

Assessment Toolbox

LANGUAGE ARTS GRADES 6-8

North American Division
Adventist Education



Adventist Education
A JOURNEY TO EXCELLENCE

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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 6-8.

<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:

Conferencing can help students express their learning difficulties. In this case, conferencing refers to one-on-one student and faculty communication to discuss a current or recent assignment.

The ultimate goal is to help the student and the entire classroom of students to improve. It's an opportunity to discuss assignment expectations and how well the student is doing in meeting these. The student is helped to see the progressive learning nature of the course, ask questions in a dignified private manner and realize the instructor is interested in the student's success.

STRATEGIES:

<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.

<http://www.lauracandler.com/strategies/readingworkshop.php>



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Assessment Strategy: Discussion

DEFINITION:

Discussion time is a period of time when a certain aspect of the assigned reading is talked about! This is generally done with involvement of the whole class!

STRATEGIES:

Questioning in an open environment where everyone's input is valued is the best way to implement discussion!

Think/pair/ share



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Assessment Strategy: Graphic Organizers

DEFINITION:

Graphic organizers are a visual representation of the material a student is learning. The organizer assists the student in brainstorming and/or organizing information to make it easier to understand how ideas connect.

Read more:

Definition of a Graphic Organizer | eHow.com:
http://www.ehow.com/facts_5516933_definition-graphic-organizer.html

Graphic organizers can be broken into three categories: sequential, like time lines and flow charts; single concept, like spider maps; or multiple concept, like Venn diagrams.

Read more:

Information on Graphic Organizers | eHow.com:
http://www.ehow.com/how_7659162_compare-contrast-matrix-graphic-organizers.html

[Worksheetworks.com](http://www.worksheetworks.com)

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.

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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.



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Assessment Strategy: Response Logs

DEFINITION:

Response journals require the students to write about what they felt while reading a book or listening to a story. They record student feelings, responses, and reactions to reading 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.

Response Journals allow students to reflect on and raise questions about a text. These journals are especially valuable for promoting opinion making, value judgments, and critical thinking.

STRATEGIES:

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Assessment Strategy: Journals

DEFINITION:

A reflective journal also gives students responsibility for recording their thoughts about learning in the subject. It is based on the premise that writing contributes to deeper learning and engagement with a subject, since it gives students the opportunity to clarify and reflect on their thinking.

Reflective journals encourage students to reflect critically on the process of learning and their development over time. A reflective journal may be included in a portfolio as a record of student learning. Example: Cooke 2 — <http://www.bioassess.edu.au/examples/cooke-work-experience-and-preparation-employment>

STRATEGIES:

<http://www.k-5mathteachingresources.com/math-journals.html>

math journals

<http://www.youtube.com/watch?v=F3VNaRBkAko>

kindergarten writing activities

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

examples of response journals



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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.teach-ict.com/as_a2_ict_new/ocr/A2_G063/331_systems_cycle/investigation_methods/miniweb/pg10.htm

This provides a description of observation as well as a list of Pros and Cons of Teacher Observations (#11 under theory)

<http://www.cde.state.co.us/resultsmatter/RMVideoSeries.htm>

These videos have been produced to help providers better understand ways to use observation, documentation, and assessment to inform practice for children birth-age 8. You can watch the clips online or download QuickTime versions of the videos for use in educational and professional development activities.

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

<https://www.youtube.com/watch?v=RyQpNhaWzOc&list=PLE85BDC2CA00C16FC&index=1>

The importance of observation, authentic or play based assessment in early childhood. Results Matter. Colorado.



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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 (Karlin & 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/project-based-learning>

Project-based learning is a dynamic approach to teaching in which students explore real-world problems and challenges. With this type of active and engaged learning, students are inspired to obtain a deeper knowledge of the subjects they're studying

<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.

http://www.bie.org/tools/freebies/k-2_presentation_rubric

This rubric helps with guiding and assessing K-2 students

<http://www.learningreviews.com/Project-Based-Learning-Lesson-Plans.html>

46 websites that offer free project based learning examples, ideas, lesson plans, design guidance, and templates. From these sites and a few others, we've collected PBL lessons for math, science, language arts, and social studies into lists.



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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 an active learning strategy that can be used in all classes and content areas. It is a way to get students to cooperatively think about reflective questions. Reflective questions require high level thinking such as analysis and synthesis as opposed to simple recall of facts.

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

<http://www.nwea.org/blog/2012/classroom-techniques-formative-assessment-idea-number-five/>

This is a blog of formative assessment strategies, including think-pair-share

<http://www.colorincolorado.org/article/13346/>

article about the think-pair-share technique

<https://www.youtube.com/watch?v=hAr6bEbiyik>

video demonstrating think-pair-share technique



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Assessment Strategy: Retellings

DEFINITION:

Ask the student to tell you about the story in as much detail as she or he can remember. If the student has difficulty retelling parts of the story or remembering certain details, use prompts such as “Tell me more about (character x)” or “What happened after...?”.

Analyze the retelling for information the student gives about:

- Main idea and supporting detail
- Sequence of events
- Characters
- Setting
- Plot
- Problem and solution
- Response to text-specific vocabulary and language

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

<http://www.liketoread.com/retell.html>

Hosts of strategies to assist with reading comprehension strategies, particularly retelling



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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:

<http://literacymalden.wikispaces.com/file/view/Retelling%20Cards%20for%20a%20Center.pdf>

fiction and non-fiction response cards

<http://havefunteaching.com/worksheets/reading-worksheets/reading-response-worksheets/>

reading response journals

<http://www.teachingwithtaskcards.com/2013/08/using-task-cards-for-reading-response.html>

using task cards for reading response

www.tvdsb.ca/webpages/msurti/files/tvdsb%20-%20exit%20cards.pdf

Exit Card: An assessment technique whereby students fill out a 3x5 card at the end of class and respond to open-ended questions posed by the teacher.



