK”**

- Continue with the next unit when possible—incorporating reteaching or extension work as necessary into ongoing progress.
- Keep concepts and skills from previous units of instruction “at the ready” by using games, activities, and seatwork that incorporate systematic review.
- Ask students to identify previous concepts, skills, or reading strategies as they use them (that is, make sure students are aware of what they know).
- Use portfolios or other methods for student self-reflection for reviewing concepts and building a skill repertoire.

# High-Stakes Testing

## Preparing Students for Standardized Testing

Students and their parents should know

- that a test will be given on a certain date
- the test's name and what it will cover
- why the test is being given
- how the results will be reported and used

Ethical test preparation includes the following:

- teach the learning goals specified in the curriculum
- teach students test-taking skills

Teaching the curriculum should result in students being well-prepared for basic skills or state tests.

### **TEST-TAKING SKILLS YOU CAN TEACH ALL STUDENTS**

- Pay attention to directions, both oral and written; ask questions if they don't understand directions.
- Write their responses neatly and/or mark answers clearly.
- Study and prepare appropriately (for example, paced studying over time instead of cramming; getting enough rest before a test).
- Use assessment time wisely; work at a reasonable pace; skip questions they can't answer and return to them when the rest of the questions are completed.
- Think before they mark an answer; organize their thoughts before they write.
- Make informed guesses if they don't know an answer (e.g., eliminate choices they are sure are not correct; write partial answers using what they do know).
- Change an answer if they think of a better response.
- Check their work before handing it in.
- Ask how the test will be scored and how individual sections are weighted.

# Accommodations

## Accommodations in Assessment

### Introduction

Assessments are sometimes changed by using accommodations: changes in assessment presentation format, methods of student response, assessment timing or scheduling, and/or assessment setting. The intention is to allow students with disabilities, Limited English Proficient (LEP) students, or English-Language Development (ELD) students to be assessed on the same learning targets as other students. Assessment accommodations are sometimes called assessment modifications.

- Terminology use is changing, however, and many state testing programs use “accommodations” to mean changes in testing conditions that do not change the construct—the concepts and/or skills the test is intended to measure—and use “modifications” to refer to changes in testing conditions that do change the construct. In other places, “accommodations” and “modifications” mean the same thing.
- Teachers who would like to find out more about accommodations in large-scale assessment (for example, for state testing programs) may visit the Web site of the National Center on Educational Outcomes, a center that specializes in research and policy matters related to the participation of students with disabilities in state and national assessment programs, standards-setting work, and graduation requirements.

Federal legislation requires that students with disabilities be provided accommodations:

- Section 504 of the Rehabilitation Act (1973)
- Americans with Disabilities Act (1990)
- Individuals with Disabilities Education Act Amendments (1997)
- No Child Left Behind Act (2001)

# Accommodations

## Accommodations in Assessment

Teachers *want* to provide their students with appropriate accommodations so the students can demonstrate what they know. In some ways, the concept of “accommodations” is just an extension of practices that have been widely used for a long time.

In recent years, educators and legislators have expanded accommodations to include a wide range of student assistance. With that has come the question of where to draw boundaries: How much and what kind of assistance or help should be allowed?

- Assistance should be unrelated to the skills and learning.
- Assistance should not mean changing the skills and learning itself. For instance, if you read a passage to a child, demonstrating understanding becomes listening comprehension, not reading comprehension.

The work on large-scale accommodations usually points out two things of particular interest to classroom teachers:

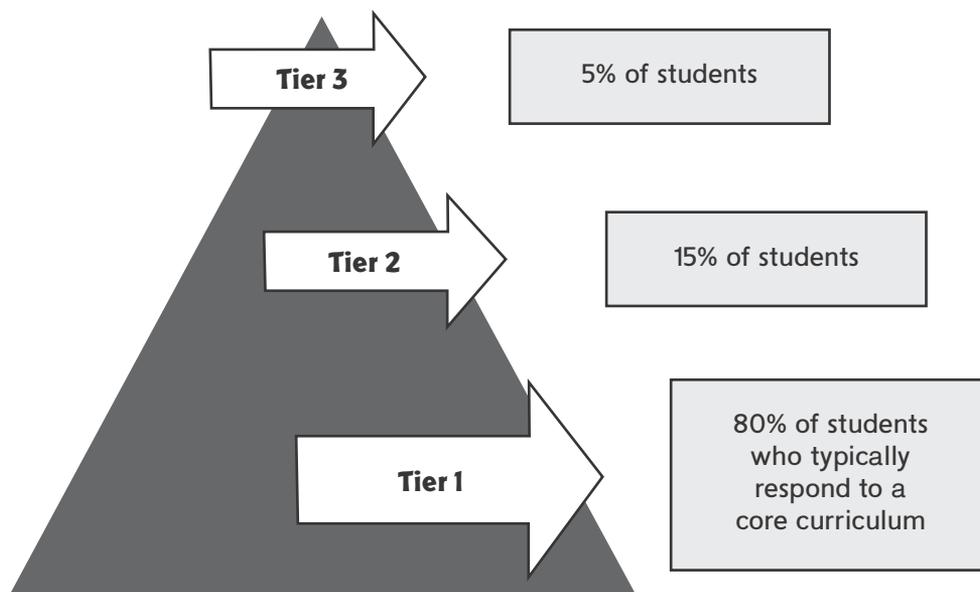
- The need for, and kind of, accommodations should be *documented*. Typically this documentation occurs in the student’s Individual Education Plan (IEP) or other individual educational planning documents.
- Students’ large-scale testing accommodations should *mirror what accommodations the student has received in these IEPs and in classroom instruction and assessment*.

