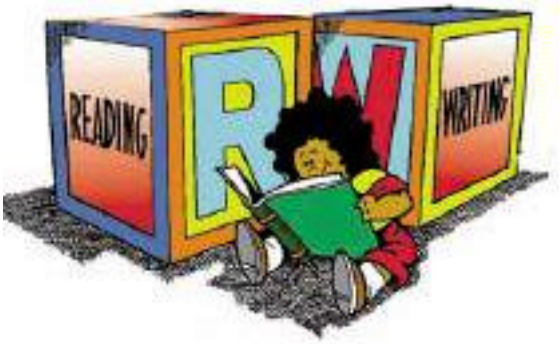
Multiple Classroom Assessments

for

Nebraska Reading/Writing Standards



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Multiple Classroom Assessments for the Nebraska Mathematics and Reading/Writing Standards

Introduction

The purpose of this section of the STARS Toolkit is to provide guidance to Nebraska teachers as they assess student achievement related to the Nebraska mathematics and reading/writing standards presented in Nebraska L.E.A.R.N.S.

The STARS Toolkit focuses on classroom assessment. Students need frequent feedback about their academic progress. Teachers need feedback about whether students are learning information that is being taught. Good teaching and ongoing assessment are strongly linked to student success. In fact, the main purpose of assessment is to help students learn.

The focus in this document is on classroom assessment. There are some examples in the following sections that could possibly be developed further and become part of a district's criterion-referenced assessment. However, this document was **NOT** created to be the district's criterion-referenced assessment. Issues of reliability, validity, and security would need to be considered.

The mathematics and reading/writing assessment samples in the toolkit were created by 40 Nebraska teachers during a week-long workshop in July 1999. Teachers who worked on this project represent districts across the state, work in grade levels ranging from kindergarten through grade 12, and have expertise in one or more of the following areas: mathematics, English language arts, library/media, Title I and special education. The July workshop focused on the following four goals.

The purpose of this document is to provide guidance to Nebraska teachers about many ways student learning can be assessed for the content and processes found in the Mathematics and Reading/Writing Standards. Students need frequent feedback on how well they are doing. Also teachers need to find out if students are learning what they are teaching. Good teaching and ongoing assessment are strongly linked to student success. In fact, the main purpose of assessment is to help students learn.

This document was created by forty K-12 teachers from across Nebraska who came together to begin work on the following goals. The goals provide teachers helpful ideas about classroom assessment. They represented mathematics, reading, writing, media, Title I, and special education.

GOAL I. Develop a deeper understanding of the Nebraska Mathematics and Reading/Writing standards.

Small groups were assigned to look at an individual content standard and determine what students needed to know (content) and what they should be able to do (process). Through this discussion, they outlined the content and processes that could be reflected in the assessments. Administrators are encouraged to provide opportunities for similar discussions at the district level.

GOAL II. Identify or create sample multiple assessments for each standard.

In mixed teams of mathematics and reading/writing content groups, each team was assigned to read, discuss, and prepare a written summary of one of six assessment type categories. This information is reflected in chart form as well as narrative. (See table)

The next step for the content groups was to generate or find different assessment types that could be used to determine if students achieve the standard. No single method of assessment can give the full range of information about student achievement. Therefore, multiple means of assessing standards are presented.

GOAL III. Identify additional resources for assessing standards in the classroom.

Numerous assessment and professional organizations' resources were provided as well as additional classroom and district resources brought by team members. This provided a wealth of information to share among colleagues. Assessment resources are an essential component that enables teachers to develop district assessments for state standards.

GOAL IV. Collect and analysis student exemplars over time.

It is our intent to have teachers continue to work on these assessment samples and collect student work. We would gather these student examples, analysis them and then identify typical performance levels. Thus, creating an addendum that aligns with the Nebraska Mathematics and Reading/Writing Standards.

Beliefs about Classroom Assessment

- **We believe that classroom assessment for all students should be:**
  - aligned to instructional goals,
  - an integral, enriching part of learning and instruction,
  - student-centered,
  - reflective of individual needs and cultural influences,
  - non-threatening and motivating,
  - on-going to provide ample opportunities for success,
  - aimed at development of self-assessment skills, and
  - communicated to a variety of audiences.

What Does a "Good" Classroom Assessment Look Like?

- **Tests appropriate grade level and achievement of standards**
  Curriculum, instruction, and assessment are not separate. Assessment needs to be aligned with learning and teaching. Design/selection of assessment tasks requires clear knowledge of the curriculum objectives. Students should only be assessed on knowledge and skills their teachers have given them opportunities to learn and each task should be well within the capabilities of most students. Students must be given the opportunity to learn the content of the assessment prior to being evaluated.

- **Written at appropriate levels of difficulty and readability**
  The language of assessment must match the language of instruction and the students' level of learning. If not, then assessment produces undue language biases and invalid results. Students must be fluent in the language in which they are to be assessed and the level of language used in the assessment must match their stage of language development.

- **Contains clear, concise directions**
  Directions must be written so that they can be followed by all students. Writing such directions requires clear objectives, a logical flow with transitions between steps and language that is simple and appropriate for students' age levels. Teacher questioning is an important mechanism for determining student problems, concerns, and misconceptions.

- **Are unbiased in terms of gender, race, religion or culture**
  Avoid using language that might be offensive to students based on their gender, ethnicity, socioeconomic status, religion, or other group-defining characteristics. Also, avoid using a context that might be unfamiliar to some of the students being assessed.

- **Types of Assessment**
  The STARS Toolkit uses six types of assessment as a framework for assessment design. The table below provides examples of assessments described in the toolkit. The examples provided for each type of assessment are not exhaustive. Teachers may wish to include additional examples of their own.

Table 1. Assessment Types with Examples

Selected Response	Constructed Response	Product	Performance	Observation	Interaction/Personal Communication
Multiple choice True/False Matching	Completion fill-in Short Answer Label a Diagram Show Work Visual Representation ___Concept Map ___Semantic Web ___ Chart ___Graph	Research Paper Project Report Exhibit Model Video Audiotape Multimedia Report Web Page	Oral Presentation Speech Demonstration Dramatic Reading Enactment Debate Multimedia Presentation Investigation Experiment	Anecdotal Records Checklist Informal Notes	Interview Oral Questioning Oral Discussion Think Aloud Learning Log Response Journal Conversations

- **Closed and Opened-ended Assessments:**
  Closed assessments are questions or tasks that have one single, specific correct answer. Typically, selected response assessments are closed.

  Open-ended assessments are questions or tasks that have many correct or excellent responses intended to promote thinking and application of ideas and information. There are no single, specific correct answers. Assessment types listed above may be either closed or open-ended.

  On pages 12 and 13 are charts describing some advantages and disadvantages of closed and open-ended assessments.

Selected Response Assessments

- **What are selected response assessments?**
  Selected response assessments, also known as objective tests or forced-choice assessments, tend to be used to demonstrate mastery of factual information. However, it is possible to design selected response tests that measure more complex thinking. Three main selected-response format types are multiple choice, true/false, and matching.

  Selected response assessments can sample mastery of knowledge and prerequisites skills for a performance or product. They cannot tap the performance itself or assess the quality of the product. (Stiggins, 1997)

- **What can these methods do?**
  - Assess a large number of topics and ideas.
  - Be scored objectively.
  - Provide formative and summative information.
  - Be easily understood by students and parents.

- **Multiple Choice:** Multiple choice items include a question or an incomplete statement and a set of responses from which to choose. The item asks for the students to chose the "best" or correct choice to answer the question or complete the statement.

  The main body of a multiple choice item is the stem. The stem may take the form of an incomplete statement or a direct question. Alternatives or options are the choices provided from which a student selects the best or correct answer. Distracters or choices which are the correct answer are also included.

In constructing multiple-choice stems, these guidelines should be considered:

- Use a concise, direct question that describes a single problem.
- Follow the rules of grammar.
- Highlight critical words such as *always* and *never*.
- Use negatively stated items only if absolutely necessary.

In constructing alternatives for multiple-choice items, these guidelines should be considered:

- Use alternatives that are plausible as a correct response.
- Avoid technical and unfamiliar phrasing.
- Have a clearly "best" answer.
- Make alternatives consistent in length, parallel, grammatically correct and correspond with stem.
- Use logical or numerical ordering when needed.

Mathematics Examples:
The mass of one liter of water is approximately _____.

a. 3 kilograms
b. 250 grams
c. 1000 grams
d. 1000 milligrams

The decimal equivalent of 3/8 is _____.

a. .250
b. .375
c. .425
d. .500

Reading/Writing Example:
Which word in the following sentence is used incorrectly?

Their are twenty students in this class.

a. twenty
b. students
c. their
d. class

- **True/False:** Students indicate whether statements are true or false. It is very tempting when constructing these items to focus on small factual details from the material that was covered in class or presented in the textbook. If these factual details are not critical to the primary intended achievement targets, then it would be inappropriate to include this information in an assessment.

In constructing true/false items, these guidelines should be considered:

- Avoid using trivial statements.
- Avoid using broad general statements.
- Avoid the use of negative statements.
- Avoid including two ideas in one statement.
- Create true statements and false statements that are approximately equal in length.
- Balance the number of true and false statements.
- If an opinion is expressed, attribute it to the source.

Mathematics Example:
True or False The diameter of a circle is 3 times the length of the radius.

Reading/Writing Example:
True or False The climax of a story is the turning point or key action that a character encounters.

- Matching: Matching items consist of two parallel lists of words or phases that require the student to match entries on one list with appropriate entries on the second list.

In constructing matching items, these guidelines should be considered:

- Use a homogeneous set of materials with all responses plausible for a given item.
- There should be an imperfect match between a number of items and responses in order to prevent students from simply using the process of elimination to determine the correct response.
- Include no more than *four to seven* items in each matching exercise.
- Arrange the responses in logical order if possible.
- Indicate in the directions the basis for matching.
- Place all of the items and responses on the same page.

Mathematics Example:
Match the following measurements to their appropriate labels.

_____	volume	a. centimeters
_____	surface area	b. square centimeters
_____	perimeter	c. cubic centimeters

Reading/Writing Example:
Match the definitions to the appropriate term.

_____	means the same	a. homophone
_____	means the opposite	b. synonym
_____	sounds the same	c. antonym
_____	spelled the same, pronounced differently	d. homonym

Constructed Response Assessments

- **What are constructed response assessments?**
  Constructed response assessments are brief responses to open-ended or specific questions. Constructed response assessments include fill-ins, short answers, labeling a diagram, showing work, visual representations, webs, charts, and graphs.

  Constructed response assessment can tap understanding of relationships among facts and knowledge and provide some insight into reasoning proficiency. They can assess the prerequisite knowledge and skills. They can also reveal gaps in understanding or student misconceptions.

- **What can these methods do?**
  - Stimulate student thinking and creativity.
  - Provide a variety of assessment formats.
  - Promote higher level thinking such as synthesis, analysis, and application.
  - Provide a more in-depth assessment of specific topics and ideas.

- **Fill-in:** Students supplies a word, a number or symbol in response to an incomplete sentence.

In constructing fill-in items, these guidelines should be considered:

- Reword statements so they do not come directly from the textbook.
- Word the statement in such a way that required answer is both brief and specific.
- Use blank spaces that are equal in length.
- Provide adequate space for answering the item.
- Limit the number of blank spaces in each statement.

Mathematics Example:
Complete the next two number is in the following pattern: 1, 4, 9, _____, _____, ...

A math problem that contains an equal sign is an example of a (an) .

Reading/Writing Example:
The name of the man who invented the steamboat is _____.

- **Short Answer:** Students supply a word, phrase, a sentence(s) or draw a diagram or picture in response to a direct question.

In constructing short answer items, these guidelines should be considered:

- Use direct questions.
- Word the question in such a way that required answer is both brief and specific.
- When the required answer is to be expressed in numerical units, indicate the unit of measurement to be used and the number of significant digits to be retained.

Mathematics Example:
Milk sells for $0.96 a quart and $3.68 a gallon. How many cents would you save on each quart of milk if you bought it by the gallon?

Reading/Writing Example:
What is the relevance of *The Scarlet Letter* today?

- **Show Work:** Students show all the steps of a process or procedure in sequential order.

In constructing show work items, these guidelines should be considered:

- Provide enough room for students to show each necessary step.
- Make sure the question lends itself to showing sequential steps.

Mathematics Example:
Solve the following problem. Show your work by writing each step for all operations.
$2x + 3 + 5x = 11x - 5$

Reading/Writing Example:
Discuss the stages of the deterioration of the boy's society in *Lord of the Flies*.

- **Label a Diagram:** Students response to the parts of a diagram the teacher specifies for labeling.

In diagram items, these guidelines should be considered:

- Keep drawings simple, clear and neat.
- Directions are clear and concise on what is asked to be labeled.
- Provide enough room to place labels in the appropriate location.

Mathematics Example:
Draw and label the sides of the right triangle RST.

Reading/Writing Example:
Label the parts of the communication process.

- **Visual Representations:** Students explain or clarify with an illustration that helps organize their information visually. Webs, charts, graphs, time lines, Venn diagrams and character maps would be sample format types of visual representations.

Product Assessments

Product assessments allow students to demonstrate competence by creating tangible objects. To assess student achievement of some standards, teachers might examine and evaluate student-made products such as journals and logs, notebooks on particular topics, videotapes, audiotapes, multimedia presentations, computer demonstrations, bulletin boards, inventions, investigative reports, mathematical models, essays, research papers, science projects, spreadsheets, web pages, and exhibits. Portfolios may also be thought of as products when they are designed to show evidence that a particular performance standard has been reached. Portfolios may also be used to organize and showcase multiple products students develop, providing teachers, students and parents with representative samples of students' overall achievement in a subject.

Performance Assessments

Performance assessments, as defined in this document, present students with tasks, projects, or investigations that culminate in student presentations. Teachers or other assessors observe students' presentations and use predetermined criteria to rate their performances. Performance assessments are often used in conjunction with product assessment, since students frequently present information about a product they have developed. Observation and interaction/personal communication assessments are also used frequently with performance assessments to evaluate processes students used as they developed their performances.

Examples of performance assessments include oral presentations, demonstrations, dramatic readings, reenactments, debates, multimedia presentations, and formal speeches.

Observation Assessments

Observation assessments include systematic documentation of student progress using checklists, anecdotal records or informal notes. Observation assessments are often used to provide documentation of student progress over time and to provide information about processes students use as they learn and demonstrate their new knowledge. Observations usually describe such things as students' attitudes, strengths, weaknesses, learning styles, skills and strategies.

Examples of observation assessments include checklists, anecdotal records, and informal notes. A checklist is a record-keeping device teachers use to monitor specific student skills and behaviors. Anecdotal notes are developed when teachers or other assessors record and date brief comments related to specific student standards or goals. Informal notes are narrative records of insights and inferences teachers gather as they observe students over time.

Interaction/Personal Communication Assessments

Interaction and personal communication can be used as assessment tools. They are spoken or written dialogues between students and assessors for the purpose of determining students' thinking processes, although they may also be used to evaluate whether students arrive at an appropriate answer to a problem or question. Interaction/personal communication assessments can also assess whether students make rote responses or incorporate new ideas into their own conceptual structures.

Examples of interaction/personal communication assessments include the following:

- *Interview*—formal and informal spoken or written exchange between teachers or assessors and students.
- *Oral questioning*—reflections and oral responses to activities and problems.
- *Think aloud*—verbalized thinking while performing a task.
- *Response journal*—written journal in which students respond, usually with structured assignments.
- *Conversations*—informal spoken exchanges about a specific topic.

Specific examples of product, performance, observation, and interaction/personal communication assessments are provided in the mathematics and reading/writing assessment sections of this document.

