

Assessment Toolbox

LANGUAGE ARTS GRADES 3-5

North American Division
Adventist Education



Adventist Education
A JOURNEY TO EXCELLENCE

LANGUAGE ARTS — GRADES 3-5

Introduction to Assessment

Assessment provides instruction and learning feedback to teachers and students. Information gained through informal assessments provides opportunities for teachers to make adjustments to the ways in which they deliver instruction. Teachers use assessments both to provide **feedback** to students about their progress and to **guide decisions** about next steps in the learning process, thereby closing the gap between the learner's current and desired states. Popham (2008) defines formative

assessment as “a planned process in which teachers or students use assessment-based evidence to adjust what they are currently doing”. The operative word in this definition is process, in that formative assessment happens throughout the learning, as opposed to summative assessment, which is often a one-time event that occurs at the end of a learning unit and is used to make judgments about student competence.

This toolbox is designed to provide strategies and resources that support assessment practices in language arts for grades 3-5.

<http://oea.dpi.wi.gov/files/oea/pdf/activity2el-menu.pdf>

This list is a starting point for your discussion on how to balance the assessment system. If you choose to use this menu, keep in mind that your group does not have to make a decision in every box. These are only suggestions. “Other” is always an option.

<http://www.youtube.com/watch?v=rL54bfmZPzY>

Welcome to REAL formative assessment! Measured Progress has created a DVD program that explores how REAL teachers implement REAL formative assessment in their classrooms. This clip documents teachers use of techniques and tools to bring about gains in student learning.

<http://michelledriskell.blogspot.com/2011/09/formative-assessment-in-first-grade.html>

This is a blog of a first grade teacher. She provides a definition of formative assessment, gives some ideas of strategies to use, and provides examples and excerpts from her first grade classroom. The blog also provides the opportunity for dialogue with other teachers regarding the use of assessment.

<http://www.youtube.com/watch?v=B3HRvFsZHoo>

Dylan Wiliam stresses the importance of assessment as a key process for increasing teacher quality whilst having the biggest impact on student outcomes. He looks at some of the popular initiatives that aim to increase student achievement, such as learning styles, and presents research that shows assessment practices have a much greater impact on educational achievement than most other reforms.

<http://www.youtube.com/watch?v=dxAXJEK--qk>

Kim Slusher uses assessment as a barometer of student learning in a multi-age primary classroom at Norton Elementary in Jefferson County.

<http://www.youtube.com/watch?v=rL54bfmZPzY>

the Formative classroom (Middle grade classroom used as example)

<http://www.youtube.com/watch?NR=1&v=jzWraXa2qFO&feature=fvwp>

Summative vs. formative assessment



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Assessment Strategy: Conferencing

DEFINITION:

Ask yourself—“What is the purpose of this student conference?” This will dictate whether the conference is truly learning-focused. If it is during the learning and the purpose is to support, provide feedback, help students formulate goals, plan interventions, demonstrate growth or to create an individualized plan for the student then you are conferencing FOR learning. This type of assessment also helps to build confidence and self-efficacy.

STRATEGIES:

http://insideteaching.org/quest/collections/sites/myers_jennifer/workshopapproach.htm

Conferencing During Reader’s Workshop: Video

<http://www.wiki-teacher.com/resourceView.php?id=2360>

Student and teacher writing conference video. Includes a video of an interview with the teacher and comments from teachers.

<http://www.tips-for-teachers.com/ManagementIdeasforWritersWorkshop.htm>

Tips from a teacher on managing conferencing and other aspects of reader’s and writer’s workshop.

<http://www.mrshaydenworld.com/forms.html>

Sample forms for reader’s and writer’s workshop. Conference record form included.

<http://www.readandwritewithrebecca.com/conferences.html>

Video support and conferencing record forms.



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Assessment Strategy: Discussion

DEFINITION:

A discussion provides a safe, open forum where children are encouraged to speak, listen, and respond to opinions, feelings, and ideas regarding the designated topic. This is a time when you talk about reading and writing and is generally done with involvement of the whole class!

STRATEGIES:

<http://books.heinemann.com/comprehending/formsResources.html>

Among other templates for assessment, this website includes rubrics for discussion assessment.