Both of these principles are equally important, but educators often focus more on the first point and overlook the second. These principles mean that accommodations in assessment and instruction have their foundation in what goes on in the classroom. The large-scale testing accommodations may seem more important, but in fact they are just the logical playing out of the student’s IEP, and thus the logical extension of classroom assessment and instructional practices.

# Response to Intervention

## Response to Intervention

**Response to Intervention (RTI)** is a multi-tiered approach to providing services and interventions to struggling learners at increasing levels of intensity. RTI can be used to create a well-integrated, seamless system of instruction and intervention guided by student outcome data. A model of the three tiers in a school could look like this:



# Response to Intervention

<b>Tier 1: Core Classroom Instruction</b>	
<b>Focus</b>	For all students
<b>Program</b>	Scientifically-based reading instruction emphasizing the five critical components of reading
<b>Grouping</b>	Multiple grouping formats to meet student needs
<b>Time</b>	90 minutes per day or more
<b>Instructor</b>	Classroom teacher
<b>Setting</b>	General classroom setting

## Tier 1: Benchmark or On Level

- All students receive instruction in an empirically supported core curriculum.
- Typically, about 80% of the students in a school will respond to a high-quality core curriculum and will make adequate progress throughout the year.
- Progress monitoring of all students should be done at three points of time in a year.
- Progress monitoring data can indicate which instructional practices are working for the students.

<b>Tier 2: Supplemental Instruction</b>	
<b>Focus</b>	For students identified with marked reading difficulties
<b>Program</b>	Scientifically-based reading instruction emphasizing the five critical components of reading
<b>Grouping</b>	Skill-based homogeneous small group instruction (1:3, 1:4, or 1:5)
<b>Time</b>	Minimum 30 minutes per day in small group, in addition to the 90-minute reading block
<b>Instructor</b>	Personnel determined by the school (e.g., classroom teacher, specialized reading teacher, Title 1 teacher)
<b>Setting</b>	Appropriate seating designated by the school; may be within or external to the classroom

## Tier 2: Strategic or Approaching Level

- About 15% of the students in a school will need additional instruction to stay on grade level.
- These students are considered to be at-risk of learning to read and need supplemental instruction, in addition to the core curriculum.
- The instruction often takes place in small groups and occurs three to five times per week.
- Progress monitoring on specific skills is done more frequently than three times per year.
- Most students at this level will make sufficient progress to be “returned” to Tier 1 or on-level instruction.

## Response to Intervention

<b>Tier 3: Supplemental Instruction</b>	
<b>Focus</b>	For students identified with extreme reading difficulties or disabilities who have not responded to Tier 1 or Tier 2 instructional efforts
<b>Program</b>	Sustained, intensive, scientifically-based reading instruction emphasizing the five critical components of reading
<b>Grouping</b>	Skill-based homogeneous small group instruction (1:1, 1:3)
<b>Time</b>	Minimum of two 30-minute sessions per day in small groups, in addition to the 90-minute reading block
<b>Instructor</b>	Personnel determined by the school (e.g., classroom teacher, specialized reading teacher, Title 1 teacher)
<b>Setting</b>	Appropriate seating designated by the school; may be within or external to the classroom

### Tier 3: Intensive Level

- About 5% of the students in a school will need intensive instructional intervention.
- Students will need high-quality, research-based instruction in small groups and on a daily basis.
- The instruction often takes place in small groups and occurs three to five times per week.
- Progress monitoring on specific skills is done one to two times per week.
- Students who make progress at this level will be “returned” to Tier 2 instruction.

### Special Education Eligibility

Students who do not respond to several different, well-implemented interventions are considered for evaluation for Special Education.