The following assessment worksheet was used as a guide for teachers as they develop assessments to match specific standards.

Assessment Worksheet: Standard _____

■ **Develop clear achievement targets by unpacking the standard.**

(Content) Students know the following:
(Processes) Students can do the following:

■ **Choose an assessment type that matches the achievement target.** ***(Note: Student portfolios may be used to collect and analyze samples of student work using many different types of assessments.)***

Assessment Types	Selected Response	Constructed Response	Product	Performance	Observation	Interaction/Personal Communication
Examples	Multiple Choice True/False Matching	Completion (fill-in) Short Answer Label a Diagram Show Work Visual Representation ___Concept Map ___Semantic Web ___Chart ___Graph	Research Paper Project Report Exhibit Model Video Audiotape Multimedia Report Web Page	Oral Presentation Speech Demonstration Dramatic Reading Enactment Debate Multimedia Presentation Investigation Experiment	Anecdotal Records Checklist Informal Notes	Interview Oral Questioning Oral Discussion Think Aloud Learning Log Response Journal Conversations
Typical Achievement Targets	Knowledge	Knowledge	Skills & Processes	Skills & Processes	Skills & Processes	Skills & Processes

■ **Locate or develop assessments that match the assessment type and achievement target.**

■ **Develop scoring guides, rubrics, or cut-scores that identify levels of student performance (beginning, progressing, proficient, advanced).**

Closed Assessments

ELEMENTS	ADVANTAGES of Closed Assessment	DISADVANTAGES of Closed Assessment
Quantity	Assess large number of items in support of validity, reliability, and sampling issues.	Students may feel over whelmed with large number of items that may promote guessing.
Construction	Take relative little time to construct if commercially made products are used. Many commercially produced tests contain this type of assessment.	Difficult to construct good items. Can be time and labor intensive for teacher/district constructed tests.
Administration Time	May require shorter amounts of time to administer than other types of other assessment.	Time depends on nature and quantity of questions.
Scoring	Can be scored objectively using a machine or template.	Many times only a composite score is provided but no further analysis provided.
Appropriateness	Most older students have experience with tests, quizzes, homework or practice exercises. Require minimal directions for students to recognize and understand the expectations.	Primary age students with limited experience may have difficulty with assessment format. Language barriers, cultural influences, and use of various contexts can cause misinterpretation of question and responses.
Student - Input Interaction	Can involve students in generating questions and practicing self-assessment.	Limited opportunity for student creativity or expression of original thought.
Implications for Curriculum	Focus is on acquisition of facts, knowledge, and prerequisite skills.	Often not focused on understanding and application of concepts. May not be relevant to everyday problem solving.
Alignment to Instruction	Results guide reteaching and remediation by revealing common classroom mistakes.	Difficult to measure processes, critical thinking, creativity, oral communication or social skills of individuals.
Feedback	Provide immediate feedback for students, teachers, and parents.	Can be too narrow if used as the single assessment instrument.
Interpretation	Easily understood by students and parents.	May lead to the perception that more learning has occurred than actually has. Factual recall does not necessarily mean the student fully understands the concept.

Open-Ended Assessments

ELEMENTS	ADVANTAGES of Open-ended Assessment	DISADVANTAGES of Open-ended Assessment
Quantity	Fewer questions are used to provide an in-depth look at student knowledge and thinking skills.	More frequent, shorter forms of assessment are required.
Construction	Can be constructed to closely match the learning context.	Word choice is critical to obtain the information desired.
Administration Time	Potential flexibility with time and student interaction with assessor.	Test taking time varies tremendously and depends on nature and quantity of questions.
Scoring	Does not reward guessing.	May take longer time to evaluate due to variety of responses and formats.
Appropriateness	Format is familiar to many students. Supports a variety of learning styles such as visual, kinesthetic, auditory, etc.	May be dependent on the ability to read and write. Language proficiency influences responses.
Student -Input Interaction	Students are encouraged to be creative and to express their thoughts and interests.	Student answers may become lengthy and disjointed.
Implications for Curriculum	Focuses on understanding, application, and synthesis of knowledge. Encourages relevancy. Provides insights into student thinking.	Factual knowledge is not emphasized.
Alignment to Instruction	Reveal gaps in understanding and misconceptions which should be used to plan further instruction.	Time consuming especia lly when reteaching or refocusing is required.
Feedback	Provides more specific feedback about individual strengths and weaknesses.	Meeting diverse student needs requires more teacher time and preparation.
Interpretation	Interpretation is student centered and reflects levels of student understanding of a topic.	Time consuming. Results cannot be easily summarized by a single score.

Assessment Definitions

Accountability: Reporting a data-based summary of student learning to the public, including identification of system-wide strengths and weaknesses and specific plans for using the information to improve learning.	**Norm-Referenced Test:** A standardized assessment (in which all students perform under the same conditions) that compares a student or group of students with a specified reference group, usually other of the same grade and age.
Analytical Trait Scoring: Scoring performance on several dimensions; giving more than one score.	**Open-ended:** A questions or task that has many correct or excellent responses-intended to promote thinking and application of ideas and information. There is no single, specific correct answer.
Assessment: Systematically gathering information about student learning and using that information to communicate with students, parents, and others to improve learning and performance.	**Performance Assessment:** Assessment that is based on observation and judgement of student-created products and/or performances; intended to provide a rich portrait of student learning.
Closed: A question or task that has one single, specific correct answer.	**Performance Task:** Short- or long-term activities that include rich opportunities to learn and systematic opportunities to assess the quality of student work.
Constructed-Response Item: An assessment unit with directions, a question, or a problem that elicits a written or graphic response from a student.	**Personal Communication:** Using oral questions and student responses as opportunities for assessment; also includes interviews, examining student questions, and informal conversation.
Criteria: The key qualities or dimensions of an effective performance.	**Reliability:** The degree to which an assessment yields dependable and consistent results over repeated uses.
Criterion-Referenced Test: A standardized assessment (in which all students perform under the same conditions) that measures a student's performance according to specified standards or criteria rather than in comparison with the performances of other test takers.	**Rubric:** A guide for scoring student performance; sometimes includes descriptions of key characteristics of varying levels of performance.
Evaluation: Making judgments about student performance based on quality information gathered systematically over time.	**Selected-Response:** A questions or task in which students must choose what they believe is the best or correct answer.
Holistic Scoring: Scoring performance as a whole; based on criteria but not giving feedback on specific qualities of the students work; giving a single score.	**Validity:** The ability of a test to measure what its authors or users intend it to measure.
Inter-Rater Reliability: The reliability of scoring across raters. The most common measure of inter-rater reliability is the percent of exact agreements between two scores independently scoring the same set of papers.	

Standard 4.1.5 ***Students will identify characteristics of different types of text.***

This standard emphasizes the range of reading, requiring students to comprehend and interpret common patterns found within particular kinds of text, as well as patterns among different kinds of texts. For example, students may read and discuss the works of a particular author or study a particular genre in depth. In addition to author and genre studies, teachers may organize instruction by theme or historical period.

To meet the standard, students demonstrate that they know the following:

- Different kinds of texts exist
- Distinguishing characteristics among types of texts

To meet the standard, students can do the following:

- Identify different types of text
- Sort and categorize texts
- Compare and contrast different text types
- Read different types of text

Sample criterion-referenced assessments

Product Assessments

Reading Logs

Reading logs are records of the books students read. Teachers can use reading logs to assess the range of texts students read. Ongoing reading logs are tools that can help teachers monitor whether students read different genres, or types of text. In the primary grades, a reading log might take the form of a booklist, categorized simply by fiction or non-fiction. A reading log for intermediate grade students could include more detail, such as author, date the book was started and completed, a book rating, a brief reaction or statement about the book, and a more detailed description of the genre.

Teachers may use reading logs to both inform their instruction and to summarize student progress. As a formative tool, reading logs can provide an ongoing record of students' reading practices (see Figure 1). A basic reading log like the one shown in Figure 1 might be most appropriate for students in grades 2 and 3. Teachers can examine the logs to determine whether students are reading a variety of texts, although this will not necessarily mean that students can distinguish between genres or articulate the characteristics of different genres.

If reading logs are constructed so that students must indicate genre, teachers can use the logs as a direct measure of whether students are accurately categorizing text (see Figure 2). This type of reading log might be most appropriate for students in grades 3 and 4, although grade 2 students might use this type of log if some modifications were made, such as using more general categories, like fiction and non-fiction.

Teachers can also provide formats for reading logs that directly measure whether students can *identify characteristics* of different types of text (see Figure 3). This type of reading log might be most appropriate for students above grade 2, although some younger students could use it successfully.

Figure 1. Sample Basic Reading Log

Date	Book Title	Fiction	Nonfiction	Comments*

* Some students might illustrate their comments through drawing symbols, rather than providing comments in written words.

Figure 2. Sample Reading Log Indicating Genre

Genre	Book Title	Book Title	Book Title	Book Title
Biography				
Drama				
Mystery				
Nonfiction/ Research				

Figure 3. Sample Reading Log Indicating Characteristics of Genre

Book Title	Author	Genre (Type of Book)	Evidence Used to Decide Genre

Constructed Response Assessments

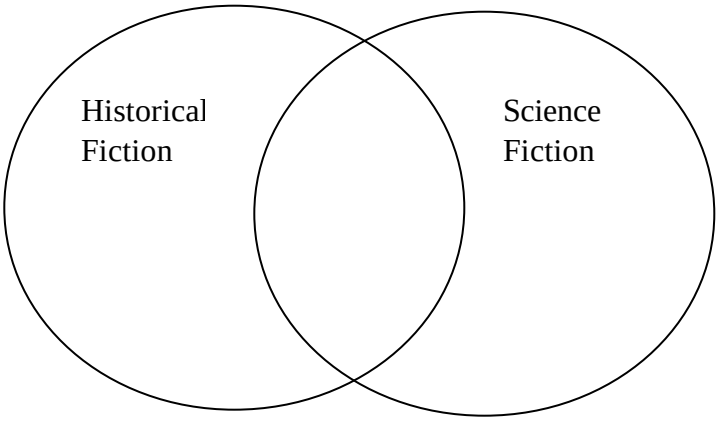
Short Answer Tests

Teachers can construct short answer tests that require students to explain the characteristics of different genre, using supporting evidence from a text or samples of a text. The following is an example of a constructed response item: "In what type of text would a leprechaun appear? Give reasons for your answer."

Venn Diagrams

Figure 4 provides an example of a Venn diagram designed to elicit compare/contrast responses from students. Teachers would first need to familiarize students with Venn diagrams, providing many practice activities before using the diagrams as an assessment tool.

Figure 4. Sample Venn Diagram Used to Compare/Contrast Different Genre



Standard 4.1.6 ***Students will identify and apply knowledge of the structure, elements, and meaning of fiction and provide evidence from the text to support their answers.***

To achieve this standard, students learn how fiction is constructed. They become familiar with the basic elements of plot, character, and setting. Students who meet this standard are able to retell text selections, including important story elements. They answer questions or discuss story-related information at literal (text-explicit), inferential (text-implicit), and critical or creative (experienced-based) levels of comprehension. Students provide examples from the text to support their interpretations.

Students demonstrate that they know the following:

- Structure of fiction (beginning, middle, end)
- Elements of fiction (plot, characters, setting)
- Problem and solution

Students can do the following:

- Identify story elements
- Communicate understanding of story elements
- Compare and contrast characters and events
- Answer questions at literal, inferential, and critical/creative levels of comprehension
- Identify supporting statements in texts

Sample criterion-referenced assessments

Constructed Response Assessments

Story Maps

After the teacher models the development of story maps, teaches students how to develop them, and provides students with guided practice opportunities, students may complete story map templates to demonstrate their knowledge of plot, characters, setting, problem, and solution. Figure 5 provides an example of a story map template with an accompanying scoring guide.

Figure 5. Story Map Template

Characters	**Setting**

Problem

Important Events
1.
2.
3.

Solution

Sample Story Map Scoring Guide

_____ Identifies main character (3 points)

_____ Identifies minor characters (3 points)

_____ Describes setting (5 points)

_____ Identifies character's problem (5 points)

_____ Lists important events (10 points)

_____ Identifies solution to problem (5 points)

Comments*:*

Product Assessments

Writing Samples

To demonstrate their knowledge of story structure and elements, students could write a fictional story. Students could use a web or story map as a support for preparation or planning. Figure 6 provides an example of a fiction writing rubric that could be used or adapted to evaluate student responses.

Figure 6. Fiction-Writing Rubric

	Beginning	Progressing	Proficient	Advanced
Content	Story is difficult to follow; lacks key structure and elements of fiction	Includes some story elements and structure (e.g., main characters, problem or solution); parts of the story are not clear	Includes important story elements (setting, characters, problem, solution) and structure	Well-developed sense of story; including rich development of story elements and clear structure
Organization	Writing is difficult to follow; has no clear beginning or ending	Story has a beginning, middle and end, but lacks transitions and details	Story includes a beginning, middle, and end; some detail and transitions are included	Story is well-developed, with a clear beginning, middle, and end; much detail is included and transitions are in place
Voice	Difficult to see the writer behind the story; writer lacks personal phrases and uses dull language	Writer is beginning to develop a personal style, yet ideas are repeated and expression is uneven	Writing generally reveals a personal style and tone, and is generally expressive	Writing is lively and expressive, consistently revealing a personal style and tone
Word Choice	Writer uses predictable language and familiar words	Writer includes some interesting language and a few new words	Writer generally chooses words carefully and uses a precise vocabulary	Writer consistently selects precise words that extend beyond their grade level
Fluency	Sentences are short and frequently irregular, making the story difficult to read	Sentence structure is usually correct, but sentences are short and choppy	Sentences begin in different ways; sentence structure is varied	Sentence structure moves the reader through the story, holding the readers' attention
Conventions	Grammar, punctuation, capitalization, and spelling errors make the story difficult to read	Story contains grammar, punctuation, capitalization and spelling errors, some of which make the story difficult to read	Story contains few grammar, punctuation, capitalization and errors, although these errors do not interfere with meaning	Story is virtually error-free; there may be minor errors of grammar, punctuation, capitalization, or spelling, but these do not interfere with meaning

Interaction/Personal Communication Assessments

Interview

Teachers can conduct oral interviews with individual students to determine students' understanding of story elements. Students should provide evidence from the story to support their answers. Figure 7 provides an example of an oral interview rubric used to evaluate student responses.

Figure 7. Oral Interview Rubric – Fiction Retelling

	Beginning	Progressing	Proficient	Advanced
Setting	Does not explain the setting of the story; may completely omit setting during retelling	Mentions the story setting, but does not relate it to the story in any way	Describes the setting, but uses limited description and detail; makes some reference to the significance of setting to the story	Provides a detailed description of story setting; discusses how setting is significant to the story
Characters	Mentions some characters, but gives limited or inaccurate information	Mentions most important characters in the story, but provides limited detail	Describes significant story characters; shows some insight into characters' thoughts, feelings, and actions	Discusses significant characters; clearly describing characters' thoughts feelings, and actions
Plot	Describes some events in sequence, but some information is inaccurate	Describes most important events in sequence; information is generally accurate	Describes important chain of events in sequence; information is accurate and detailed	Accurately describes the chain of events in sequence; explains supporting details of the climax
Theme	Is not able to explain a main idea or implication of the story	Includes some information about a main idea or implication of the story, but cannot support the idea with specific evidence from the story	States a main idea or implication of the story, supports the implication with some evidence from the story	Clearly describes a main idea or implication of the story, providing detailed evidence from the story

Standard 4.1.7 ***Students will identify and apply knowledge of the structure, elements, and meaning of non-fiction and provide evidence from the text to support their answers.***

Students achieve this standard when they learn to recognize common non-fiction organizational structures such as comparison and contrast, chronological or logical order, and cause and effect. Students also learn to use common features of non-fiction texts such as topic sentences, headings, key words, diagrams, illustrations, charts, and maps. Students demonstrate that they gain meaning from texts in a variety of ways. They are capable of answering questions at literal, inferential, and critical or creative levels.