<https://www.youtube.com/watch?v=wIJhP3frUQ>

Video of small group/literature circle discussions, 4th grade.

<https://www.youtube.com/watch?v=5Jeo79t9nkY>

A 5th grade student leads a discussion on a sample student essay.



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Assessment Strategy: Graphic Organizers

DEFINITION:

Graphic organizers help teachers assess student thinking, since the graphic organizer allows the teacher to understand how the student is processing information. Teachers can identify preconceptions and misconceptions and can respond appropriately. Graphic organizers are a visual representation of the material a student is learning.

STRATEGIES:

<http://www.supersubstituteteachers.com/printables/english.htm>

This website has a number of free printable English graphic organizers. A variety of story elements, vocabulary, sequencing and other activities that can be used as assessments are found here.

<http://www.homeschoolhelperonline.com/worksheets.shtml>

This website offers various free graphic organizers. Specifically for Language Arts assessments this site includes graphic organizers on plot, comparison and contrast of characters and problem/solution.

<http://www.madlylearning.com/2012/04/lets-go-make-connection.html>

A teacher developed this website with instructional activities and graphic organizers to help teachers work with students in making connections to text.

http://www.abcteach.com/free/c/chart_observation.pdf

This site has a very helpful graphic organizer for data record observation. Students can use this blackline to draw and describe what they've observed.

<http://www.homeschoolhelperonline.com/worksheets.shtml>

This website offers various free graphic organizers. Specifically for Language Arts assessments this site includes graphic organizers on plot, comparison and contrast of characters and problem/solution.

<http://books.heinemann.com/comprehending/graphicOrganizers.html>

This website has over 50 graphic organizer templates for reading, writing, genre, character, informational text, content, structure and much more!



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Assessment Strategy: Response Logs

DEFINITION:

Reading Response Logs are kept by students and used to record personal responses to texts they have read or will read. Regardless of age or reading level, every student should share his thoughts on paper before, during, and after reading. Students record feelings, responses, and reactions to texts. This strategy encourages students to think deeply about the materials they read and to relate this information to their prior knowledge and experiences. This interaction between reader and text extends the reading experience into the “real life” application of information.

A Reading Log is also a valuable independent reading tool. In Reading Logs, students keep a record of what they have read by writing the book title, author, illustrator, genre, and date read. (From Benchmarkeducation.com)

STRATEGIES:

<http://www.teachervision.fen.com/tv/printables/07AAM03.pdf>

This log includes an area for comments and reflections, as well as a table for keeping track of books kids are interested in reading in the future.

<http://www.scholastic.com/teachers/top-teaching/2013/02/five-minute-reading-responses>

Paper and electronic forms (blogs and tweets) of reading response logs.



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Assessment Strategy: Journals

DEFINITION:

Journaling is the practice of recording on paper a collection of thoughts, understandings, and explanations about ideas or concepts, usually in a bound notebook. Teachers ask students to keep journals, with the understanding that students will share their journal with the teacher.

Teachers can use journaling as a kind of window into how students are thinking about what they are learning. Student journals can be an important source of information about learning difficulties, misconceptions, strengths and weaknesses, and metacognition. The act of transferring thoughts, ideas, and feelings into written words also encourages students to examine their own thought processes. It is a private record of students' thoughts that provides a safe way of communicating with the teacher, giving teachers insight into those thoughts.

Read more on TeacherVision: <http://www.teachervision.fen.com/writing/letters-and-journals/48533.html#ixzz2N9K18Hfp> Follow us: TeacherVision on Facebook

STRATEGIES:

<http://www.teachervision.fen.com/writing/letters-and-journals/48536.html?detoured=1>

Double journal entry sample and lesson.

<http://www.watchknowlearn.org/Video.aspx?VideoID=50587>

Teacher created video explaining how one way to use response journals in the classroom.



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Assessment Strategy: Observations

DEFINITION:

“Observation involves teachers in observing students as they participate in planned activities. Teacher observation occurs continually as a natural part of the learning and teaching process and can be used to gather a broad range of information about students’ demonstrations of learning outcomes. For teacher observation to contribute to valid judgments concerning student learning outcomes, evidence needs to be gathered and recorded systematically”.