### Necessary Components for RTI

- Administrative support of the model
- A scientifically-based core curriculum that is research-based and empirically supported
- Screening, diagnostic, and progress monitoring measurement tools
- Grade-based teams that meet regularly to review progress monitoring data and make data-based educational decisions

# Using Anchor Papers

## **Scoring Performance-Based Assessments**

One of the key developments in next-generation assessments is the move away from the traditional writing assessment model (prompt + checklist) to assessment situations where students use stimulus text to craft written responses.

This type of performance-based assessment features the following key elements:

- **Writing as the result of research**
  - Students must be actively involved with the texts in the assessment to address the task of the assessment.
- **Use of multiple stimuli to assess student integration of knowledge and skills**
- **Written performance that address multiple standards**
  - Comprehension, vocabulary, genre writing, use of English Language conventions, speaking and listening
- **Collection of activities**
  - Stimuli are related, and items students complete inform the completion of the task's final product.

For the final written product, students are assessed using rubrics that measure organization and purpose, use of evidence in the full-write, and how well students adhere to the conventions of standard English language.

To assist you in providing scores to students indicative of the quality of their written performance, *Reading Wonders* assessment materials include rubrics (to score work holistically) and top-response anchor papers (to highlight critical elements that should be included to receive a high-end score).

The following pages feature student responses in a performance-based assessment situation. The examples use responses in Grades 3-6 for Smarter Balanced Assessment Consortium (SBAC) performance tasks, using its 4-4-2 rubric scoring. These show the rationale behind student scores and can assist you as you review and grade student work throughout the year. (Although SBAC tasks are featured on these pages, the rationale and scoring notes can be used to assist both PARCC and other types of performance assessment scoring.)

## Using Anchor Papers

### Narrative Anchor Paper

The following is a narrative that a **Grade 3** student wrote in response to an assignment asking students to write a story about a class trip to a natural history museum; students were asked to use information from several sources in their story about the class viewing various displays to learn about the past.

*When we finally got to the natural history museum we met a woman named Abigail. She was dressed like a pioneer woman and said she was from the 1800s! She told us about how she makes candles and even showed how she does it. She told us that her husband was a hat maker, and he came out from his "shop" to show us one of hats he was making.*

*After that we went to a different part of the museum. There weren't any people dressed up in this room, but there were "living" creatures – dinosaurs! The dinosaur room of the museum had a huge Tyrannosaurus Rex that came to life and roared. There were plants all around him, and a museum guide told us those were the types of plants the other dinosaurs would eat. We were able to see the bones of some of those dinosaurs.*

*My favorite display was when we went to the gem room. It was like going into a jewelry store from the past! I understand why they protected this room with the glass cases because everything was awesome.*

*Then we entered a Native American "village." It was actually the Native American room and we were greeted by a man named Hania. He showed us the tools he used to build his home, which is called a pueblo. His home was made of mud to keep out the heat of the desert where he lived. He also showed us the weapons he used when he went hunting.*

*I really had a great time at the museum of natural history. I talked to people from the past and saw animals and objects from long ago too. Seeing history with my own eyes ment so much to me. It was a great way to learn more about history.*

# Using Anchor Papers

## Narrative Anchor Paper

The student response would receive a **total score of 7** based on the following breakdown by scoring criteria:

The response would receive a **3** in Purpose/Organization:

The focus of the story is generally clear, and the plot is mostly consistent. The student maintains a logical organization throughout by describing the museum display rooms sequentially. For the most part, there are good transitions. The closing paragraph is effective, but the opening paragraph is weak.

The response would receive a **2** in Development/Elaboration:

There is adequate expression of the student's experience throughout. Some of the narrative is fairly rich with description, but the fourth paragraph does not have this level of detail. There is occasional use of sensory and figurative language. The student followed one source too closely: The student's story described dinosaurs, gems, and Native American activities using similar phrases and in the same order as the source.

The response would receive a **2** in Conventions:

The student's command of punctuation, capitalization, grammar, and usage is more than adequate. Some errors in spelling are evident ("greated" and "dessert" in paragraph 3, "ment" in paragraph 5), but they do not detract from the overall readability of the narrative.

## Scoring Notes

- The student's opening fails to adequately set the stage for the story, omitting the purpose of the visit, for example. The event involving the candle maker and hat maker is well described but could function better as the second paragraph of the story.
- Paragraph 3: More specific details would improve this paragraph. The student could have named the jewels on display, for example, and described their color, shape, or size.

## Using Anchor Papers

### Opinion Anchor Paper

The following is what a **Grade 4** student wrote in response to an assignment given just before a class trip to a wind farm; students were asked to use information from several sources to write an opinion paper about the best ways their school can reduce the amount of energy it uses.