Students demonstrate that they know the following:

- Structure of nonfiction (e.g., fact/opinion, cause/effect, chronological order, compare/contrast)
- Elements of nonfiction (main ideas and supporting details)
- Types of nonfiction (e.g., journals, news articles, biographies, reports, informational texts, electronic texts)
- Organization of nonfiction texts (e.g., headings, subtitles, italics, bold print)
- Information from charts, maps, and graphs

Students can do the following:

- Compare and contrast
- Sequence events
- Distinguish between fact and opinion
- Communicate understanding of structure and elements of nonfiction
- Take notes

Sample criterion-referenced assessments

Constructed Response Assessments

Show Work

Teachers can gain insight into students' thinking processes when they ask students to show their work. For example, to identify knowledge of facts and opinions, students review articles (such as those available in classroom magazines), circle statements that represent facts and underline statements that represent opinions. Following this activity, students defend their choices by completing fact and opinion statements.

Glossing provides another way for students to show their work. Glossing is a technique in which students make notes in the margins of text to demonstrate their thinking processes as they read. For example, while reading a non-fiction selection, students can write their thoughts and/or questions in the margins or on sticky notes that they place beside the text. Students may also create graphic organizers that help them understand what they are reading. A sample rubric for this purpose can be found in the National Council of Teachers of English (1997) publication, *Standards Exemplar Series, Assessing Student Performance Grades K-5,* pages 61, 66, and 70.

Graphic Organizers

Graphic organizers can be used effectively with nonfiction texts as instructional tools for assessment. Teachers can provide graphic organizers appropriate for the structure of a specific text selection to determine whether students can follow the text's structure. After students demonstrate that they can recognize and use specific text structures, teachers can require students to develop their own graphic organizers to determine whether students can successfully recognize specific text structures. Figures 8-11 provide examples of graphic organizers that could be used to teach and assess students' use of text structures.

Figure 8. Sample Cause/Effect Graphic Organizer

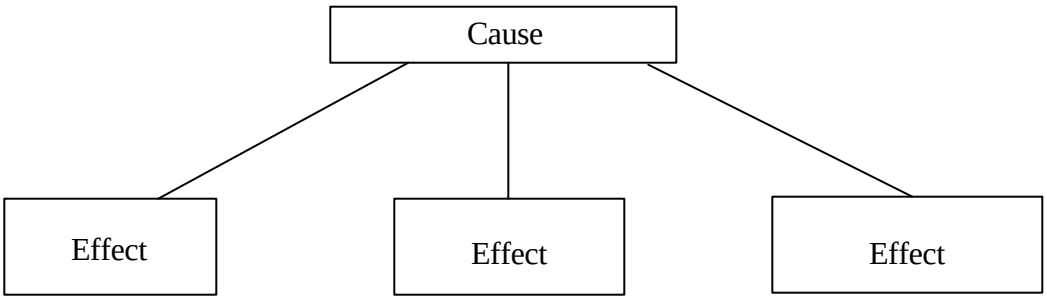
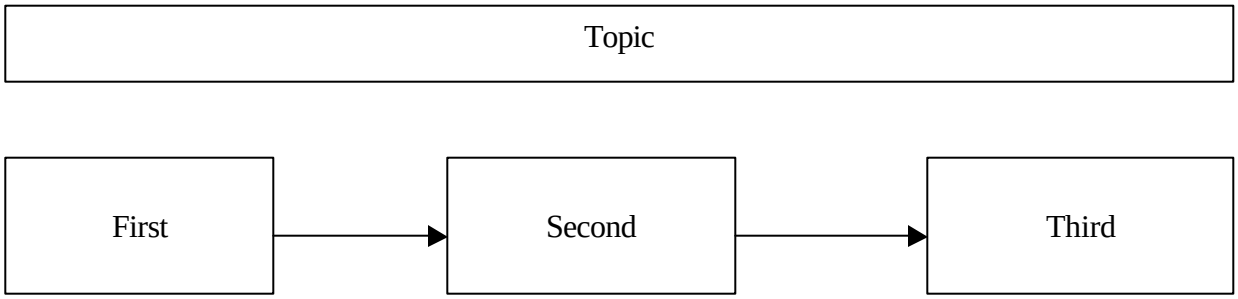


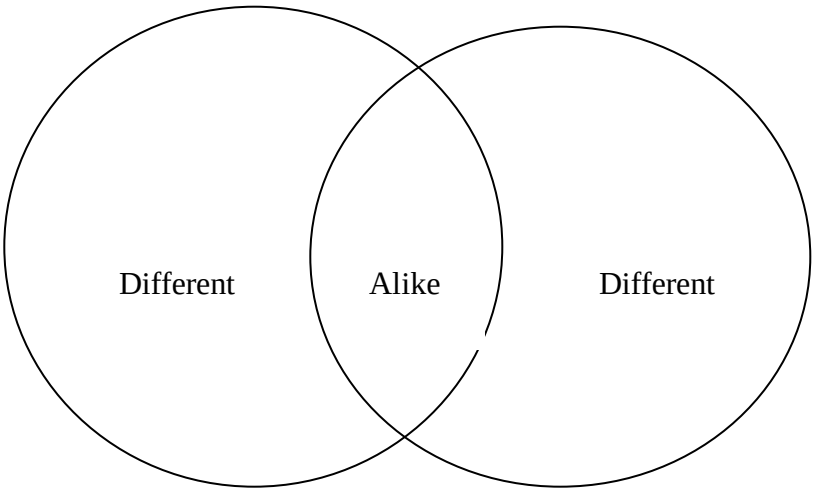
Figure 9. Sample Time Order Graphic Organizer



Figures 10 & 11. Sample Compare/Contrast Organizers

	Item 1	Item 2
Attribute 1		
Attribute 2		
Attribute 3		

Venn Diagram



Product Assessments

Following the reading of a biography, students extract important events from the person's life and create a timeline. Teachers should develop a rubric or develop specific criteria for scoring in advance of the assessment.

Performance Assessments

Debate
To demonstrate their application of supporting opinions with facts and using questions (how, why, what-if), students may participate in a debate. For example, after reading articles about salvaging the Titanic, students debate the question, "Should the wreckage be left as a memorial for its victims or raised for historical and scientific research?"

To prepare for the debate, students decide which side of the question they support. They prepare to explain and defend their opinions by identifying supporting facts from their readings. Students form two panels, one for each side of the debate, and take turns presenting their opinions and support facts. The next day, students must prepare to support the opposing view following the same procedure.

Teachers and students should review and discuss scoring criteria in advance.

Interaction/Personal Communication Assessments

Reading Conference
After reading a nonfiction text, the teacher conducts a conference with the student to assess the student's ability to identify the structure, elements, and meaning of nonfiction text. Figure 12 provides a sample rubric for this purpose.

Figure 12. Sample Rubric for Non-fiction Reading Conference

	Basic	Progressing	Proficient	Advanced
Nonfiction Structures **(e.g., sequence, compare/contrast, time order, problem-solution)**	Provides some information during retelling, but has difficulty retelling the text according to a logical structure	Some parts of the retelling are sequential, but other parts aren't logically related	Retelling follows a logical structure, but some important facts or ideas may be omitted	Retelling follows a logical structure and includes important facts and key ideas
Elements	Recalls some text information, but has difficulty remembering key ideas	Able to retell some key ideas, but has difficulty with supplying important details	Provides key ideas with some supporting details	Provides key ideas with many supporting details
Meaning	Restates text explicit (literal level) information, but has difficulty with inferential comprehension	Is able to discuss information at a literal level and can make some inferences	Readily recalls literal-level information and discusses information at an inferential level	Can discuss the text at literal, inferential, and applied levels of comprehension

Standard 4.1.8 ***Students will identify similar ideas across a variety of narratives and stories.***

To achieve this standard, students learn that texts can be read for a variety of purposes and understood in more than one way. They learn to identify main ideas and overall meanings, or themes that are either implied or stated directly.

Students demonstrate that they know the following:

- Characteristics of a variety of narratives
- Historical figures
- Geographic regions
- Time periods
- Characteristics of a variety of cultures

Students can do the following:

- Compare and contrast narratives
- Relate narratives to their own lives and the lives of others
- Identify main ideas, overall meanings (themes)
- Read at literal, inferential, and critical/creative levels
- Interpret text in a variety of ways

Sample criterion-referenced assessments

Constructed Response Assessments

Response Journal

Students can identify similar ideas in narratives and stories by keeping a response journal. A response journal is a written record of thoughts, questions, and ideas students generate during reading, or after they have read a particular text or portion of text. Teachers may assess a particular standard through response rubrics when they require students to respond to a prompt or question that relates directly to the standard. A sample journal response rubric is provided in
Figure 13 below.

Figure 13. Journal Response Rubric

Beginning	Progressing	Proficient	Advanced
Writing does not include reactions, summaries, or connections to other geographic regions, historical figures, time periods or cultures; no examples to support opinions	Some writing includes reactions, summaries, and connections to other geographic regions, historical figures, time periods and cultures; some examples to support opinions	Writing includes reactions, summaries, and connections to other geographic regions, historical figures, time periods and cultures; includes sufficient examples to support opinions	Thorough writing that includes reactions, summaries, and connections to other geographic regions, historical figures, time periods and cultures; clear, complete examples support opinions

Extended Response

Teachers can measure student performance on standard 4.1.8 by asking them to develop short essays in response to specific prompts. Three suggestions are provided below:

- Using information from an historical fiction book, students compare lifestyles then and now
- Students compare events or characters in a text to their own lives
- Students respond to text events from a personal perspective

Figure 14 provides an example of a response rubric that could be used with an extended response. This rubric was developed for use with the National Assessment of Educational Progress (NAEP) 1992 Reading Assessment and has been modified slightly.

Figure 14. Extended Response Rubric

Beginning	Progressing	Proficient	Advanced
Response reflects little or no understanding of the requested information, or repeats disjointed or isolated bits from the passage	Response demonstrates some understanding of the requested information, but it is incomplete, fragmented, or not supported with appropriate evidence or argument	Response includes enough detail and complexity to indicate that the student has developed at least generally appropriate understandings of the passage and question	Response indicates that the student has more fully considered the issues and, in doing so, has developed elaborated understandings and explanations

Performance Assessments

Students can role-play specific characters and participate in mock interviews designed to tap comparisons between different geographic regions, historical figures, time periods and cultures. Teachers (or teachers and students working together) can develop rubrics to evaluate specific components. Teachers can help students prepare for such presentation by providing some type of graphic organizer or structure (see Figure 15 for an example).

Figure 15. Sample Organizer for Student Role-Play.

Character Role-Play

To get ready for your role-play, consider how your life is the same or different from your character's life. Using information from the book you read, compare your lifestyle with you character's life. Write your comparisons below.

Category	You	Your Character
Setting (place and time lived)		
Clothing		
Language (expressions used)		
Daily activities or chores		
Entertainment (hobbies or games)		
Food or drink		
Transportation		
Customs		

Standard 4.2.4 ***Students will use a variety of forms to write for different audiences and purposes.***

To meet this standard, students learn how to compose appropriate written responses for particular readers and purposes. They learn how to reflect on both the ideas they express and the way they express ideas. Although there is no one writing process used by every writer or required by every piece of writing, students should learn to recognize typical stages in a writing process and flexibly use a writing process. The writing process typically includes (a) planning and organizing a first draft; (b) rethinking and revising, sometimes producing multiple drafts; (c) editing written work, noting important details of sentence structure and punctuation; and, (d) publishing or sharing the final written product.

Students demonstrate that they know the following:

- Purpose for writing
- Audience (who the reader is likely to be)
- Various forms of formal writing appropriate for the elementary level (e.g., reports, descriptive paragraphs, poetry)
- Various forms of informal writing appropriate for the elementary level (e.g., notes, note-taking, friendly letter, e-mail)
- Steps in a writing process

Students can do the following:

- Select appropriate forms for specific audiences and purposes
- Write, using a variety of modes (e.g., descriptive, narrative, informative)
- Write, using a variety of forms (e.g., paragraphs, poetry, report)
- Use a writing process flexibly, to suit the purpose

Sample criterion-referenced assessments

Selected Response Assessments

Multiple Choice Tests

Teachers can develop tests that require students to identify appropriate forms for given audiences and purposes.

Example:

I am writing to the mayor about the need for new playground equipment for the City Park. Which form of writing would I use?

A. Report B. Letter C. Poem D. Story

Observation Assessments

Teachers use a checklist throughout the year to assess a wide variety of writing forms produced by students. Figure 16 provides a sample checklist. Teachers might use this checklist in conjunction with student portfolios. Guided practice and independently completed student writing samples of each form could be kept in each student's portfolio for added documentation. Samples kept in portfolios would be evaluated according to a rubric previously developed by teachers.

Figure 16. Sample Form of Writing Checklist

Forms of Writing Checklist

Form	Completed with Guidance	Completed Independently
	Date /comments	Date/comments
Lists		
Personal stories		
Observations		
Learning reflections		
Imaginative stories		
Poems		
Letters		
Directions		
Reports		

Interaction/Personal Communication Assessments

Anecdotal Notes

While working with students on other projects, teachers can assess students' skill in choosing forms of writing for different audiences and purposes. Student responses could be noted and recorded in an ongoing anecdotal record file. For example, after studying about frogs, the teacher might say to a student, "You've finished a unit about frogs. What two ways could you share your information with others? What forms of writing would you use? Why would you choose these ways to share your information?"

Standard 4.2.5 ***Students will use self-generated questions, note taking, summarizing, and outlining to enhance learning.***

This standard focuses on developing independent learners and deepening student learning across the curriculum. To achieve this standard, students learn to formulate open-ended questions and use appropriate methods to answer their own questions. They also learn how to organize and remember key information outlined by teachers and others.

Students demonstrate that they know the following:

- Question-asking skills (e.g., who, what, where, when, how, what-if)
- Note taking method(s)
- Main idea and supporting details
- Outlining

Students can do the following:

- Generate relevant questions
- Identify and record key information
- Paraphrase and summarize information
- Generate a graphic organizer for note taking
- Develop outlines

Sample criterion-referenced assessments

Constructed Response Assessments

KWL (What I* Know, *What I* Wonder, *What I* Learned)
Students complete a KWL chart on an assigned topic. The "wonder" section of the chart could be used to assess the relevancy of students' self-generated questions. The "learn" section of the chart could be used to assess students' skill in identifying and recording key information. In addition, students could generate an outline or summary of the information on the KWL chart, which teachers could subsequently evaluate. However, before using KWL as an assessment, teachers should design criteria to identify students at the basic, progressing, proficient, and advanced levels. Figure 17 provides a sample KWL chart.

Figure 17. Sample KWL Chart.

Know	Wonder	Learned

Observation

Checklist
Portfolio samples of the prewriting activities used for research projects could be kept throughout the year. Teachers might develop and use developmental checklists throughout the year to assess students' progress in the use of self-generated questions, note taking, summarizing and outlining.

Anecdotal Records
During students' daily writing time, teachers may keep anecdotal records to document progress in using self-generated questions, note taking, summarizing, and outlining. Figure 18 provides an example of a record-keeping form for this purpose.

Figure 18. Writing-to-Learn Record.

Documents student use and development of self-generated questions, note taking, summarizing, and outlining.