Teacher observation can be characterized as two types: incidental and planned.

INCIDENTAL OBSERVATION occurs during the ongoing (deliberate) activities of teaching and learning and the interactions between teacher and students. In other words, an unplanned opportunity emerges, in the context of classroom activities, where the teacher observes some aspect of individual student learning. Whether incidental observation can be used as a basis for formal assessment and reporting may depend on the records that are kept.

PLANNED OBSERVATION involves deliberate planning of an opportunity for the teacher to observe specific learning outcomes. This planned opportunity may occur in the context of regular classroom activities or may occur through the setting of an assessment task (such as a practical or performance activity (Queensland School Curriculum Council, 2001)

STRATEGIES:

http://www.qsa.qld.edu.au/downloads/publications/research_qscs_assess_report_4.pdf

This is a discussion paper that provides a definition of teacher observation; a rationale for its’ use; and provides examples of best practices as they relate to teacher observation



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Assessment Strategy: Projects

DEFINITION:

Using projects as part of the curriculum is certainly not a new concept; teachers often incorporate projects into their lesson plans. Project-based instruction is different: It is a holistic instructional strategy rather than an add-on. Project-based instruction is an authentic instructional model or strategy in which students plan, implement, and evaluate projects that have real-world applications beyond the classroom (Blank, 1997; Dickinson, et al, 1998; Harwell, 1997). Learning activities that are interdisciplinary, long term, and student centered are emphasized, rather than short, isolated lessons (Challenge

2000 Multimedia Project, 1999). Project based instructional strategies have their roots in the constructivist approach evolved from the work of psychologists and educators such as Lev Vygotsky, Jerome Bruner, Jean Piaget and John Dewey. Constructivism views learning as the result of mental construction; that is, children learn by constructing new ideas or concepts based on their current and previous knowledge (Karlín & Vianni, 2001). For references, a more in depth discussion, and examples of projects, see Project-based Instruction: *Creating Excitement for Learning*, 2002

STRATEGIES:

<http://www.edutopia.org/kindergarten-project-based-learning-video>

This is a video clip of an example of project-based instruction in a kindergarten class in Alaska

<http://21centuryedtech.wordpress.com/2010/01/16/free-project-based-learning-resources-that-will-place-students-at-the-center-of-learning/>

This site provides links to ten resources that support Project-based Learning.

http://www.teachingstrategies.com/page/ccs_overview.cfm

Project-based or Study-based learning serves as a foundation for Creative Curriculum. This curriculum is designed from children ages 3-5.



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Assessment Strategy: Questions

DEFINITION:

A question is any sentence which has an interrogative form or function. In classroom settings, teacher questions are defined as instructional cues or stimuli that convey to students the content elements to be learned and directions for what they are to do and how they are to do it.

There are a variety of purposes for the use of teacher questions, including:

- To develop interest and motivate students to become actively involved in lessons
- To evaluate students' preparation and check on homework or seatwork completion
- To develop critical thinking skills and inquiring attitudes
- To review and summarize previous lessons
- To nurture insights by exposing new relationships
- To assess achievement of instructional goals and objectives
- To stimulate students to pursue knowledge on their own

Kathleen Cotton, "Classroom Questioning," North West Regional Educational Laboratory, 1988

STRATEGIES:

<http://beyondpenguins.ehe.osu.edu/issue/energy-and-the-polar-environment/questioning-techniques-research-based-strategies-for-teachers>

This site provides a description/definition of teacher questioning techniques as well as an overview of best practices for use of questions in instruction and assessment

<http://www.phy.ilstu.edu/pte/311content/questioning/techniques.html>

This is a list of 15 questioning techniques to be utilized in the classroom

<http://www.edutopia.org/blog/asking-better-questions-deeper-learning-ben-johnson>

This blog provides strategies for asking better questions and provides the opportunity for dialogue with other teachers regarding the use of this assessment strategy.



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Assessment Strategy: Think-Pair-Share

DEFINITION:

Think-Pair-Share is a cooperative discussion strategy developed by Frank Lyman and his colleagues in Maryland. It gets its name from the three stages of student action, with emphasis on what students are to be DOING at each of those stages. How Does It Work?