*Our school should try to save energy and use renewable energy instead of wasting it. Kids can learn how to save energy too cause saving energy is real important.*

*First our school should replace light bulbs and stuff. It should look for stickers about energy to show what saves money. Next our school should remind kids to close the windows and doors to keep the air in or out. Kids should also turn off the lights and open the curtains for sunlight. This will save lots of energy and save money too.*

*Also our school should use renewable energy. Renewable energy is lots of different kinds like sun and wind and biomass. Biomass means plants and animals. They have energy that do not run out. For hydropower you need like a volcano nearby or something.*

*It is a good idea for our school to take these steps to save energy and use renewable energy. Our school can save lots of money and make the world a better place. Lots of kids would be eager to help with this project.*

## Using Anchor Papers

### **Opinion Anchor Paper**

The student response would receive a **total score of 5** based on the following breakdown by scoring criteria:

The response would receive a **2** in Purpose/Organization:

The overall opinion is somewhat unfocused. The introduction and conclusion paragraphs are both weak: The student fails to introduce concepts such as energy-efficient appliances and the financial and environmental benefits of reducing energy usage and switching to renewable energy sources. The student fails to summarize any steps that the school needs to take and is vague about how the school will save money or make the world a better place.

The response would receive a **2** in Evidence/Elaboration:

There is uneven use of domain-specific vocabulary, and incomplete explanation of some topics. No sources are specifically cited throughout. The evidence from the sources is sometimes imprecise and, in the last sentence of paragraph 3, inaccurate.

The response would receive a **1** in Conventions:

The student has partial command of grammar and spelling. Errors in agreement, usage, and spelling are evident, such as in paragraphs 1 (“cause” and “real important”) and 3 (“energy that do not” and “like”).

### **Scoring Notes**

- The student uses vague language (see “light bulbs and stuff” in Paragraph 2).
- The student fails to specify “appliances with Energy Star stickers” in Paragraph 2.
- Paragraph 3: The student does not adequately support the topic in this paragraph. The student does not offer an opinion on which types of renewable resources would be most suitable for the school’s needs.

## Using Anchor Papers

### Informative Anchor Paper

The following response was written by a **Grade 5** student for a research-based assignment on how bringing foreign plants or animals into an environment may affect all living things.

*Living things have established habitats that give order so that their needs are met. When a new plant or animal is brought into the habitat, the food web is changed. This means that some animals or plants become food for the new living thing. The population of some animals or plants will decrease.*

*Sometimes people bring animals to this country to control or rid an area of living things that are not wanted. This is the case of the Asian carp that were brought to eat algae from the lakes and ponds where catfish are raised. The farmers who brought them did not think about what would happen if the fish were introduced into other bodies of water. When that did happen, the population of carp decreased and the population of small fish increased. The food web was changed, and some animal and plant populations decreased.*

*People who desire to have exotic animals as pets must consider what could happen if the animals escaped from their controlled habitat. These animals could upset the balance of life in many different habitats. The result could be the loss of animals and plants that are used as food for other living things. People need to be informed about the effects these animals could have on all living things in the environment.*

*Sometimes new plants or animals are introduced into a habitat by accident. This may happen when people move seeds from one place to another. It can also happen by moving firewood.*

*Sometimes new plants and animals are introduced into a habit on purpose. This is what happened with the starling. However, the introduction of the starling became a nuisance to other birds and to the local populations it inhabited.*

*Once invasive species are here, it is difficult to get rid of these living things. We can, however, prevent adding to the list of invaders by being careful with what we bring into our environment.*

# Using Anchor Papers

## **Informative Anchor Paper**

The student response would receive a **total score of 8** based on the following breakdown by scoring criteria:

The response would receive a **3** in Purpose/Organization:

The overall organizational strategy is mostly effective, and the transitions between ideas are logical and somewhat varied. The opening paragraph is strong, giving a fairly clear statement of the main idea, but the conclusion could be expanded.

The response would receive a **3** in Evidence/Elaboration:

There is effective use of several sources, and the material is well integrated, although there are some inaccuracies in citing facts from source material. Domain-specific vocabulary is appropriate throughout. Almost every main idea is supported adequately, although use of precise details is sometimes uneven, as in paragraph 5.

The response would receive a **2** in Conventions:

The writing demonstrates a command of grammar, usage, sentence structure, as well as correct spelling, capitalization, and punctuation.

## **Scoring Notes**

- Paragraph 2: The source material is inaccurately cited: The words “decreased” and “increased” are transposed, leading to confusion of facts.
- Paragraph 5: The student states the negative result of the action but does not explain the initial purpose or origin of introducing the starling. A mention of the New York City introduction of this “Shakespeare bird” would add interest to the writing.
- Paragraph 6: The addition of specific data from the source material—such as statistics or further steps to prevent the spread of invasive plants and animals—would provide a stronger conclusion.