Student	**Develops Questions**	**Note Taking:** includes development of graphic organizers	**Summarizing (date)**	**Outlining (date)**
	Date/comments	Date/comments	Date/comments	Date/comments

Standard 8.1.3 ***Students will identify characteristics of different types of text.***

This standard emphasizes the range of reading, requiring students to comprehend and interpret common patterns within particular kinds of text, as well as patterns among different kinds of texts. For example, students may read and discuss the works of a particular author or study a particular genre in depth. In addition to author and genre studies, teachers may organize instruction by theme or historical period.

Students demonstrate that they know the following:

- Characteristics of texts
- Difference between author and narrator or main character

Students can do the following:

- Identify genre
- Identify the purpose of the author
- Compare the different types of text
- Sort and categorize the different types of text

Sample criterion-referenced assessments

Constructed Response Assessments

Short Answer

Students can identify genre and the author's purpose by answering essay test questions and using supporting evidence from the text. See Figure 19 for an example of a rubric that could be used to evaluate student responses.

Figure 19. Sample Rubric for Evaluating Essay Test Response

Criteria	Advanced	Proficient	Progressing	Beginning
Author's Purpose	The student can identify direct and indirect references to author's purposes for writing.	The student can identify the direct references to the author's purposes for writing.	With assistance, the student can identify the author's purpose for writing.	The student can identify the types of writing purposes.
Use of Supporting Evidence from the Text	The student can successfully identify both inferred and stated characteristics of different types of texts and can find examples within the text.	The student can successfully identify stated characteristics of different types of texts and can find examples within the text.	With assistance, the student can successfully identify the stated characteristics of different types of texts and can find examples.	The student can identify the characteristics of different types of texts.

Product Assessments

Exhibit

Students identify characteristics of different genre and categorize texts by creating an exhibit showing different types of text. The student may choose the format for the exhibit (e.g., multimedia, written, booth, poster, etc.). In all cases, students will be required to label genre and provide information about distinguishing elements. See Figure 20 for an example of a rubric that could be used to evaluate student responses.

Figure 20. Sample Rubric for Evaluating Exhibit

	Advanced	Proficient	Progressing	Beginning
Genre & Element Identification	Can identify genre correctly and can identify all elements presented in given selections of prose, poetry, and drama.	Can identify genre correctly and can identify most elements presented in given selections of prose, poetry, and drama.	Can identify genre correctly and can identify some elements presented in given selections of prose, poetry, and drama.	Misidentifies genre or elements.

Source: Columbus Public Schools

Interaction/Personal Communication Assessments

Book Talks

Students present book talks to the teacher, to the class, or to a peer. In the book talks, students identify genre and characteristics of a text, distinguish between author and narrator or main character, and identify author's purpose. Figure 21 provides an example of a checklist that could be used to document students' responses during a book talk.

Figure 21. Book Talk Checklist

_____ Summarized plot and identified setting, characters, and climax
Comments:

_____ Discusses narrator or main character's point of view, distinguishing from authors' point of view, when appropriate
Comments:

_____ Identified a plausible author's purpose or story theme; explained the relevance of the theme, providing evidence from the text
Comments:

_____ Correctly identified genre, providing evidence from the text
Comments:

Reading Log
Students identify genre and author's purpose, recording the information in a reading log. Reading logs can later be used during student-teacher reading conferences. Figure 22 provides a sample reading log rating scale.

Figure 22. Reading Log Rating Scale

	4	3	2	1
Prepared for conference				
Summarized plot				
Discussed main character/s				
Made predictions				
Noted significant vocabulary				
Answered comprehension questions				
Noted genre; provided evidence				
Overall appearance of log				
Evidence of editing				

Observation Assessments

Checklist

Students use a book report checklist to keep track of books they have read, categorizing the books according to genre. Figure 23 provides a sample "book report rainbow checklist" that could be used for this purpose.

Figure 23. Book Report Checklist

YOUR BOOK REPORT RAINBOW

Color in a part of the rainbow as directed for each different type of book you read.

Purple →	Humor and Fun	A Biography	An Assigned Author
Blue →	Ethnic Stories	A Folk Tale	An Autobiography
Green →	History	Fantasy	Life in Another Country
Yellow →	Adventure	A Fairy Tale	Newbery Award Winner
Orange →	A Famous Family	Poetry	A Play
Red →	Nature	A Mystery	An Animal Story

Name _____

Source: Book Report Boosters, The Monkey Sisters, Inc.

Combined Assessments in a Unit Outline

A unit outline is included on the following pages. Teachers can use this outline to plan instruction and assessment using any novel. In a literature-based reading/writing workshop classroom, students keep literature logs about their weekly reading of novels within various genre. Weekly, students and teacher evaluate their logs and prepare for weekly conferences that include oral reading, discussion, vocabulary instruction and review, and reader response.

Sample Unit Outline

Task: Student reads assigned literature; makes predictions; makes character notes; responds and reacts to the reading; prepares and orally reads a passage from the literature; notes vocabulary words which are unusual or unfamiliar; makes, dates, and signs neatly written literature log entries using proper grammar and writing skills; and is prepared to answer comprehensive questions in a student/teacher individual conference weekly.

A. Turns in completed literature log ready for conference
   - 4 All items included, turned in on time.
   - 3 All items except one are included, turned in on time.
   - 2 All items except two are included.
   - 1 More than two items are missing from the log.

B. Prior to reading, makes logical prediction based on assigned reading
   - 4 Makes verifiable prediction that reflects insight into previous reading. The prediction is entirely appropriate to the information gathered, makes sense, and shows insightfulness.
   - 3 Makes a prediction that follows the reading. The prediction can be verified.
   - 2 Makes a prediction that reflects a misunderstanding of some aspect of the reading or characters, or makes a prediction that cannot be verified or doesn't fit with the story.
   - 1 Does not make a prediction.

C. Accurately assesses the characters of the story
   - 4 Analyzes character information in detail, accurately and insightfully determining whether it is credible and relevant to the major events in the story.
   - 3 Accurately determines whether information is credible and relevant to a character in the story.
   - 2 Makes some significant errors in presenting information about the characters.
   - 1 Makes little or no attempt to present information about the characters or presents erroneous information about the characters.

D. Summarizes the assigned reading
   4 Clearly communicates the main ideas or events of the story and provides support that contains rich, vivid, and powerful detail.
   3 Clearly communicates the main ideas or events and provides suitable support and detail.
   2 Communicates important information but not clearly and in a disorganized manner.
   1 Communicates information as isolated pieces in random fashion.

E. Makes responses and reactions to the assigned reading
   4 Responds and/or reacts to assigned reading in a way that reflects clear and logical links between gathered information and the interpretation made from them.
   3 Presents responses and reactions that without exception follow logically gathered information.
   2 Presents responses and reactions that reflect erroneous interpretations made from gathered information.
   1 Makes many erroneous conclusions from the reading and cannot satisfactorily describe the rationale behind the responses and reactions.

F. Orally reads a prepared passage from the assigned reading
   4 Clearly and fluently reads in a style and tone that reflects a comfort level that is relaxed, well practiced, and shows the student understands the meaning of the passage.
   3 Reads clearly and fluently with a level of comfort that shows the student practiced the passage and understands the meaning.
   2 Reads in a style and tone not consistent with practice and understanding.
   1 Reads in a choppy manner; words are mispronounced.

G. Notes unusual or unfamiliar vocabulary
   4 Selects vocabulary words that are significant to the assigned reading; demonstrates thorough understanding of key vocabulary (can define target words, give examples, and use the words in context) and their significance to the text.
   3 Selects vocabulary words that demonstrate knowledge and understanding; demonstrates partial knowledge and understanding of the selected words and their significance to the text.
   2 Selects some vocabulary words that are significant to the reading; demonstrates weak knowledge and understanding of the selected words and their significance to the text.
   1 Selects few vocabulary words that are significant to the reading; does not appear to understand the selected words or their significance to the text.

H. Overall appearance of literature log

4 Literature log entries are dated, signed, stamped for conference; evaluation form is prepared and placed in literature log and legibly written in an organized manner.

3 One item or entry in the log is not dated, signed, stamped for conference, or legibly written in an organized manner.

2 Two items or entries in the log are not dated, signed, stamped for conference, or legibly written in an organized manner.

1 More than two items or entries in the log are not dated, signed, stamped for conference, or legibly written in an organized manner.

I. Editing apparent in literature log

4 Literature log summary and responses follow the conventions of good grammar and writing skills. Evidence that a peer has edited the literature log; teacher makes 0-2 editing corrections.

3 Literature log summary and responses follow the conventions of good grammar and writing skills. Evidence that a peer has edited the literature log; teacher makes 3-5 editing corrections.

2 Literature log summary and responses lack conventions of good grammar and writing skills. Little evidence of editing; teacher makes 6-9 editing corrections.

1 Literature log summary and responses lack conventions of good grammar and writing skills. No evidence of editing; teacher makes 10 or more editing corrections.

J. Answers comprehensive conference questions

4 Answers all questions the teacher asks with completeness, detail, and full understanding of the reading.

3 Answers most questions the teacher asks with completeness, detail, and full understanding of the reading.

2 Hesitates and attempts to answer questions, but does not accurately respond with a full understanding of the reading.

1 Unable to answer questions about the assigned reading.

Source: Adapted from Outline by Suzanne Oldham, Friend, NE

Standard 8.1.4 ***Students will identify and apply knowledge of the structure, elements, and meaning of fiction and provide evidence from the text to support answers.***

To achieve this standard, students must learn how fiction is constructed and be able to recognize and use typical literary devices authors employ. Students who meet this standard are able to retell text selections, including important story elements. They demonstrate independence in answering questions or discussing story-related information at a literal level of comprehension (text-explicit level). They are capable of answering questions or discussing information at inferential (text-implicit) levels and critical or creative (experienced-based) levels of understanding, although they may need teacher support at times. At all levels of understanding, students are capable of defending their interpretations of texts and can provide specific text information to support their interpretations.

Students demonstrate that they know the following:

- Elements of fiction (plot, characterization, setting, central characters, resolution, theme, conflict)
- Structure or order of fiction (e.g., beginning that establishes setting, followed by the introduction of a character, description of a problem or conflict, description of events related to the conflict, and ending with the resolution of the conflict.)

Students can do the following:

- Find themes (directly and indirectly stated)
- Identify similar themes between texts
- Identify author's intended meaning
- Synthesize and evaluate meaning based on personal experience
- Identify and apply supporting statements in text

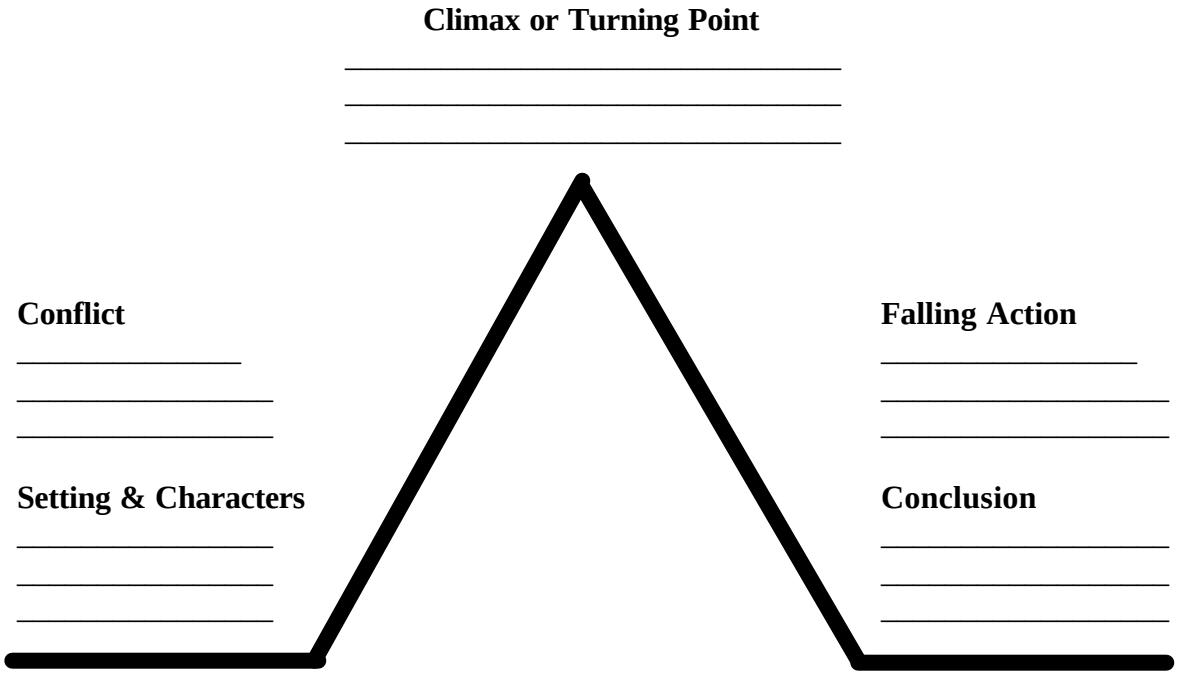
Examples of criterion-referenced assessments

Constructed Response Assessments

Story Map

Students create a story map following a reading. A story map is a graphic organizer that displays the structure and elements of a fictional work. For example, the story map could include setting and characters, conflict, rising action, climax/turning point, falling action, and resolution. Figure 24 provides an example of a story map. Evaluation (scoring criteria) should be determined in advance and either developed in conjunction with students or shared with them before they begin the task.

Figure 24. Sample Story Map



Character Analysis

Students apply knowledge of the structure, elements, and meaning of fiction when they focus on one particular element of fiction, such as character analysis. Students can demonstrate their knowledge and skill by completing a chart that requires them to compare important characters using several attributes discussed in the text. Teachers could develop scoring criteria to evaluate student responses. Figure 25 provides a sample character analysis chart.

Figure 25. Sample Character Analysis Chart

	Character 1	Character 2	Character 3	Character 4
Qualities (e.g., kind, selfish)				
Interests (e.g., exploring, sewing)				
Relationships (e.g., friend, leader)				

Book Poster
Students create book posters based upon a favorite scene from the fiction works they've read. Each poster should include the work's title, author's name, and a summary of fictional elements found in the text. Evaluation (scoring criteria) should be determined in advance and either developed in conjunction with students or shared with them before they begin the task.

Story Cube
Teachers provide a graphic organizer in the form of a cube drawn on paper. A story element is placed on each side of the cube (e.g., characters, setting, plot, theme, conflict, and resolution). Students add information about one element on each side of the cube. Evaluation (scoring criteria) should be determined in advance and either developed in conjunction with students or shared with them before they begin the task.

Author's Purpose Grid
Students identify and apply knowledge of the structure, elements, and meaning of fiction and provide evidence to support their answers by completing a grid designed to provide parallel information from the novel to the author's life. In addition to providing information on the grid, students could also provide a presentation to a small group, the teacher, or the class, using the grid as an outline. A sample grid for the Charles Dickens' novel, *A Christmas Carol*, is provided in Figure 26.

Figure 26. Author's Intended Purpose

A Christmas Carol	Charles Dickens' Life	Evidence from the Text
1. What was Scrooge's impression of the debtors' prisons?	1. What was Dickens' impression of the debtor's prisons?	1. What examples from the text show this link between the author's life and the novel?
2. How did Scrooge arrive at this impression of debtors' prisons?	2. How did Dickens' arrive at this impression of debtors' prisons?	2. What examples can you find to show the link between the author's life and the novel?

Performance Assessments

Presentation

Students present information about the structure, elements, and meaning of a particular work of fiction by providing a multimedia or oral presentation, speech, or reenactment that demonstrates how a literary work relates to him- or herself and others. Figure 27 provides a sample rubric for judging student presentations.

Figure 27. Sample Rubric for Judging Student Presentations

The learner will relate literary work to self and others.