1) Think. The teacher provokes students' thinking with a question or prompt or observation. The students should take a few moments (probably not minutes) just to THINK about the question.

2) Pair. Using designated partners, nearby neighbors, or a desk-mate, students PAIR up to talk about the answer each came up with. They compare their mental or written notes and identify the answers they think are best, most convincing, or most unique.

3) Share. After students talk in pairs for a few moments (again, usually not minutes), the teacher calls for pairs to SHARE their thinking with the rest of the class. She can do this by going around in round-robin fashion, calling on each pair; or she can take answers as they are called out (or as hands are raised). Often, the teacher or a designated helper will record these responses on the board or on the overhead. Strategies for Reading Comprehension: Think-Pair-Share, Lyman, 1981

STRATEGIES:

<http://www.teachervision.fen.com/group-work/cooperative-learning/48547.html>

This site provides a description/definition of think-pair-share as well as an overview of best practices for use of this technique

<http://www.youtube.com/watch?v=O5O05rO6O0Q>

This video provides an example of the think-pair-share strategy



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Assessment Strategy: Retellings

DEFINITION:

Retelling is a reading skill that demonstrates comprehension. Retelling is the ability to read or listen to a story, then summarize it in paraphrased form.

STRATEGIES:

http://www.ehow.com/info_8231670_story-retelling-ideas.html

This site provides ideas and strategies for the effective use of Retelling

http://www.ehow.com/how_8089789_retell-using-five-ws.html

This site provides ideas and strategies for using the five W's --- who, what, where, when and why, as a retelling strategy

Sample Retelling Strategies



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Assessment Strategy: Response Cards

DEFINITION:

Response cards are index cards, signs, dry-erase boards, magnetic boards, or other items that are simultaneously held up by all students in class to indicate their response to a question or problem presented by the teacher. Using response cards, the teacher can easily note the responses of individual students while teaching the whole group. Additionally, response cards allow for participation by the whole class and not just a few students who raise their hands to respond.

STRATEGIES:

Exit Card: An assessment technique whereby students fill out a 3 x 5 card at the end of the class and respond to a question posed by the teacher. They can be used at any grade level and in any subject area. They are also known as “ticket out the door” cards.

<http://www.slideshare.net/mistercooke/exit-cards-and-beyond>

Slide show describing and giving examples of exit cards! Well done!

<http://www.tvdsb.ca/webpages/msurti/files/tvdsb%20-%20exit%20cards.pdf>

Excellent quick resource for teachers to get the “basics” for exit cards.

http://www.youtube.com/watch?v=j9_HwdzsgEs

Video of examples of response cards



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Assessment Strategy: Readers' Theater

DEFINITION:

Readers' theatre is an interpretive oral reading activity where students use their voices, facial expressions and hand gestures to interpret characters in scripts or stories. Teachers and students may adapt favorite stories for performance. Readers' theatre, which is unique to choral reading and speaking technique, allows for student portrayal of individual literary characters through oral interpretation (Farris, 2001).

STRATEGIES:

http://www.opencourtresources.com/ocr/links/units/readers_theater.html

Sample Reader's Theater Scripts



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Assessment Strategy: Reading/Writing Portfolios

DEFINITION:

A portfolio is a purposeful collection of student work that exhibits the student's efforts, progress, and achievements in one or more areas. The collection must include student participation in selecting content, the criteria for selection, the criteria for judging merit, and evidence of student self-reflection.

STRATEGIES:

<http://www.teachervision.fen.com/assessment/teaching-methods/20153.html>

This collection of articles and resources will help your students build portfolios to demonstrate what they've learned so that you can monitor their progress with fewer tests.

<http://www.realclassroomideas.com/68.html>

Ideas for a portfolio specific to reading.

<http://thegroovyteacher.blogspot.com/2012/06/first-grade-portfolios.html>

images for reading portfolios

<http://audioboo.fm/about/education>

This is a website which allows users to post and share sound files.