## Using Anchor Papers

### Argumentative Anchor Paper

The following response was written by a **Grade 6** student arguing the role of teamwork in accomplishing a goal.

*Teamwork has helped people accomplish some of the greatest goals in history. Like climbing Mount Everest or building the Brooklyn Bridge or the ISS. Working as a team always helps.*

*The Soviet Union and the United States did not always work together like they did to create the ISS. Before that they competed against each other for years and years. This was bad cause they did not accomplish much. They each made tiny space stations that did not stay in space for long. They fell out of orbit in a few weeks. But when they worked together and got other countries involvd they built a larger space station that is still in orbit.*

*People also needed to work in teams to climb Mount Everest. It was more dangerous for people to climb on there own than with a group. The team that made it to the top split into pairs and just one pair made it to the top. But it was better that way than hiking alone. They were a British team. They used what other teams had learned before them about which routes were best to get to the top. So they started from the side of the mountain that is in Nepal like the Swiss team that had gotten farthest the year before.*

*People also worked in teams to build the Brooklyn Bridge. It was the biggest suspention bridge ever built. Washington Roebling became bedridden while building it, but his team of workers finished the job. Moreover, his wife also helped by delivering his instructions to the workers.*

*In conclusion, these three articles show that teamwork is very important to help people accomplish goals. It helps people learn from each other's knowlege and help each other out when they get sick or injured.*

## Using Anchor Papers

### **Argumentative Anchor Paper**

The student response would receive a total score of **6** based on the following breakdown by scoring criteria:

The response would receive a **2** in Purpose/Organization:

The response has an inconsistent organizational structure in which some ideas are loosely connected. The focus of the response is somewhat sustained. Some transitional strategies are present (“Moreover,” “In conclusion,”), but many are simple transitions (“But,” “So,” “People also,” which is repeated) that are not effective in building a strong argument. An introduction and conclusion are present but underdeveloped.

The response would receive a **2** in Evidence/Elaboration:

The response provides uneven support for the main idea that includes some reasoned analysis and uneven use of source material. Evidence is vague (“each made tiny space stations”) and weakly integrated, although it does all relate to the topic sentence. The response expresses ideas using simple language.

The response would receive a **2** in Conventions:

The response has an adequate command of spelling, capitalization, punctuation, grammar, and usage. Some errors are present (“involv’d,” “suspention,” and “knowlege” are misspelled; “Like climbing Mount Everest . . .” is a fragment; “there” in paragraph 3 is misused), but the passage is coherent.

### **Scoring Notes**

- Paragraph 2 attempts to address a counterargument but interprets the source material incorrectly. Source #3 lists many accomplishments that the United States and the Soviet Union achieved during the Space Race before they started working together.
- Paragraph 2 focuses too much on the period before the United States and the Soviet Union started working together as a team.
- The conclusion is simple and formulaic, simply repeating information.

## Using Anchor Papers

### Explanatory Anchor Paper

The following response was written by a **Grade 6** student on the impact that education/training had on young men's lives in ancient Greece.

*In Ancient Greece, different city-states had different styles of education and training. This was especially true in Athens and Sparta. The way these city-states educated and trained their young men had a strong impact on the lives of the men and the future of the city-states.*

*In Sparta, young men were trained to join the military. Source #3 says: "From the time they were young, the government of Sparta focused on training young boys to become warriors." All the young men did was train to become soldiers. In Source #2, the author says that "citizens were not given any other choice." This means that young men could not become doctors, philosophers, or any other job they wanted to do. As a result, Sparta had a really strong army.*

*On the other hand, the city-state of Athens trained its young men to do many different things. According to Source #2, young boys were supposed to read books and learn a variety of skills, such as music. When they were done with school, boys had to be soldiers for only two years. Once they were finished with the army, then they could become doctors, philosophers, or anything else they wanted to be.*

*Training young men in a variety of skills was great for Athens. Source #1 describes Athens as a very busy city with courts, athletic stadiums, statues, and shopping centers. Having a lot of different buildings with different uses was possible because the men of Athens were trained to do many different things. However, Sparta did not have the same types of buildings or businesses. This is because all of the men were trained only to focus on the military. Source #3 explains that when the military fell, the city fell, too: "In just a few short years, the city-state of Sparta, which had been one of the most powerful and dangerous cities in Greece, fell and was never able to build itself back up again."*

*The different styles of education and training of the men in Ancient Greece had a big impact on the city-states. Athens educated its people to know about a lot more than military power. Even if its army lost battles, Athens could survive. When Sparta's army lost battles, it had nothing to fall back on. The way young men were trained helped determine the success of the city-state.*

# Using Anchor Papers

## Explanatory Anchor Paper

The student response would receive a total score of **8** based on the following breakdown by scoring criteria:

The response would receive a **3** in Purpose/Organization:

The response has an evident organizational structure and an adequate sense of completeness. The response is adequately sustained and generally focused. Transitions are somewhat varied and help organize ideas (“On the other hand” effectively shows the relationship between paragraphs 2 and 3). The introduction clearly states the main idea and the conclusion is functional without being rote.