Basic	Progressing	Proficient	Advanced
Demonstrates partial understanding of plot, character, and theme of a literary work.	Demonstrates fundamental knowledge of plot, characterization, and theme of a given piece of literature. Begins to relate self to situations in the literary piece.	Demonstrates detailed understanding of plot, characterization, and thematic issues. The student recognizes the similarity of the situations in the literary piece to people and situations in real life.	Demonstrates the ability to predict and evaluate how he/she might function in a situation similar in plot, characterization, and theme of a given literary work.

Comparison Debate

Students demonstrate proficiency with this standard when they participate in a debate that compares two or more characters' points of view. Students read a common text that contains at least two perspectives on a single issue. Students divide into 2 groups; each group prepares a convincing argument for their point of view. Groups present their arguments in the form of a debate. The debate is followed by a class discussion about how point of view influences the reader. The following criteria could be included in a rubric or rating scale used to assess student performance during the debate:

1. Identifies similarities and differences in two or more points of view.
2. Generates arguments from two or more points of view.
3. Discusses how point of view may influence the reader.

Observation Assessments

Pair-Share

The teacher (or other assessor) observes conversations between students who are discussing a fictional work they have read. The assessor completes a checklist developed either by the teacher or jointly by the teacher and students. Figure 28 provides a sample checklist for observing and judging pair of students.

Figure 28. Pair-Share Observation Checklist

_____1. Use terminology
- _____ setting
- _____ plot
- _____ conflict
- _____ theme
- _____ characteristics of characters

_____ 2. Summary of the story, including
- _____ setting
- _____ plot
- _____ conflict
- _____ theme
- _____ characteristics of characters

_____ 3. Express opinion on best part of the book

_____ 4. Explain the qualities of the book that the author used that make this an outstanding book or story (e.g., setting description, characterization, exciting conflict, strong development of theme).

_____ 5. Discusses how main character influences the resolution of the conflict.

Standard 8.1.5. ***Students will identify and apply knowledge of the structure, elements, and meaning of non-fiction and provide evidence from the text to support their answers.***

To achieve this standard, students learn how non-fiction is constructed. They recognize and use a variety of organizational patterns found in non-fiction works. Students also learn to use common features of non-fiction texts, such as headings, graphic aids, summaries, and glossaries. Because students are required to provide evidence to support their understandings, they must be able to evaluate the credibility of their sources and use direct evidence from their texts to verify their understandings.

This standard involves reading across the curriculum. Assessment should be conducted across the curriculum as well. Teachers are encouraged to work together with those from other disciplines (e.g., media specialists, social science and science teachers) to teach and assess this particular standard.

Students demonstrate that they know the following:

- Elements of non-fiction (such as purpose, main idea, supporting details, conclusions)
- Types of non-fiction
- Expository (informative) organizational structures, such as cause and effect, compare and contrast, concept and definition, description, goal, action and outcome; problem and solution, proposition and support
- Textual aids, such as table of contents, index, glossary

Students can do the following:

- Identify types of non-fiction
- Understand organization of text
- Use graphic aids, visual organizers, and other representational forms
- Cite resources
- Use supporting information
- Identify main ideas in text

Sample criterion-referenced assessments

Product Assessments

Students apply knowledge of the structure, elements, and meaning of non-fiction as they develop informational reports using a variety of non-fiction materials. They provide evidence to support their work by citing information from specific sources and including a bibliography of sources cited. Figure 29 provides a sample rubric used to evaluate student reports.

Figure 29. Sample Rubric for Student Non-Fiction Reports

Participating Citizenship
Grade 8

The student will select a societal issues, investigate causes, and identify possible solutions within one of the social sciences.

	Basic	Progressing	Proficient	Advanced
Task Definition	Attempted to define problem	Defined problem and chose appropriate resources	Defined problem with some detail and chose multiple appropriate resources	Defined problem with great detail and chose multiple appropriate resources
Resources Used	Chose inappropriate resources	Chose one appropriate resource	Chose several appropriate resources	Chose many appropriate resources
Research	Little evidence of investigation	Adequate evidence of investigation	Evidence of a quality investigation	Comprehensive evidence of a thorough investigation
Performance of Task	Task attempted	Task completed	Task completed with clarity	Task completed with clarity and creativity
Application	One solution communicated	Two feasible solutions communicated	Multiple feasible solutions and rationales are communicated	Multiple feasible solutions based on investigations, rational thinking, and insight are communicated

Source: Adapted from Columbus Public Schools, Information Literacy

Constructed Response Assessments

Students use a variety of non-fiction sources, use supporting information from the sources, and cite resources used when they use KWL as a framework for organizing information that they **k**now, **w**ant to know, and **l**earned. A completed KWL sheet can provide a way for students to self-assess their knowledge of a topic and demonstrate new learning. Adding an additional column for resources helps students and teachers assess whether students used a variety of high-quality resources to determine answers to their questions. Figure 30 provides a sample KWL + Resources organizer. To use KWL as an assessment tool, teachers and students could develop criteria for such attributes as using quality resources, formulating key questions, locating key information, integrating new knowledge with prior knowledge.

Figure 30. KWL+Resources

Topic: _____

Know	Want to Know	Learned	Resources Used
(What I already know)	(Questions I have about the topic)	(What I learned from my reading)	(Where did I find the information?)

Source: Adapted from Lincoln Public Schools

Combined Product and Performance Assessments

Students apply knowledge of the structure, elements, and meaning of non-fiction when they create products and develop presentations based on a variety of non-fiction sources. Products students develop to meet the standard may take a variety of forms, such as video or multimedia documentaries, classroom newspapers, reports, or photo essays. Oral presentations may also be provided in a variety of ways, such as mock television reports or interviews, reenactments, multimedia demonstrations, or informational speeches. Sample ways of evaluating a variety of student performances are provided in Figures 31-32. In addition, student product and oral presentation evaluations are available from a variety of commercial sources. See, for example, *Performance Assessments for Language Arts, K-12* (Ten Sigma, 1998); *Educative Assessment*, (Wiggins, 1998); *Exemplar Series, Grades 6-8* (NCTE, 1997); *Classroom Based Assessment* (Hill, Ruptic & Norwick, 1998).

Figure 31. Sample Rating Scale for Short Informational Presentation

1	2	3	4	New knowledge acquired and demonstrated
1	2	3	4	Fluency of knowledge
1	2	3	4	Visual aids
1	2	3	4	Originality, creativity
1	2	3	4	Evidence of preparation, rehearsal
1	2	3	4	Eye Contact
1	2	3	4	Voice projection and clarity

Figure 32. Documentary Project Checklist

Check the appropriate column based on student demonstration of skills. The checklist could be developed into a rubric if descriptors were developed for each of the attributes.

	Basic	Progressing	Proficient	Advanced
Located, accessed, and selected a variety of appropriate resources				
Provides evidence from sources				
Properly cites sources used				
Information is structured and organized				
Focused on main ideas of topic				

Standard 8.1.6 ***Students will identify similar ideas across a variety of narratives and stories.***

To achieve this standard, students read and discuss a broad range of texts. They learn that texts can be read for a variety of purposes and understood in more than one way. For example, students learn that African folk narratives or Greek myths can be read as entertaining stories, representations of mythic archetypes, or religious or philosophical histories of particular regions or people (NCTE/IRA, 1996, p. 27).

Students demonstrate that they know the following:

- Criteria of geographic regions, culture, and time periods for similarities
- Criteria of narratives/stories
- Criteria of biographies
- U.S. and Nebraska historical figures

Students can do the following:

- Compare/contrast
- Follow and complete a research process

Sample criterion-referenced assessments

Selected Response

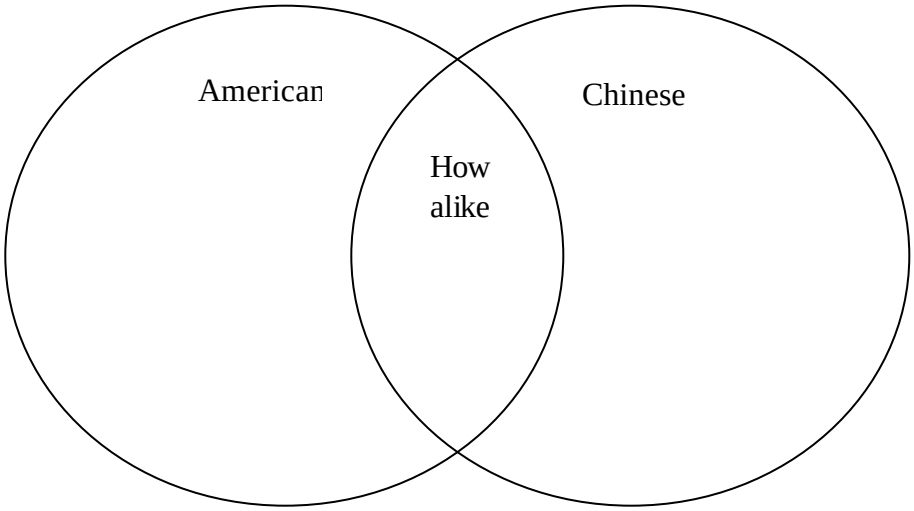
Teachers can create tests or use commercially available tests (often provided as textbook supplements) that require students to match important historical figures or fictional characters. For example, students can identify famous Nebraskans and their most famous accomplishments by completing a matching test.

Constructed Response

- Students can identify similar ideas based upon biographical texts read and answer several short-answer questions on a paper-pencil test.

- Students can demonstrate proficiency of this standard by creating graphic organizers containing key ideas. For example, Figure 33 could be used to compare the American version of Cinderella with the Chinese version.

Figure 33. Sample Venn Diagram



Combined Product, Performance, Observation, and Interaction/Personal Communication Assessments

The following assessments are designed to be used together to assess the entire standard. The teacher could choose any one of these to stand alone as a single assessment of part of the standard. Teachers could adjust these samples to suit their own curricula and styles of assessment.

Product Assessments

Students identify similar ideas across a variety of narratives and stories through reading a variety of texts and creating a portfolio that documents the texts they have read and summarizes important ideas that appeared throughout their reading. Students may use a variety of forms to represent their ideas, including visual representation (e.g., photos, drawings, artwork), auditory representation (e.g., music, sound effects), multimedia, or written samples. Sample criteria for rubric development are provided in Figure 34.

Figure 34. Sample Criteria for Portfolio Evaluation

Portfolio Content

- Number of texts read or number of texts read about each key idea
- Variety of texts (consider regionalism, historical period, culture)
- Identifies key ideas found in texts
- Demonstrates thorough understanding of key ideas
- Uses text examples as supporting evidence
- Presents ideas in a variety of ways

Portfolio Appearance

- Organization
- Visual appeal
- Effective use of conventions

Use of Class Time

- Uses class time effectively
- Recognizes and meets deadlines

Performance Assessments

Students can identify similar ideas across a variety of narratives and stories through a presentation to the class based on their portfolio.

Observation Assessments

Teachers can observe students as they conduct research and gather materials. In addition to the research process, examples of items used on the checklist include geographic regions, time periods, and details about specific cultures. Teachers should add their own information to address local curriculum needs.

Students can keep response journals to note their reactions (and the reactions of other students) as they discuss materials they have read and common ideas encountered.

Interaction/Personal Communication Assessments

Students can work in small groups to share progress on their portfolios and exchange information from their journals. Teachers and peers can complete formative evaluations of student portfolios and provide suggestions for improvement. A sample formative evaluation form is provided in Figure 35 below.

Figure 35. Formative Evaluation/Feedback Form

After reviewing your portfolio . . .

I'd like more information about:	I would suggest the following improvement:
I especially liked:	I didn't understand:

Standard 8.2.4 ***Students will use a variety of forms to write for different audiences and purposes.***

To meet this standard, students must learn how to compose appropriate written responses for particular readers and purposes. They must learn how to reflect on both the ideas they express and the way in which they express ideas. Although there is no one writing process used by every writer or required by every piece of writing, students should learn to recognize typical stages in a writing process and flexibly use a writing process. The writing process typically includes (a) planning and organizing a first draft, (b) rethinking and revising, sometimes producing multiple drafts, (c) editing written work, noting important details of sentence structure and punctuation, and (d) publishing or sharing the finished written product.

This standard involves writing across the curriculum. Assessment should be conducted across the curriculum as well. Teachers are encouraged to work together with those from other disciplines (e.g., media specialists; social studies and science teachers) to teach and assess this particular standard.

Students demonstrate that they know the following:

- Purpose for writing
- Audience
- Various forms of formal writing, such as letters, reports, essays, creative writing
- Various forms of informal writing, such as note-taking, lists, e-mail, journal entries
- A process for writing (e.g., planning, drafting, revising, editing, publishing)
- Accepted writing conventions (e.g., grammar, punctuation, spelling) for particular audiences and purposes

Students can do the following:

- Identify purpose for writing
- Identify audience
- Adapt tone, style, content, and conventions to fit purpose and audience
- Use a writing process (e.g., plan, draft, revise, edit) flexibly, to suit purpose

Sample criterion-referenced assessments

Constructed Response Assessments

Students can self-assess their understandings of the writing process by responding to structured questions provided by the teacher. An example of a student self-assessment form is provided in Figure 36. A corresponding teacher evaluation form is provided in Figure 37.

Figure 36. Sample Student Self-Evaluation Form

Directions: Think about the strategies you used—from beginning to end—in creating this piece of writing. Then answer each of the questions below as completely as possible.

1. From what source(s) did you get the **ideas** for this piece?
2. How many **drafts** of this paper did you write? What gave you the most difficulty? Explain.
3. Explain what **content** changes you made from first draft to final draft.
4. Explain what **organizational** changes you made from first draft to final draft.
5. Explain what **voice** changes you made from first draft to final draft.
6. Explain what **word choice** changes you made from first draft to final draft.
7. Explain what **fluency** changes you made from first draft to final draft.
8. Explain what changes in **conventions** you made from first draft to final draft.

Source: ESU #3 Writing Assessment System (1995)

Figure 37. Sample Teacher Observation Form

1. What prewriting techniques (if any) did you observe?
2. Are **idea and content** changes apparent from first draft to final draft?
3. As this paper developed over time, does it exhibit **organizational improvements**?
4. Does this paper reveal the personality (or **voice**) of the writer?
5. Has the **word choice** improved from first draft to final draft?
6. Have the individual **sentences** improved from early drafts? Are the sentences strong and varied in structure?
7. Do changes in **conventions** appear from first to final drafts?
8. What parts of the **writing process**, if any, do you feel the student used particularly well? Which of the **six traits** do you think the student uses well?
9. What parts of the **writing process**, if any, do you feel the student is not using effectively?
10. Which of the **six traits** do you think the student needs to improve?

Source: ESU #3 Writing Assessment System (1995)

Product Assessments

Portfolios

Students use a variety of forms to write for different audiences and purposes when they create portfolios. Portfolios should include examples of polished student writing (i.e., final drafts), and writing in a variety of modes, such as persuasive, descriptive, and narrative. Each final draft should be evaluated according to a rubric, which accompanies the sample in the portfolio. See, for example, rubrics developed for persuasive, descriptive, and narrative writing available in ESU #3's *Writing Assessment System* (1995). Teachers can also work with students to develop ways to evaluate portfolios. Figure 38 provides a sample classroom assessment system for portfolio assessment.

Figure 38. General Portfolio Assessment Sample

Basic

Writing	• Required samples are included in the portfolio, but the writing is underdeveloped and does not yet reflect awareness of audience or purpose. • Final products appear to be in draft form, with noticeable errors in grammar, punctuation, spelling and capitalization. • Phrasing and sentence structure are generally acceptable, but uneven or inconsistent. • Routine and common vocabulary is used. • Ideas are presented at a literal level.
Organization	• Table of contents lists assignments. • First drafts of assignments are in front of other drafts. • Portfolio is bound, but not securely.
Effort and time used in class	• Participation in editing groups and other improvement opportunities, such as student-teacher conferencing and self-editing, was minimal. • Limited number of drafts developed.