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Assessment Strategy: Readers' Theater

DEFINITION:

Students become excited and enthusiastic about reading when they are presented with the opportunity to participate in Readers Theatre. Students develop scripts, perform in groups, and practice using their voice to depict characters from texts. Through this activity, students have the opportunity to develop fluency and further enhance comprehension of what they are reading.

- The use of Readers Theatre can offer a different context in which students are exposed to texts focusing on poetry, science, social studies, or other content-related topics.
- Readers Theatre is another way to enhance comprehension of text, as well as to create interest in and enthusiasm for learning.
- The Readers Theatre format provides an opportunity for students to develop fluency through multiple readings of the text by using expressiveness, intonation, and inflection when rehearsing the text.

STRATEGIES:

http://www.readingonline.org/articles/art_index.asp?HREF=kimbell-lopez/index.html

Kimbell-Lopez, K. (2003). Just think of the possibilities: Formats for reading instruction in the elementary classroom. Reading Online, 6.



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Assessment Strategy: Reading/Writing Portfolios

DEFINITION:

A reading portfolio can be as simple as a file folder of information about reading progress for each student in the classroom. The portfolio is maintained by you, although the student can have input. Keep the folders in a secure area. In this file folder, labeled with the student's name, there can be a **representative sampling** of the items listed below. The folder is designed to give a **profile of the child as a reader** and is helpful for conferencing with child, parents, or special needs counselor.

STRATEGIES:

<http://www.teachervision.fen.com/assessment/teaching-methods/6371.html#ixzz2N96SH1wz>

Read more on TeacherVision. Follow us :TeacherVision on Facebook



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Assessment Strategy: Running Records

DEFINITION:

What is a Running Record?

A running record allows you to assess a student's reading performance as she/he reads from a benchmark book. Benchmark books are books selected for running record assessment purposes. A running record form, with text from the book printed on the form, accompanies each of the benchmark books. Only the first 100 -150 words of the longer benchmark books are used for the upper level running records. A blank running record form is supplied for teachers who wish to perform running records on books other than the benchmark books or for additional text from the upper level benchmark books.

Raz-Kids.com

STRATEGIES:

<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:

This is a teacher-made list that depicts skills learned? Teacher checks them off when they are attained?

STRATEGIES:

Guided reading strategies checklist.



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Assessment Strategy: Rubrics

DEFINITION:

A standard of performance to which a subject is assessed.

STRATEGIES:

rubistar4teachers.org/



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Assessment Strategy: Writers' Notebook

DEFINITION:

A record of impressions, observations and ideas that may eventually serve as the basis for formal writings such as essays, articles, stories or poems!

STRATEGIES:

The WriterS Guide



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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.

Taken from www.readwritethink.org

STRATEGIES:

<http://www.writingfix.com/wac/RAFT.htm>

RAFT prompts

<http://www.vrml.k12.la.us/graphorgan/18strat/strat/raft/raft.htm>

amazing RAFT writing ideas

<http://www.readingrockets.org/strategies/raft/>

growing writer's ideas

<http://www.youtube.com/watch?v=S28nqRNZCSU>

RAFT strategies video



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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 PowerPoint Presentations, video clips, recordings to make Podcasts etc.



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Assessment Strategy: Podcast

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. Students are graded on the accuracy of the conclusions drawn from the 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. Teacher scores points according to how convincing the arguments that were presented were supported by research.



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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: Speeches/Sermons

DEFINITION:

The expression of or the ability to express thoughts and feelings by articulate sounds; a formal address or discourse delivered to an audience.

STRATEGIES:

Students plan their speech keeping in mind the following: Their audience, ensure that the audience knows the benefit to them, begin with the end in mind; speak of the outcomes, speak as if there is only one other person in the room and practice the speech before the due date to deliver it in class.



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Assessment Strategy: Drama and Skits

DEFINITION:

Acting out a scenario or incident.

STRATEGIES:

Students use this strategy to demonstrate their understanding of subject content. Teachers judge the relevancy of the drama to the concepts taught.



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Assessment Strategy: Poetry Readings

DEFINITION:

Original lines of expression written on specific topics or themes.

STRATEGIES:

Students are assigned topics that are related to themes from a particular book, or allowed to choose topics or themes of their own interest and write poetry. Students are graded on such things as originality of the poetry, creativity and rules of poetry writing etc.



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Assessment Strategy: Show and Tell

DEFINITION:

Some object is shown and a description, value and potential of the object or model is explained to the class/audience.

STRATEGIES:

Teacher grades according to the rubric prepared for Show and Tell. This strategy helps to build a sense of community and confidence for children.



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Web Based Quizzes/Independent Assessments

DEFINITION:

Web based quizzes allows you to build, embed and manage your own exams, tests or quizzes quickly and easily.

STRATEGIES:

<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.english-zone.com/vocab/vic01.html>

This website has a quick comprehending vocabulary in context electronic assessment tool. Students can respond independently in an electronic standardized testing format and will receive a score for their responses.



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Assessment Strategy: Graphs

DEFINITION:

The purpose of using graphs and charts is to know information visually in a way that supports understanding .

STRATEGIES:

http://www.biologycorner.com/worksheets/interpreting_graphs.html

This website includes a quick activity to interpret different types of graphs. Includes examples and key.



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Web Worksheets - General Language Arts Topics

DEFINITION:

Web worksheet tool allows educators to create a lesson worksheet or class page and immediately publish it online.

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>

<http://betterlesson.com/home>

This website offers free lesson ideas, student samples and black line masters for various subjects and grade levels. Request that your school be added for free access.