The response would receive a **3** in Evidence/Elaboration:

The response provides adequate support for the main idea and supporting ideas. Although sometimes general, source material is integrated and relevant. Some elaboration goes beyond merely summarizing the source material (in paragraph 4, “Having a lot of different buildings with different uses was possible because the men of Athens were trained to do many different things”). The response generally expresses ideas using domain-specific vocabulary.

The response would receive a **2** in Conventions:

The response has an adequate command of spelling, capitalization, punctuation, grammar, and usage. Although some errors are present (“soldiers,” “philosophers,” “businesses” are misspelled; (“than” in paragraph 3 and “it’s” in paragraph 5 are misused), none are considered severe. Vocabulary and style are appropriate for the audience and purpose.

## Scoring Notes

- In paragraph 3, the supporting detail about “a variety of skills” is adequate but overly general. A more specific reference that included domain-specific vocabulary (arithmetic, *The Iliad* and *The Odyssey*, playing the lyre) would have been more convincing.
- The response has a logical structure. Paragraphs 2-3 explain the different styles of education in Athens and Sparta; paragraphs 4-5 explain the impact of these styles.
- The conclusion introduces a new idea rather than simply repeating information from the introduction.









# Recording Forms

Name: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Reading Observations Checklist</b>	
<b>Observable Behaviors</b>	<b>Observed</b>
<b>Before Reading</b>	
Sets purpose for reading	
Uses prior knowledge and personal experiences	
Previews text or uses text features	
Makes predictions	
<b>During Reading</b>	
Uses metacognitive skills	
Asks questions	
Uses context clues	
Rereads for meaning	
Uses reading strategies	
Revises predictions	
Makes notes or restates information	
<b>After Reading</b>	
Summarizes or retells	
Identifies main ideas or events	
Makes inferences or generalizations	
Analyzes author's perspective	
Uses critical thinking skills	
Responds to text	
Makes connections	

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# Recording Forms

Name: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Reading Self-Assessment Checklist</b>			
<b>Reading Behaviors</b>	<b>How Often</b>		
<b>Before Reading</b>	<b>Never</b>	<b>Sometimes</b>	<b>Always</b>
I understand the purpose of my reading			
I use what I know or have learned			
I make predictions about what I am going to read			
I look at the title, illustrations, headings, or scan text			
<b>During Reading</b>			
I ask myself questions			
I think about or reflect on what I am reading			
I use context clues or a dictionary for new words			
I reread parts of the text			
I use reading strategies to help me understand			
I change my predictions about what is going to happen			
I make notes or restate information			
<b>After Reading</b>			
I summarize or retell what I have read			
I identify the main ideas or events			
I go back and reread parts of the text			
I analyze ideas and make inferences or generalizations			
I explain the author's perspective or view			
I respond to the text or write something about it			
I make connections between the text and my own life			

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## Assessment Glossary

- Ability** Competence in a particular area. Sometimes “ability” is used to mean “aptitude” or “achievement” as well. (See also “achievement” and “aptitude.”)
- Accommodations** Changes to an assessment to allow students with disabilities or English Language Learners to be assessed on the same learning targets as other students; also called **modifications**. Accommodations can occur in the assessment format, methods of student response, assessment timing or scheduling, and assessment setting.
- Achievement** Competence in a particular area that is acquired as an outcome of learning. (See also “ability” and “aptitude.”)
- Analytical rubrics** A set of rubrics designed to be used together, with a scale of performance levels for each criterion (for example, six-trait writing rubrics score the same piece of writing on ideas and content, organization, voice, word choice, sentence fluency, and conventions). (Compare with “holistic rubrics.”)
- Anchor** A sample of student work that typifies a particular performance level. Raters use anchors (for example, anchor papers of student written work) in scoring.
- Aptitude** Personal characteristics indicating the ability to develop competence in an area if an opportunity to learn is available. (See also “ability” and “achievement.”)
- Assessment** Systematically gathering evidence about a student in order to make inferences about what he or she knows and can do.
- Authentic assessment** Assessment that requires students to use combinations of knowledge and skills to do a meaningful task. For example, an exercise about filling in a job application may be considered authentic to a life task.
- Benchmarks** Performance descriptions aligned with expected outcomes (for example, state standards or curriculum) for a given grade or level.
- Best-work portfolio** A portfolio whose purpose is to showcase students’ final products or best work in a subject.
- Checklist** A list of specific attributes of student work, or student behaviors observed during a process, with a place for checking whether the particular item is present or absent (observed or not observed).