<http://www.youtube.com/watch?v=vGkcP9wsd2k>

video about writing portfolios and tracking students progress

<http://www.youtube.com/watch?v=LPwqK1moIHA>

video about student writing portfolios



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Assessment Strategy: Running Records

DEFINITION:

A Running Record (RR) is a method for closely observing and assessing a student's oral reading of a complete story or book, or 150-300 words excerpted from a longer text. Running Records can be taken spontaneously without advance preparation, using whatever text the student happens to be reading; or they can be taken using a photocopy of a prepared text. Running Records differ from miscue analysis because they are simpler to use on a day-to-day basis in the classroom.

STRATEGIES:

<http://www.teachervision.fen.com/read-aloud/assessment/48545.html>

<http://www.learner.org/workshops/readingk2/front/keyterms2.html>

how to use a running record

<http://www.readinga-z.com/guided/runrecord.html/>

forms for using running records

<http://www.gobookee.org/fountas-and-pinnell-running-record-forms-printable>

printable forms for running records

<http://teacherpages.hallco.org/webpages/dfawcett/runningrecords.cfm>

running record resources

<http://www.youtube.com/watch?v=HhkhPoJzBbo&list=PL38B32456C5D270D7>

video of detailed instructions on how to do a running record

<http://www.youtube.com/watch?v=SJ8gSL3PZIs&list=PL43FEDB8993>

video of how to use running records to assess a student's reading



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Assessment Strategy: Informal Reading Inventory

DEFINITION:

An individually administered assessment of a student's reading abilities, performed by having a student read a series of predetermined, increasingly difficult passages. An IRI can help to identify a student's strengths and weaknesses in word recognition, comprehension, and reading strategies.

STRATEGIES:

<http://www.scholastic.com/teachers/article/oral-fluency-assessment-calculator-grades-3-5>

Scholastic provides reading fluency norms which can serve as a stable benchmark for reading fluency. Idea: give OFA tests three times a year, fall, winter, and spring, to monitor progress over time. You can find the OFA tests and fluency calculator at this site.

http://lincs.ed.gov/readingprofiles/FT_WRT_intro.htm

Directions and documents for the WRT are located at this website.



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Assessment Strategy: Four Corners

DEFINITION:

Four Corners is a quick strategy that can be used effectively in the assessment process for gauging student understanding. It can engage students in conversations about controversial topics.

The four corners of the classroom can be labeled as Strongly Agree, Agree, Disagree, and Strongly Disagree. Present students with a statement, like “All students should wear uniforms to school,” and have them move to the corner that expresses their opinion. Students could then discuss why they feel the way they do. The teacher can listen to student discussions and determine who has information to support their opinion and who does not.

Another way to use Four Corners is associated with multiple choice quizzes. Label the corners of the classroom as A, B, C and D. Students respond to a teacher-created question by choosing the answer they feel is correct. They must be able to give a reason for their answer.

STRATEGIES:

http://www.ehow.com/way_5809507_four-corners-teaching-strategy.html



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Assessment Strategy: Summary Writing

DEFINITION:

The process of reading a text, identifying the main ideas and then describing those ideas in your own words!

STRATEGIES:



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Assessment Strategy: Checklists

DEFINITION:

A checklist is one of three basic categories of rubrics for performance assessment. Each category has advantages, disadvantages, and appropriate applications for classrooms.

Checklists contain a list of behaviors or specific steps. In some cases, a teacher will use a checklist to observe the students. In other cases, students use checklists to ensure that they have completed all of the steps and considered all of the possibilities.

Checklists help to provide structure for students and they are great tools to use when you want to note the completion of a task, but do not need to assign a rating scale. Checklists can be created in word processors, spreadsheets, or by using online tools.

STRATEGIES:

http://www.broward.k12.fl.us/learnresource/pdfs/info_literacy/Grades_3-5.pdf

http://www.broward.k12.fl.us/learnresource/pdfs/info_literacy/Elementary.pdf

General checklists on information literacy for students in grades 3-5. They include different tasks that students will have to show competency in prior to completing research with a variety of resources.

<https://www.ocps.net/cs/ese/support/curriculum/Documents/A%20Checklist%20for%20Everything%20Book.pdf>

Quick and easy to use checklists for major activities in the Language Arts classroom.