Progressing Level

Writing	• Writing engages the reader; main ideas are developed and supported fully. • Final products have some noticeable errors in grammar, punctuation, spelling and capitalization, but editing is evident. • Final products contain suitable phrasing and sentence structure. • Some vocabulary is vivid and precise. • Beginning to use some rich description, visual images and colorful language.
Organization	• Table of contents lists assignments in order; has an easy-to-read style; pages are numbered correctly. • Drafts are presented in time order. • Portfolio is securely bound.
Effort and time used in class	• Evidence of meaningful participation in editing groups and other improvement opportunities, such as student-teacher conferencing and self-editing. • Multiple drafts are developed.

Proficient

Writing	• Consistently pursues a central purpose, holds the interest of the reader, and shows insight into the subject. • Consistently demonstrates accurate use of grammar, punctuation, spelling and capitalization, although there may be a few errors. • Shows an emerging style through phrasing and sentence structure. • Vocabulary is precise; consistently avoids overused and dull words. • Consistently uses rich description, visual images and colorful language.
Organization	• Table of contents lists assignments in order; has an easy to read style; pages are numbered correctly. • First drafts of assignments are in front of other drafts, in chronological order; minimal errors in layout of portfolio elements. • Portfolio is bound neatly and securely, with some effort evident in creation of cover.
Effort and time used in class	• Regularly participated in peer editing groups, sought student-teachers conferences, and self-edited. • Multiple drafts developed with clear evidence of improvement in each new draft.

Advanced

Writing	• Consistent and strong central purpose; lively and engaging writing that consistently holds the reader's interest. • No noticeable errors in grammar, punctuation, spelling and capitalization. • Shows a distinctive style through phrasing and sentence structure. • Vocabulary is consistently precise and vivid. • Challenges the reader with figurative language, rich description, visual images and colorful language.
Organization	• Table of contents lists assignments in order; has an easy to read style; pages are numbered correctly. • First drafts of assignments are in front of other drafts, in chronological order; minimal errors in layout of portfolio elements. • Portfolio is bound neatly and securely, with some effort evident in creation of cover.
Effort and time used in class	• Regularly participated in peer editing groups, sought student-teacher conferences, and self-edited. • Multiple drafts developed with clear evidence of improvement in each new draft.

Observation

Teachers can observe students' proficiency in using a writing process by creating record-keeping devices for anecdotal records. An example is provided in Figure 39.

Figure 39. Sample Record-Keeping Form for Observing the Writing Process

Observation of Writing Process Use

(Note at least one significant observation for each student during the different stages of their work.)

Student Names	Planning/Preparing	Drafting	Editing	Publishing/Sharing

Standard 8.2.5 ***Students will use self-generated questions, note taking, and outlining to enhance learning.***

Standard 8.2.5 focuses on developing independent learners and deepening student learning across the curriculum. To achieve this standard, students learn to formulate open-ended questions and use appropriate methods to answer their questions. They also learn ways to organize information for future reference and study.

Students demonstrate that they know the following:

- Question-asking skills (e.g., who, what, where, when, why, how, what-if)
- Variety of note taking methods
- Techniques for outlining
- Variety of reference works (dictionaries, encyclopedias, textbooks, journals)
- Format for documenting sources

Students can do the following:

- Generate questions relevant to topic
- Use note taking methods appropriate for content and purpose
- Select and use a variety of reference materials
- Skim and scan for relevant information
- Document sources used

Sample criterion-referenced assessments

The following assessments are designed to be used together to assess the entire standard. The teacher could choose any one of these to stand alone as a single assessment of part of the standard. Teachers should adjust these samples to suit their own curricula and styles of assessment.

Constructed Response Assessments

Students use self-generated interview questions to prepare an interview protocol, which focuses on topics that the teacher and/or students identify in advance. For example, students might interview family or community members who are World War II veterans, long-time community residents who could provide information for a community history, or members of specific ethnic groups who could provide information about their heritage. Figure 40 provides a sample checklist that could be used for evaluation. With the addition of performance-level descriptions, the checklist could be modified for use as a rubric.

Figure 40. Interview Checklist

Questioning Techniques

— 1. Brainstormed questions in advance.
— 2. Used open-ended questions.
— 3. Used questions appropriate for interviewee (e.g., no personal or embarrassing questions)
— 4. Asked questions in logical order.
— 5. Evaluated and revised questions, when appropriate.

Arranging the Interview

— 1. Identified self to interviewee or others, politely asked for time to speak with the interviewee
— 2. Spoke clearly and at an appropriate pace.
— 3. Explained the purpose of the interview.
— 4. Informed the interviewee about (a) general areas to be discussed, (b) how the interview will be conducted, (c) how the information will be used.
— 5. Made sure interviewee understood date, time, and place of initial interview and any follow-up interviews.

Taking Notes

— 1. Noted key ideas.
— 2. Understood own notes.
— 3. Reviewed notes and transcribed as soon as possible.

Thank You Letter

— 1. Thanked the interviewee for their time.
— 2. Briefly described how the interview helped with the research project.
— 3. Explained how the interview information will be presented.

Source: Adapted from Lincoln Public Schools

Product Assessments

Students apply note-taking skills as they interview, using their notes to convert the information to an outline. A basic checklist, such as the one provided in Figure 41 below, could assess student outlines. Anecdotal records or informal notes could be added to the checklist to provide additional assessment information.

Figure 41. Note-Taking Skills Checklist

Rate the student's performance on a scale from 1 to 4. 1 indicates a basic level of competency, 2 indicates a progressing level, 3 indicates proficiency, and 4 indicates advanced skill.

— 1. Notes are well organized.
Comments:

— 2. Notes are brief, yet complete and easy to use.
Comments:

— 3. Notes use brief, simple language as much as possible.
Comments:

— 4. Notes relate to the topic directly.
Comments:

— 5. Revised and expanded notes following the interview and further research.
Comments:

— 6. Information about the source is included.
Comments:

Performance Assessments

Students use self-generated question, note taking and outlining to enhance learning by producing a multimedia presentation. The classroom teacher, the media specialist, the student's self-evaluation, and the parent or other person who was interviewed may assess the presentation. A sample checklist for evaluation is provided in Figure 42. Anecdotal records or informal notes could be added to the checklist to provide additional assessment information.

Figure 42. Student Performance Checklist

Rate the student's performance on a scale from 1 to 4. 1 indicates a basic level of competency, 2 indicates a progressing level, 3 indicates proficiency, and 4 indicates advanced skill.

— 1. Interview questions were stated clearly.
— 2. Sources were documented.
— 3. Presentation was logical and sequential, and included appropriate transitions.
— 4. Presenter showed awareness of audience.
— 5. Presentation was credible.
— 6. Presenter showed originality and creativity.
— 7. Presentation is clearly connected to interview questions.

Interaction/Personal Communication Assessments

Students can create response journal entries based on their interview interactions. A basic journal response rubric can be used to assess their entries.

Standard 12.1.3 ***Students will identify, analyze, and apply knowledge of characteristics of different types of text.***

This standard emphasizes the range of reading, requiring students to comprehend and interpret common patterns found within and among different kinds of texts. In addition, students are asked to analyze texts, which may involve such activities as (a) examining language structure, language conventions, and figurative language; (b) investigating and applying knowledge of historical and background information concerning authors, texts, and the times in which texts were written; and (c) making judgments about texts.

Students demonstrate that they know the following:

- Different kinds of text exist
- Categories of different kinds of texts
- Distinguishing characteristics of each different type of text
- A process for analysis

Students can do the following:

- Read a variety of printed materials
- Compare and contrast the different types of text
- Sort, categorize and sequence
- Comprehend different genres
- Apply knowledge of genre characteristics to new texts

Sample criterion-referenced assessments

Observation Assessments

Genre Checklist

Students identify a variety of texts by reading works that represent each genre type and documenting the genre-specific characteristics of the texts.

Students keep a reading log that is categorized by genre. Teachers use a genre checklist (see Figure 43) to evaluate students' logs according to specific criteria. Examples of criteria used to assess this standard include:

1. Appropriate categorization of genre
2. Number of texts read
3. Well-balanced selection of materials from both classic and contemporary literature, as well as selections from public discourse (e.g., documentary essays, news analyses, editorials)
4. Quality of materials read

(Adapted from NCTE (1997) *Standards Exemplar Series*; refer to the NCTE document for more discussion about these criteria.)

Figure 43. Sample Genre Checklist

— Student read at least 25 books or their equivalent in articles, newspapers, or textbooks in the course of a year.
— Most texts the student read are recognized as high quality and are likely to appear on recognized reading lists.
— Student read a well-balanced selection of materials from classic and contemporary literature and from public discourse (e.g., documentary essays, news analyses, and editorials).
— Student read works of at least 5 different authors.
— Student read at least 4 books (or book equivalents) about one issue, or in one genre, or by a single author.

Interaction/Personal Communication Assessments

Student Response Journal

Students can identify, analyze, and apply knowledge of a variety of texts read through a student response journal.

For example, students can write a journal response during or after reading. Teachers can conference with students, using the response journal as a framework for the conference, or teachers can use a checklist to assess student response journals. Sample assessment criteria could include the following:

— Student generated an accurate, precise summary of what was read, communicating the meaning of the text and providing specific details.

— Student reacted to what was read, making connections with his or her life, other books, or events. For example, students could react to the following prompts: "While I read, I thought about . . .; I wondered about . . . ; I was interested in . . ."

— Student makes inferences, predictions, comparison, or evaluations and support ideas with evidence from the text.

— Student generated ideas to discuss or questions he or she would like to ask a character or another person who has read the text.

Teachers can also interview students or record anecdotal notes during a teacher-student conference. A sample assessment form for recording student responses is provided in Figure 44 and Figure 45 is a Sample Response Journal Guideline for Students.

Figure 44. Sample Record of Student Responses

	Student Name	Student Name	Student Name	Student Name
Provides personal reaction				
Predicts events				
Summarizes, retells				
Supports, justifies				
Examines other points of view				
Evaluates, analyzes				
Discusses author's craft and theme				
Discusses literary elements				
Connects to other books and authors				

Source: Adapted from Hill, Norwick & Ruptic (1998). *Classroom based assessment*. Norwood, MA: Christopher-Gordon Publishers, Inc.

Figure 45. Sample Response Journal Guidelines for Students

- Take time to write down your general thoughts related to the text. If you're intrigued by certain statements or attracted to characters, issues or problems, write your response. Try to take at least 5 minutes to write when you've finished an assignment or when you've put your book down for a break.

- Make connections with your own experience. What does the reading make you think of? Does it remind you of anything or anyone?

- Make connections with your own experience. What does the reading make you think of? Does it remind you of anything or anyone?

- Make connections with other texts, concepts, or events. Do you see any similarities between this text (concepts, events) and other texts (concepts, events)? Does it bring to mind other related issues?

- Ask yourself questions about the text: What perplexes you about a particular passage? Try beginning, "I wonder why . . ." or "I'm having trouble understanding how . . ." or "It perplexes me that . . ." or "I was surprised when . . .:"

- Try agreeing with the writer. Write down supporting ideas. Try arguing with the writer. On what points, or about what issues, do you disagree? Think of your journal as a place to carry on a dialogue with the writer or with the text in which you actually speak with him or her. Ask questions; have the writer respond. What happens when you imagine yourself in his or her shoes?

- Write down striking words, images, phrases, or details. Speculate about them. Why did the author choose them? What do they add to the story? Why did you notice them? Divide your notebook page in half and copy words from the text onto the left side; write your responses on the right. On a first reading, you might put checks in the margin where the passages intrigue you; on the second reading, choose the most interesting ideas, and then write about them.

- Describe the author's point of view. How does the author's attitude shape the way the ideas are presented?

Source: Student journal response guidelines were developed in collaboration with Anne Herrington and the faculty of the Bard College Language and Thinking Program. (www.wdcoe.k12.ca.us/score/actbank/tjouguide.htm)

Combining Product, Interaction/Personal Communication, & Performance Assessment

Students can demonstrate the ability to identify, analyze, and apply knowledge of text through preparing products that later become part of their oral presentations.

Example: Studying Shakespeare

After students have read several Shakespearean plays, they gather information for a culminating project that draws from their study of Shakespeare and involves them in a variety of research activities. Students showcase their research through oral presentations and products they develop. As students gather information for their research projects, teachers require them to maintain journals or other forms of evidence that document activities related to the standard.

When teachers design complex culminating projects like this, they offer students a variety of options that provide for multiple intelligences. A sample project guide that incorporates multiple intelligences with the study of Shakespeare is provided in Figure 46. There are 4 assessment components used with this project:

1. Students assess strengths of group work and suggest improvements for the peer group.
2. Students complete a self-evaluation of both their independent work and their work in the group.
3. Students keep a response journal for the duration of the project, documenting their accomplishments and reflecting on group process.
4. Final projects are presented to the class and rated by the teacher (and may also be evaluated by peers). A sample rating scale for project presentations is provided in Figure 47.

Figure 46. Project Guide for Shakespeare Activities

Linguistic

1. Translate lines into Modern English.
2. Create a word game (using historical information, famous quotes, vocabulary, literary terms, etc.) for your peers to solve.
3. Research vocabulary or expressions coined by Shakespeare that is used today.
4. Develop a limerick, poem, or tongue twister about the play or Shakespeare.

Musical

1. Research musical instruments of the time.
2. Imagine you have been given the job of choosing the music for each act on an animated version of the play. You may use either music composed in the 1600s or contemporary music. After you have made your selections, play the recordings and explain your choices.
3. Put some of your favorite lines to music.
4. Compose song lyrics, perhaps using a familiar tune.

Spatial

1. Create a diorama of the Globe Theater.
2. Create an Elizabethan stage costume (you may use thrift shop articles) or sew your own.
3. Animate a scene through cartoon caricatures utilizing overheads, poster boards, etc.
4. Produce a map of critical settings, scenes, or locations from the play.

Logical/Mathematical

1. Develop a timeline of Shakespeare's life or plot sequence of the play.
2. Develop a board game in which characters move around a board at the throw of the dice.
3. After researching major locations mentioned in the play, as well as transportation in the 11th century, make a chart estimating how much time it would have taken to get from one place to another by foot, horse, or carriage.
4. Generate brainteasers, logic puzzles, or codes about the play for your peers to solve.

Bodily-Kinesthetic

1. Act out a scene in costume.
2. Play "Name the Scene" using mime or charades.
3. Put on a press conference in which one or several main characters answer questions from the press about the murders.
4. Design an appropriate dance for the time period, or act out a fencing or battling scene.

Interpersonal

1. Devise a game show similar to Jeopardy or Wheel of Fortune.
2. Act out a talk show where your guests are important characters from the play.
3. Conduct a panel discussion about a controversial issue (relating to the play) such as the authenticity of Shakespeare or the Earl of Oxford as the author.
4. Design a student activity for your peers.

Intrapersonal

1. Complete your self-evaluation form, reflecting on the process and the product (this is a required element).
2. Keep a journal of each group meeting. This will be handed in with the outline (this is a required element).

Figure 47. Sample Group Presentation Rating Guide

Sample criteria for evaluating student presentations are provided below. The following criteria are each rated on a scale from 1-10.

— **Organization:** The presentation has an introduction, transitions, and summary.
— **Educational Impact:** The audience gains increased understanding and additional insight. The presentation "teaches."
— **Creativity:** The presentation offers unique methods and delivery techniques.
— **Peer Interaction:** The presentation actively involves the audience and engages peers in the learning process.
— **Content:** The presentation offers content that extends beyond the subject matter previously covered.