## Assessment Glossary

**Correlation** A statistic indicating the degree of relationship between two scores.

**Criterion-referenced assessment** An assessment for which performance is compared with an absolute standard. Criterion-referenced scores do not tell how a student compared to others, just how well that student did in his or her own right. Example: “John spelled 18 out of 20 spelling words (90%) correctly” is criterion-referenced because it compares John’s performance to a standard (20 words). “John got the best spelling score in the class” is norm-referenced because it compares John’s performance to others.

**Cut score (or cutoff score)** A score used to divide performance into categories (examples: mastery/non-mastery; pass/fail; below basic/basic/proficient/advanced).

**Developmental portfolio** A portfolio whose purpose is to show student growth and progress, sometimes called a growth portfolio.

**Diagnostic (diagnosis)** A test intended to analyze performance for specific areas of understanding and misunderstanding, in order to identify areas for remediation and further instruction.

**Distractors** The options in a multiple-choice item that are not the correct answer. Distractors should be plausible enough to “distract” students who do not have a firm grasp of the concept tested and yet clearly not correct to students who do have a grasp of the concept.

**Evidence-Based Selected Response (EBSR)** An assessment item that requires students to make an inference/claim, pinpoint an issue, or recognize a textual/semantic/syntactic element in the first part of an item (PART A) and support the assertion using textual evidence in the second part of the item (PART B).

**Equivalent forms** Different forms of a test that are known to be interchangeable.

**Evaluation** The process of gathering evidence (assessment) and then using that evidence to make a value judgment about something.

**Exemplar** A sample of student work at a particular performance level, like an anchor. Some people use the term “exemplar” to mean anchors at any level that are used in classrooms (for example, to illustrate rubric levels for students). Some use the term to mean an example of the highest level of performance.

**Formative assessment** The process of gathering information that can be used to monitor student progress. (Compare with “summative assessment.”)

**Formative feedback** Information that identifies the strengths and weaknesses of student work in descriptive, not judgmental, language.

## Assessment Glossary

**“High-stakes” assessment** An assessment or assessment program whose outcome has serious consequences, such as a state test.

**Higher-order thinking** Students’ ability to solve problems or use reason. Higher-order thinking is distinguished from simple recall in most taxonomies of educational objectives.

**Holistic rubrics** Rubrics designed to consider all applicable criteria for scoring at the same time, resulting in one score for the assessment. Using holistic rubrics is faster than scoring with analytical rubrics if all that is required is a final score or grade.

**Informal reading inventory (IRI)** A method of assessing students’ independent, instructional, and frustration reading levels in which a student reads graded text and answers comprehension questions. Both oral and silent reading can be assessed.

**Item** One question or exercise on an assessment. Typically, “item” is used to refer to test questions while “task” is used to refer to a performance assessment.

**Item analysis** An examination of student performance on individual test items, to determine how the item functioned. Two aspects of item analysis include item difficulty (the percent of students who answered the item correctly) and item discrimination (the extent to which an item differentiates between high- and low-scoring students).

**Key** A list of correct answers used in scoring an objective test.

**“Low-stakes” assessment** An assessment or assessment program whose outcome does not have serious consequences for students or schools.

**Mean** The sum of all scores divided by the number of scores in a set; in other words, the “average.”

**Median** The middle score in a set of scores. Half (50%) of the students score above the median, and half score below. Another name for the median is the 50th percentile.

**Miscue analysis** Recording the kinds of oral reading errors a student makes by looking for patterns in the reading strategies that he or she uses. These strategies are using meaning, syntax, or visual cues to read and understand text.

**Mode** The score that occurs most frequently in a set of scores, that is, the score that the most students got.

## Assessment Glossary

**National percentile rank** A student's **percentile rank** among a national sample of students who took a test.

**Norm group** The sample of students whose performance on a test was used to establish percentile ranks and other normative information for a test.

**Norms** A description, usually in the form of tables of percentile ranks, of the performance of a group of students who took a particular test. The set of students is called the "**norm group.**"

**Norm-referenced assessment** An assessment for which a student's performance is compared with the performance of other students. Norm-referenced scores do not tell how well or poorly a student did something, just how they did in relation to others. See the example under "criterion-referenced assessment."

**Objective test (objective scoring)** A test for which an answer key can be constructed so that anyone using it would come up with the same score. Multiple-choice, true/false, matching items, and fill-in-the-blanks are examples of objective test items. Sometimes objective tests are called "selected response tests" to emphasize that the student's task is to choose an answer rather than construct one. (Compare with "subjective test.")