<http://www.youtube.com/watch?v=kVs9DduZBjQ>

Video of assessment checklist examples



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Assessment Strategy: Rubrics

DEFINITION:

A rubric is a scoring tool that teachers use to assess student learning after a lesson. Using a set of criteria and standards (directly tied to the stated learning objectives), educators can assess each student's performance on a wide variety of work, ranging from written essays to class projects.

When a rubric is agreed-upon and communicated prior to the student's work being completed, the grading process is very clear and transparent to all involved. Often, it is helpful to have more than one evaluator grade each piece of work. Then the rubric scores can either be averaged or added together for a final score.

STRATEGIES:

<http://www.rubrics4teachers.com/>

http://www.broward.k12.fl.us/learnresource/pdfs/info_literacy/rubric.pdf

Rubric for a collaborative research project.



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Assessment Strategy: Writers' Notebook

DEFINITION:

Writer's notebook is a record of impressions, observations, and ideas that may eventually serve as the basis for more formal writings, such as essays, articles, stories, or poems. Just like the wide amount of reading we know students need to do in order to become proficient and successful readers, children also need opportunities for a wide amount of writing.

STRATEGIES:

<http://www.ralphfletcher.com/tips.html>

This website gives students tips and ideas on what to put into their Writer's Notebook.

<http://www.readwritethink.org/parent-afterschool-resources/tips-howtos/start-writer-notebook-30601.html> Information on how to start a writers' notebook.

This website is a step-by-step guide for teachers on how to start a writer's notebook.

http://www.ewing.k12.nj.us/cms/lib6/NJ01001291/Centricity/Domain/162/Entry_Ideas_for_Notebook.pdf

Specific ideas and mini-lesson prompts for Writer's Notebook entries.

http://www.youtube.com/watch?v=AZE3_j6a59w

Video showing an example of writer's notebook

<http://www.youtube.com/watch?v=DYHPhGY-rpY>

Video showing an example of writer's notebook



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Assessment Strategy: RAFT

DEFINITION:

The more often students write, the more proficient they become as writers. RAFT is a writing strategy that helps students understand their role as a writer and how to effectively communicate their ideas and mission clearly so that the reader can easily understand everything written. Additionally, RAFT helps students focus on the audience they will address, the varied formats for writing, and the topic they'll be writing about. By using this strategy, teachers encourage students to write creatively, to consider a topic from multiple perspectives, and to gain the ability to write for different audiences. In the book, *Strategic Writing*, Deborah Dean explains that writing for differing purposes and audiences may require using different genres, different information, and different strategies. Developing a sense of audience and purpose in writing, in all communication, is an important part of growth as a writer.

RAFT assignments encourage students to uncover their own voices and formats for presenting their ideas about content information they are studying. Students learn to respond to writing prompts that require them to think about various perspectives:

- **Role of the Writer:** Who are you as the writer? A movie star? The President? A plant?
- **Audience:** To whom are you writing? A senator? Yourself? A company?
- **Format:** In what format are you writing? A diary entry? A newspaper? A love letter?
- **Topic:** What are you writing about?

Santa, C., Havens, L., & Valdes, B. (2004). *Project CRISS: Creating Independence through Student-owned Strategies*. Dubuque, IA: Kendall Hunt.

Dean, Deborah. 2006. *Strategic Writing: The Writing Process and Beyond in the Secondary English Classroom*. Urbana, IL: NCTE.

STRATEGIES:

<http://www.readwritethink.org/files/resources/printouts/RAFTWriting.pdf>

<http://www.readwritethink.org/classroom-resources/printouts/raft-writing-template-30633.html>

Both of these sites work together to help the teacher to teach and assess using the RAFT technique. Further “digging” on this site will help the teacher find other lesson plans and resources to assist in the writing process.

http://www.vrml.k12.la.us/cc/18str/raft/18str_raft.htm

This is a website with interactive and word documents to assist students as they use the RAFT strategy. Other helpful resources can be found at the home site: <http://www.vrml.k12.la.us/cc/18str/18str.htm>



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Assessment Strategy: Multimedia Presentations

DEFINITION:

Multimedia is the integration of multiple forms of media. This includes text, graphics, audio, video etc.