Additional Comments:

Source: Rotter-Hansen and Belt, Battle Creek Public Schools

Constructed Response Assessments

Visual Representation

Students can identify, analyze, and apply knowledge of different types of text by preparing a visual representation that illustrates one theme expressed in different genres.

For example, students could read Stephen Crane's short story *Mystery of Heroism* and his poem *War is Kind*. Students then create a Venn Diagram that compares and contrasts the theme of heroism.

Sample criteria for evaluating the Venn Diagram follows:
_____ Shows 5 unique details from the story.
_____ Shows 5 unique details from the poem.
_____ Shows 5 similarities between the story and the poem.
_____ All details are supported with specific examples from the particular genre.

Standard 12.1.4 ***Students will identify, analyze, and apply theme in literature and apply evidence from the text to support their understanding.***

This standard requires students to think deeply about literary works, contemplating such things as feelings, intentions, and implications as they read beyond the literal meaning of a text. The standard also emphasizes students' ability to develop and defend their own interpretations, and to recognize and understand the interpretations of others.

Students demonstrate that they know the following:

- Concept of theme
- Examples of universal theme
- Steps in an analysis process

Students can do the following:

- Interpret theme in literary selections
- Use higher order thinking skills such as analysis and evaluation to support an understanding of theme

Sample criterion-referenced assessments

Performance Assessments

Debate

Student identify, analyze, and provide evidence to support their interpretations by debating the strengths and weaknesses in the depiction of a universal theme as presented in a novel and in a movie.

Classroom Example

Students read Willa Cather's *My Antonia* and view the movie *Far & Away*. After identifying the universal theme, the struggles of immigrants in America, they prepare for and engage in a debate. During the debate, students should address issues such as the difference between the acting and the written characterization, the author's imagery and the producer's cinematography, the plot and setting, and how these impact theme.

Sample criteria for evaluation follow:

- Clearly articulate the universal theme present in both works.
- Use examples and quotes to support their positions.
- Listen to opposing arguments and provide counter arguments without clouding the debate with unsubstantiated personal opinions.
- Demonstrate logical reasoning skills in arguments and counter arguments.
- Keep debate focused on the issue.
- Follow appropriate debate format, as agreed upon by teacher and students.

As with any assessment, it is important that students and teachers understand the criteria in advance. Teachers may wish to use something like the following pre-debate checklist to help students prepare for the debate.

Pre-Debate Checklist

— Do I understand the topic of the debate?
— Have I determined the key issues?
— Have I researched the topic carefully to develop reasons/evidence?
— Is my case consistent with the topic?
— Have I prepared an outline/notes of my case?
— Have I anticipated the arguments of my opponent?
— Am I prepared to refute the arguments of my opponent?
— Am I prepared to rebuild the arguments my opponent attacks?
— Have I practiced?

Constructed Response Assessments

Students identify, analyze, and support understanding of theme by constructing a visual representation to show how an author uses his or her own experiences to illustrate a universal theme.

Classroom example: Visual organizer

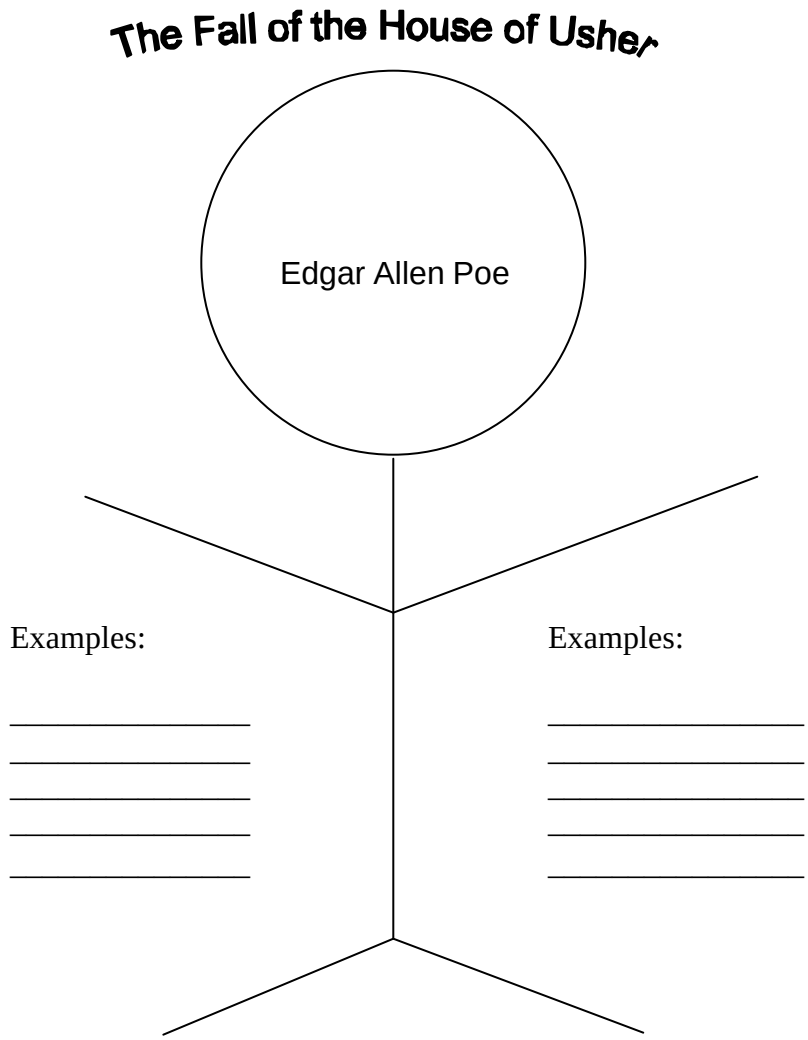
Students read Edgar Allan Poe's *The Fall of the House of Usher*. After reading, they identify the universal theme and then supply examples from Poe's life that support the theme. Students use an author/theme map to organize the information.

Suggested criteria for evaluation follows.

- Reasonable identification of a universal theme.
- Use of 10 accurate and detailed experiences from the author's life.
- Clear connection between the theme and biographical information

Figure 48 provides an example of an author/theme map.

Figure 48. Sample Author/Theme Map



Universal theme: _____

Product Assessments

Students identify, analyze, apply, and support their understanding of theme by designing a World Wide Web site that provides information about a universal theme found in a literary work. The site should include a home page with appropriate visual elements, such as headings, artwork, varied fonts, icons, etc.), and links leading to the following topics:

- Background of author
- Information about the writing of the literary work
- Review of the novel
- Response to the novel
- Explanation of the theme
- Connections between the theme and the student's own life using specific examples from the text.

Figure 49 provides a sample rubric for evaluation of the web site.

Figure 49. Sample Web Page Rubric

Criteria	5 WOW!	4 GOOD	3 OKAY	2 ALMOST	1 HMM?
Content	Accurate information. Information clearly and uniquely expressed. Four aspects of self included.	Accurate information. Information clearly expressed. Three aspects of self included	Accurate information. Information clearly expressed. Two aspects of self included.	Accurate information. Information not clearly expressed. Two aspects of self included.	Some inaccurate information. Information not clearly expressed. One aspect of self included
Graphics Appearance Placement	Graphics add to the presentation and relate to text content. Graphics are balanced in the presentation. Unique or creative approach was used.	Graphics add to the presentation and relate to text content. Graphics are balanced in the presentation.	Graphics add to the presentation and relate to text content.	Graphics are distracting. Some of the graphics do not relate to the text content.	Too many graphics. Graphics distract from presentation. Graphics do not relate to text content.
Text Appearance Spelling Grammar	Text size is large and easy to read. Text color is a complimentary color contrast to background. Background adds to presentation. 0 spelling errors 0 grammar errors	Text size is large and easy to read. Text color is a complimentary color contrast to background. Background adds to presentation. 1 spelling error 1 grammar errors	Text size is readable. Text color is a complimentary contrast to background. Background adds to presentation. 2 spelling errors 2 grammar errors	Text size is readable. Text color contrasts from background. Background is somewhat distracting. 3 spelling errors 3 grammar errors	Text is small, making it difficult to read. Text color is similar to background. Background distracts from presentation. 4 spelling errors 4 grammar errors

Source: Orchard Public School

Standard 12.1.5 ***Students will identify and apply knowledge of the structure, elements, and meaning of fiction and provide evidence from the text to support answers.***

To achieve this standard, students must learn how fiction is constructed and be able to recognize and use typical literary devices authors employ. The standard also asks students to provide and defend their interpretations of the meaning of fictional works. Students who meet this standard are able to retell text selections, including important story elements. They demonstrate independence in answering questions or discussing story-related information at a literal level of comprehension (text-explicit level). They readily answer questions or discuss information at inferential (text-implicit) levels and critical or creative (experienced-based) levels of understanding. At all levels of understanding, students are capable of defending their interpretations of texts and can provide specific text information to support their interpretations.

Students demonstrate that they know the following:

- Plot, characterization, setting, theme and literary devices such as foreshadowing, point of view and irony
- Techniques for locating and supplying supporting details (quoting, paraphrasing, citing specific examples)

Students can do the following:

- Identify structure and elements of text
- Interpret meaning from a text
- Cite specific examples from a text to support their opinions
- Apply knowledge of text to other situations

Sample criterion-referenced assessments

Interaction/Personal Communication Assessments

Each student identifies, applies, and provides evidence in an oral discussion with the assessor, explaining what he or she likes about a character in a written work.

For example, students read the short story *The Christmas of the Phonograph Records*, by Mari Sandoz. They prepare an oral discussion for the assessor and discuss what they like and dislike about the character of Jules Sandoz, using specific examples from the story to support their opinions. Sample evaluation criteria follow. Teachers could use these criteria to develop rubrics describing performance levels.

- Demonstrated clearly, directly, specifically answered questions and supported or justified answers in text.
- Showed understanding of the process of interpreting this literary work.
- Spoke clearly and audibly.
- Stayed on topic.
- Went beyond minimal criteria by showing creativity, depth, higher-level thinking and understanding.

Note: Standard 12.3.1 is also being addressed in this assessment.

Constructed Response Assessments

Students identify and apply knowledge of fiction and provide evidence to support their answers when they retell key information about a work of fiction. The following information can be used to evaluate student responses (see Figure 50).

Figure 50. Sample Literature Response Rubric

Basic

Twelfth-grade students performing at a basic level should be able to show an overall understanding and make some interpretations of the text. When reading text appropriate to 12th grade level, students should be able to identify and relate aspects of the text to its overall meaning, extend the ideas in the text by making simple inferences, recognize interpretations, make connections among and relate ideas in the text to their personal experiences, and draw conclusions. They should be able to identify elements of an author's style.

Proficient

Twelfth-grade students performing at a proficient level should be able to show an overall understanding of the text, which includes inferential as well as literal information. When reading text appropriate to 12th grade, they should be able to extend the ideas of the text by making inferences, drawing conclusions, and making connections to their own personal experiences and other readings. Connections between inferences and the text should be clear, even when implicit. These students should be able to analyze the author's use of literary devices.

Advanced

Twelfth-grade students performing at an advanced level should be able to describe more abstract themes and ideas in the overall text. When reading text appropriate to 12th grade, they should be able to analyze both the meaning and form of the text and explicitly support their analyses with specific examples from the text. They should be able to extend the information from the text by relating it to their experiences and the world. Their responses should be thorough, thoughtful, and extensive.

Source: National Assessment of Educational Progress (U.S. Department of Education, 1999)

Product Assessments

Students identify and apply knowledge by composing a bio-poem that demonstrates an understanding of a literary term.

Classroom Example
Foreshadowing could be the subject of a poem explained in the following way.

Literary term or concept
Four traits that describe the term/concept
Related to _____(list one item)
Which needs _____(list three items)
Which gives _____(list three items)
Which would like to see _____
Resident of _____

See *Teacher Resource Book for* Writer's Inc. (Great Source, Inc.), for additional examples of this method.

Suggested criteria for assessment follows:

Basic	Proficient	Advanced
Poem fails to demonstrate an understanding of the term identified in the title.	Poem may have a line or idea missing. Poem may repeat an idea. All lines of the biopoem have been addressed.	Poem is complete with the information for each line. Each line is specific with detail.

Standard 12.1.6 ***Students will identify and apply knowledge of the structure, elements, and meaning of non-fiction and provide evidence from the text to support their answers.***

To achieve this standard, students demonstrate independence in reading non-fiction texts. They recognize organizational patterns found in non-fiction works and use these structures to help them comprehend. Students also enhance their comprehension by attending to common features of non-fiction texts, such as headings, graphic aids, summaries, and glossaries. Because students are required to provide evidence to support their understandings, they must be able to evaluate the credibility of their sources and use direct evidence from their texts to verify their understandings. Students are able to comprehend independently at literal, inferential, critical, and creative levels.

Students demonstrate that they know the following:

- Types of non-fiction (e.g., journals, news articles, biography, memoirs, reports, technical writing)
- Techniques for locating and supplying supporting details (e.g., quoting, paraphrasing, citing specific examples)
- Organizational structures of informational text (e.g., cause/effect, compare/contrast, problem/solution, time order, descriptive)
- Elements of non-fiction (such as purpose, main idea, supporting details, conclusions)

Students can do the following:

- Identify types of non-fiction
- Understand organization of text
- Use graphic aids, visual organizers, and other representational forms
- Cite resources
- Use supporting information
- Identify main ideas in text

Sample criterion-referenced assessments

Constructed Response Assessments

Students identify and apply knowledge of non-fiction and provide evidence to support answers when they analyze an historical speech and develop a constructed response chart using specific examples from the speech. For example, students read Martin Luther King's speech *I Have a Dream* and use the SPAM model of speech analysis.

The SPAM model follows the following format:

Situation: What is the historical background of the rhetorical event? Where and when did the speech take place?

Purpose: What is (are) the speaker's goal(s) with this speech?

Audience: Who listened to this speech? What were the audience's demographics? What was the audience's attitude toward the speaker? The situation? The topic?

Method: How did the speaker achieve his or her goals? (E.g., literary devices, reasoning strategies, examples, quotes, statistics)

A rubric may be developed to evaluate students' SPAM charts.

Graphic Organizers

Graphic organizers can be used effectively with nonfiction texts as instructional tools for assessment. Teachers can provide graphic organizers appropriate for the structure of a specific text selection to determine whether students can follow the text's structure. After students demonstrate that they can recognize and use specific text structures, teachers can require students to develop their own graphic organizers to determine whether students can successfully recognize specific text structures. Figures 51-55 provide examples of graphic organizers that could be used to teach and assess students' use of text structures.