**Outcomes** The results of an educational program. This series focuses on reading achievement outcomes. More broadly, any results of a program can be considered outcomes, including not only achievement but dispositions (interests, attitudes, etc.) and behaviors (for example, future educational choices).

**Percent (or percentage)** The number correct divided by the total number of items, or the number of points divided by total possible points. Do not confuse this "percent correct," a criterion-referenced score, with "percentile rank," a norm-referenced score (see below).

**Percentile (or percentile rank)** The percentage of students in the norm group scoring below a given student's score. For example, if 60% of students in the norm group scored below a student, then that student scored at the 60th percentile. Percentiles range from 1 to 99. National norms answer the question, "How did this student do compared with children all over the country?" Local norms answer the question, "How does this student compare with peers?"

## Assessment Glossary

- Performance assessment** A form of assessment that gives the student a task requiring either a process or a product (for example, watching a student handle a book or asking the student to write an original story) and rates the performance based on judgment, often with a rubric.
- Placement** Assigning a student to an appropriate group for appropriate instructional treatment.
- Portfolio** A collection of student work organized for a particular purpose. Two common portfolio purposes are showing development (for example, a writing portfolio with examples of the writing process and samples from the beginning, middle, and end of the year) and showing best work (for example, a portfolio left on the student's desk for open house). Portfolios can be used mainly for instruction, mainly for assessment, or for a mixture of both.
- Proficiency level** In some states, a category of performance (for example: does not meet/meets/exceeds expectations; or below basic/basic/proficient/advanced; or beginning/progressing/proficient/advanced), typically based on a cut score on a standardized test. The term "proficiency level" can also be used to mean how well a student has performed.
- Profile** A set of scores, often in graph form, for an individual student or group of students (for example, a class). The scores should be expressed in comparable units of measurement to allow comparison and identification of strengths and weaknesses.
- Progress monitoring** Using ongoing assessment information to track student growth and achievement against learning targets.
- Raw score** The number of points earned on a test; for an objective test where each question gets one point, this is the number correct. Raw scores are hard to interpret by themselves because they depend on the length and difficulty of the test.
- Recall** Remembering facts and concepts in the same form as they were taught. This type of thinking is assessed by questions that require a student to recognize or identify facts or other information presented or to supply memorized information on a test.

## Assessment Glossary

**Reliability** The consistency or stability of test scores across factors that should not be related to performance. Test scores should not depend on the day or time of testing, or what form of the test is given, or on who scores the test. (Compare with “validity.”)

**Retelling** A method of assessing reading comprehension where a student is asked to recount the story or passage just read.

**Rubric** A kind of scoring scheme. A rubric is a short (usually 3 to 6 levels), descriptive scale that is applied to student work using professional judgment. The scale level that best describes the work is the one used as the score.

**Running record** An approach to reading assessment that records a student’s oral reading of leveled texts over time.

**Scaled score (or scale score)** A raw score expressed in units on a continuous scale that makes comparisons between tests, between students, or over time possible. Most standardized tests provide scale scores.

**Screening** Brief tests to determine which students are at risk for reading difficulties and should be given additional testing for specific diagnosis. Screening can also refer to any testing process that is meant to identify potential difficulties before entering a program.

**Self-referenced assessment** A student’s performance is compared with his or her own previous performance. (“Mai, this paragraph is better than the first one because ...”)

**Standard deviation** A measure of variability of scores. The larger the standard deviation, the more spread out a group of scores is.

## Assessment Glossary

**Standardized test** A test for which the administration, materials, and scoring procedures are fixed, so that student performance can be comparable even when the test is given standards in different places or at different times.

**Standards** The term is used for state standards (statements of content and performance expectations) and district standards of achievement of various curricular goals. Some states distinguish between content standards (statements of what should be studied) and performance standards (statements of what level of performance constitutes mastery). “Standard” can also mean a description of performance, as in a criterion-referenced assessment.

**Subjective test (subjective scoring)** A test for which judgment is required in scoring. The scorer appraises student work against a rubric based on the level of quality observed in the work. Subjective tests are composed of “constructed response items,” so named to emphasize that the student’s task is to come up with an answer, not just select one. (Compare with “objective test.”)

**Subtest** A short test that is part of a longer test.

**Summative assessment** An assessment that reports on the outcome of learning. Unit tests and other graded work, final exams, and the like are examples of summative assessment. (Compare with “formative assessment.”)

**Task** One question or exercise on an assessment. Typically, “item” is used to refer to test questions while “task” is used to refer to a performance assessment.

**Test** Usually refers to a paper-and-pencil or online instrument. Students are asked to respond to a set of items.

**Validity** The degree to which interpretation and use of test scores reflect intended meaning. Validity is based on the alignment of test questions, tasks, and scoring schemes with their learning targets (this is called “content validity”). (Compare with “reliability.”)