STRATEGIES:

Students prepare Power Point Presentations, video clips, recordings to make Podcasts etc.



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Assessment Strategy: Podcasts

DEFINITION:

Part of multimedia presentations.

STRATEGIES:

Students record and play recordings as a method of presenting material.



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Assessment Strategy: Recordings

DEFINITION:

Individual or group work recorded on iPod, iPad or iPhone

STRATEGIES:

Student record songs, interviews etc.



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Assessment Strategy: Observations

DEFINITION:

Teacher uses observation as a means of verifying that students understand concepts taught.

STRATEGIES:

Students make a log of their findings through observation and write conclusions based on observation. It could be one or several observations.



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Assessment Strategy: Socratic Circles

DEFINITION:

Questioning that fosters critical and creative thinking, team building and a sense of community.

STRATEGIES:

Students in a circle and take turns answering the same question in a non-threatening environment: no answer is incorrect, just different. Some answers may be followed up by additional questions for clarification.



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Assessment Strategy: Debate

DEFINITION:

A formal discussion in which opposing arguments are put forward.

STRATEGIES:

Students argue for and against a statement, depending on whether they are on the proposing or opposing side. Arguments must be supported by research on the particular issue being discussed. Each side tries to convince the listening audience of their point of view on the issue.



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Assessment Strategy: Literature Circles

DEFINITION:

Also referred to as Read, Write and Think: Students practice different ways of collaborating to read a work of literature. Similar to an adult reading club but with more structure, expectation and rigor. Students couple collaborative learning with student-centered inquiry.

STRATEGIES:

Students begin by selecting a book together; they work in groups of four. Each student has a different role and they each take turns at playing the roles: Discussion Director, Literature Luminary, Vocabulary Enricher and Checker. Teacher and student volunteers demonstrate the roles before the groups practice the strategies. Groups meet according to a schedule to discuss the book. Students make notes from their reading to assist in their discussion circles. Each group could read a different book. Evaluation is by teacher observation and student self-evaluation.



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Assessment Strategy: Oral Fluency Calculator

DEFINITION:

Scholastic provides reading fluency norms which can serve as a stable benchmark for reading fluency. Idea: give OFA tests three times a year, fall, winter, and spring, to monitor progress over time. You can find the OFA tests and fluency calculator at this site:

STRATEGIES:

<http://www.scholastic.com/teachers/article/oral-fluency-assessment-calculator-grades-3-5>

Fluency goals, instructional video and printable assessment included at this website.



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Assessment Strategy: Web Worksheets

DEFINITION:

The web worksheet tool allows educators to create a lesson, worksheet or class page and immediately publish it on-line.

STRATEGIES:

<http://www.edhelper.com/language/Syllables4024.html>

This is an example of quick assessment for syllabication. Requires an edHelper membership.

<http://www.ereadingworksheets.com/reading-worksheets/context-clues/context-clues-3-2.pdf>

This is a quick assessment to gather evidence on how a student uses context clues to determine the meaning of a word. Students could be interviewed, the whole class could discuss the strategies they use or even work could be done in pairs.

http://www.readwritethink.org/files/resources/lesson_images/lesson175/RWT186-2.pdf

This is a sample of a sheet to help students identify character traits.

<http://www.ereadingworksheets.com/>

This website provides worksheets and assessments of a variety of reading skills. These activities are designed for students grades 6-12, but can be downloaded and adapted for other grade levels. Can be used as part of instruction or as assessment.

<http://www.supersubstituteteachers.com/printables/english.htm>

This website has a number of free printable English graphic organizers. A variety of story elements, vocabulary, sequencing and other activities that can be used as assessments are found here.

www.superteacherworksheets.com

Membership required website providing various worksheets that can be adapted into a variety of assessments. Some of the resources are available for free printing.

<http://www.ereadingworksheets.com/reading-worksheets/context-clues/context-clues-3-2.pdf>

Blackline: This is a quick assessment to gather evidence on how a student uses context clues to determine the meaning of a word. Students could be interviewed, the whole class could discuss the strategies they use or even work could be done in pairs.