Figure 51. Sample Cause/Effect Graphic Organizer

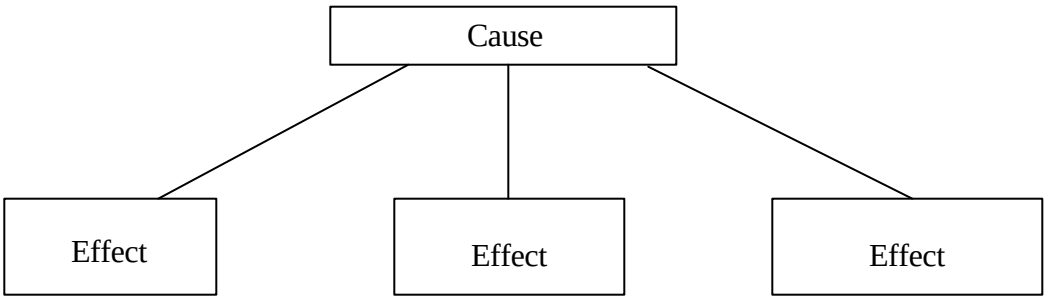
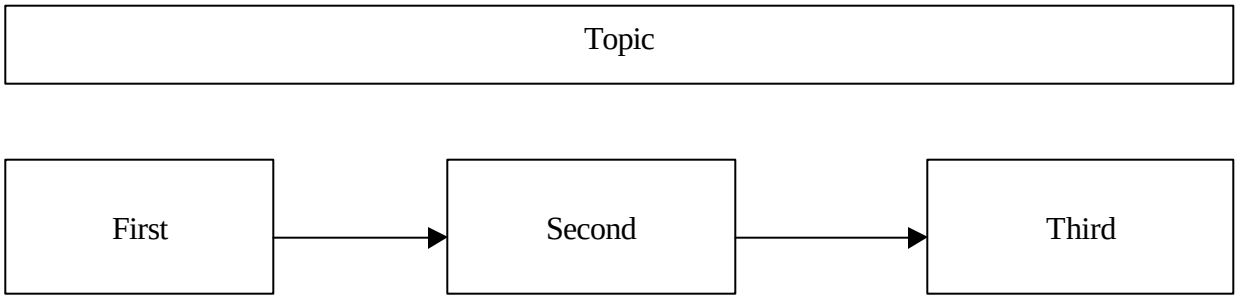


Figure 52. Sample Time Order Graphic Organizer



Figures 53 & 54. Sample Compare/Contrast Organizers

	Item 1	Item 2
Attribute 1		
Attribute 2		
Attribute 3		

Venn Diagram

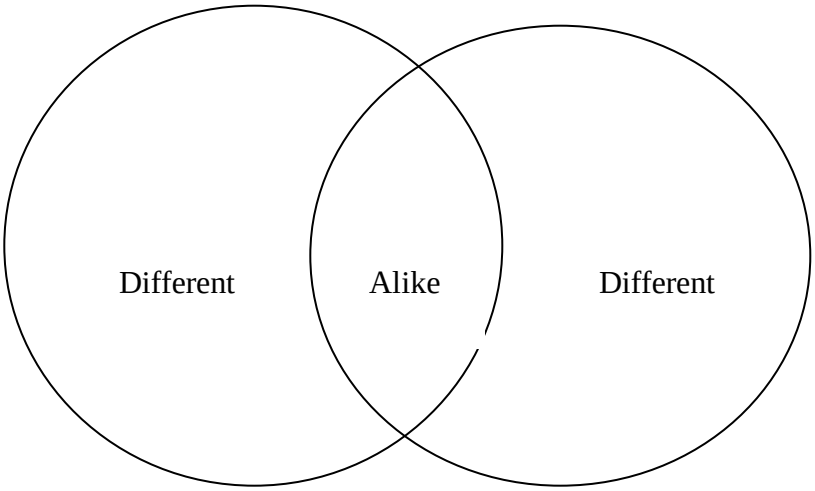
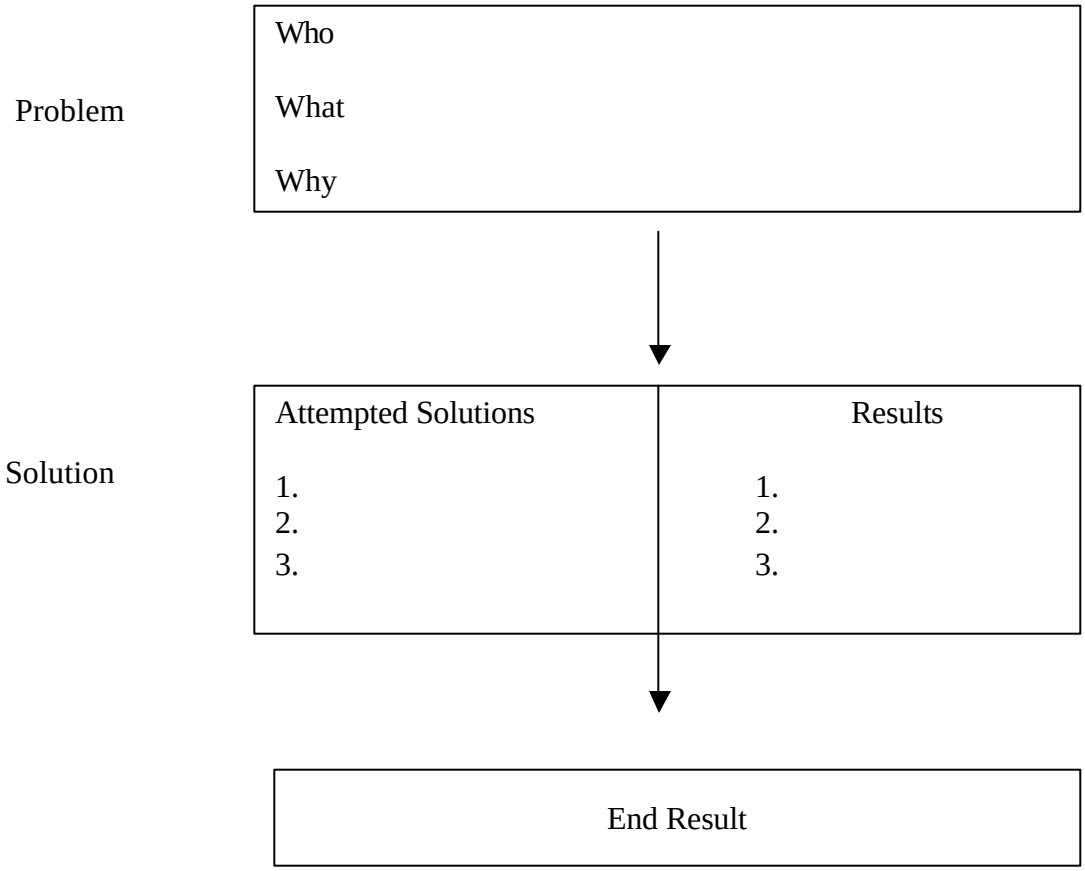


Figure 55. Sample Problem-Solution Text Structure



Product Assessments

Students identify, analyze, and apply knowledge by writing a research paper based on an historical event found in non-fiction. For example, *A Noiseless Flash* by John Hersey presents the experiences of 6 people who survived the bombing of Hiroshima, Japan. After reading the essay, students will choose a historical event that is important to the essay. Students construct a thesis and develop it, using supporting details from their research. Students use a recognized format (such as Modern Language Association or American Psychological Association publication manuals) to edit their final drafts. Figure 56 provides a sample rating scale for research papers. Teachers may develop a rubric by writing descriptors for each of the criteria.

Figure 56. Research Paper Rating Scale

	Needs Improvement	OK	Excellent
Content			
Suitability of thesis statement			
Effectiveness of introduction/logic of conclusion			
Organization			
Transitions between paragraphs			
Overall grasp of subject/appropriateness of title			
Variety and synthesis of information from sources (none overused)			
Depth of research: supporting details for main ideas			
Use of significant quotations			
Effective paraphrasing/summarizing/necessary information documented			
Mechanics/ Conventions			
Grammar, usage, and word choice			
Spelling, abbreviations, punctuation			
Evidence of proofreading			
Title and abstract pages			
Format/appearance of manuscript			
Correct use of standard format, such as APA (headers, reference cites and documentation)			
Within minimum and maximum page requirements			

Comments:

Source: Cyndi Rotter-Hansen, Battle Creek Public Schools

Standard 12.2.4 ***Students will use a variety of forms to write for different audiences and purposes.***

To meet this standard, students must compose appropriate written responses for particular readers and purposes. They must reflect on both the ideas they express and the way in which they express ideas. Although there is no one writing process used by every writer or required by every piece of writing, students should understand the typical stages in a writing process and how to flexibly use a process approach. The writing process typically includes (a) planning and organizing a first draft, (b) rethinking and revising, sometimes producing multiple drafts, (c) editing written work, noting important details of sentence structure and punctuation, and (d) publishing or sharing the finished written product.

This standard involves writing across the curriculum. Assessment should be conducted across the curriculum as well. Teachers are encouraged to work together with those from other disciplines (e.g., media specialists, social science, mathematics, science teachers and vocational educators) to teach and assess this particular standard.

Students demonstrate that they know the following:

- Different forms of writing
- Audience-centered writing strategies
- Characteristics of the writing process
- Copyright and fair use standards
- Plagiarism issues
- Distinction between primary and secondary sources

Students can do the following:

- Develop compositions for a variety of audiences and purposes
- Revise compositions
- Use sources in their writing
- Cite sources in their writing using proper citation

Sample criterion-referenced assessments

Product Assessments

Figure 57 provides general descriptors for evaluating student writing. These descriptors could be used to develop task-specific rubrics. A suggested process for developing for specific modes of writing follows Figure 58.

Figure 57. Sample Writing Assessment Rubric

Basic

- Demonstrate appropriate response to the task in form, content, and language.
- Demonstrate reflection and insight, as well as evidence of analytical, critical, or evaluative thinking.
- Show evidence of conscious organization.
- Use supporting details.
- Reveal developing personal style or voice.
- Demonstrate sufficient command of spelling, grammar, punctuation, and capitalization to communicate to the reader.

Proficient

- Create an effective response to the task in form, content, and language.
- Demonstrate reflection and insight, as well as evidence of analytical, critical, or evaluative thinking.
- Use convincing elaboration and development to clarify and enhance the central idea.
- Have logical and observable organization appropriate to the task..
- Show effective use of transitional elements.
- Reveal personal style or voice.
- Use language appropriate to the task and intended audience.
- Have few errors in spelling, grammar, punctuation, and capitalization that interfere with communication.

Advanced

- Create an effective and elaborated response to the task in form, content, and language.
- Show maturity and sophistication in analytical, critical, evaluative, and creative thinking.
- Have well-crafted, cohesive organization appropriate to the task.
- Show sophisticated use of transitional elements.
- Use illustrative and varied supportive details.
- Use rich, compelling language.
- Show evidence of personal style or voice.
- Display a variety of strategies, such as anecdotes, repetition, and literary devices to support and develop ideas.
- Enhance meaning through control of spelling, grammar, punctuation, and capitalization

Source: National Assessment Governing Board (1997). *Writing framework and specifications for the 1998 National Assessment of Educational Progress (NAEP)*. Washington, D.C.: U.S. Government Printing Office.

General rubrics can be revised to provide more specific evaluation of writing modes. The National Assessment Governing Board (1997) provides the following suggested process for rubric construction (see Figure 58). This process could be adapted by classroom teachers or local districts. The National Assessment Governing Board also provides general characteristics of writing by mode that can be used to develop more specific rubrics (see Figure 59). Another source of specific rubrics for modes of writing can be found in ESU #3's (1997) *Writing Assessment System*.

Figure 58. Suggested Process for Rubric Construction

1. Convene a group of writing experts and classroom teachers to discuss the nature of the assessment (e.g., number and nature of tasks, time allowed).

2. Read a wide sampling of field test papers, looking for special characteristics of the *students* contained in the sample as these characteristics will influence the level of complexity in the information specified by the rubric. Also, look through the student responses to get an idea of the *diversity of responses and levels of achievement* to identify the characteristics and content that should be included in the rubric.

3. Consider the level of discriminations necessary for the purpose of the test. Consider the length of time the student has had available to respond to the task.

4. Read all the papers and divide them into piles that demonstrate the characteristics of writing that are described in the rubric for each score point.

5. Write descriptors for each pile of papers. Consider what characteristics distinguish the top papers from the lowest levels. Then, assess what categories these characteristics fall into. In assessing writing, for example, the categories of most rubrics fall into purpose, audience, idea development/support, organization/structure, sentence structure, word choice, voice, and mechanics.

6. Write rough drafts of descriptors for each score point.

7. Consider the rubric to be a "draft in process" until after the field test results have been evaluated.

Figure 59. General Characteristics of Writing by Mode

Narrative

- Understands the narrative purpose.
- Develops character.
- Maintains focus.
- Has satisfying resolution.
- Has appropriate ordering of events.
- Gives attention to audience when appropriate to the prompt.
- Uses elaboration and details.
- Handles direct and indirect discourse.
- Demonstrates control of mechanics.

Informative

- Understands the information purpose.
- Has clear and complete information.
- Conveys messages, instructions, and/or ideas.
- Uses sufficient detail.
- Uses coherent and logical organization.
- Shows efficient relationships between and among ideas.
- Gives attention to audience.
- Fulfills the demands of the task.
- Uses language level appropriate to the topic and voice desired by the writing.
- Demonstrates control of mechanics.

Persuasive

- Understands the persuasive purpose.
- Takes and retains a position.
- Supports and develops a position through examples, details, statistics, and supporting evidence.
- Has coherent and logical organization.
- Gives attention to audience.
- Uses language level appropriate to the topic and voice desired by the writing.
- Demonstrates control of mechanics.

Product Assessments

The following sample writing projects could be used to assess this standard:

- Students use a variety of sources to develop and revise narrative and descriptive compositions. For example, students read Lord of the Flies and research gender differences. They compile findings about gender differences and write a hypothetical, all-female protagonist plot of Lord of the Flies, citing research when appropriate. (See Nebraska's K-12 Reading/Writing Frameworks for a more detailed description of this lesson.) After drafting the paper, students share their paper with a peer writing group for revision and editing. The teacher suggests further revision. The student polishes and reprints the final version of the research paper. Teachers use predetermined criteria (such as a rubric) to evaluate the project.

- Students write for a specific audience by composing a memo. For example, the student could write a memo to a peer who will be assuming the writer's position in an extra-curricular activity. The writer must identify a situation that could cause difficulty for the new activity members. The memo should clearly identify the problem and provide clear instructions for dealing with the situation. Prior to assessment, teachers should work with students to clarify or develop specific guidelines for content and evaluation. For example, the teacher might provide the following guidelines for developing the memo:

    1. **Identify content**
        a. activity
        b. role/position
        c. situation

    2. **Identify the audience**
        a. needs
        b. intended use

    3. **Analyze the perspective of the audience**
        a. attitude toward the topic
        b. probable objections
        c. attitude toward the writer
        d. risk of alienating anyone

    4. **Analyze the audiences' expectations about the document**
        a. reason for document
        b. length
        c. relevant information
        d. preferred method of organization
        e. tone
        f. probable effect on audience

    5. **Compose the document**

Criteria for grading this type of writing might include:

- Memo has complete heading
- Subject line forecasts the memo's content
- Reader is given enough information to deal with the situation
- Recommendations are clear
- Paragraphs are single-spaced with and double-spaced between
- Writing is clear, concise, exact, fluent, and appropriate
- Memo's appearance creates a favorable impression
- Document is ethically acceptable

Standard 12.2.5 ***Students will use self-generated questions, note taking, and outlining to enhance learning.***

This standard focuses on students' academic independence and use of writing-to-learn strategies across the curriculum. To achieve this standard, students formulate open-ended questions and use appropriate methods to answer them. They also use a variety of ways to record and organize information for future reference and study.

This standard focuses on learning across the curriculum. Assessment should be conducted across the curriculum as well. Teachers are encouraged to work together with those from other disciplines (e.g., media specialists, social science, mathematics, science teachers and vocational educators).

Students demonstrate that they know the following:

- Question-asking skills (e.g., who, what, where, when, why, how, what-if)
- Variety of note taking methods
- Techniques for outlining
- Variety of reference works (dictionaries, encyclopedias, textbooks, journals)
- Format for documenting sources

Students can do the following:

- Generate questions relevant to topic
- Use note taking methods appropriate for content and purpose
- Select and use a variety of reference materials
- Skim and scan for relevant information
- Document sources used

Sample criterion-referenced assessments

Interaction/Personal Communication Assessments

Note Taking

Students use different ways of note taking to enhance learning in content areas and demonstrate their results through oral discussion. For example, one teacher can present different note taking procedures during the course of a semester or quarter. Alternatively, teachers in specific content areas can teach students particular note taking procedures that fit well with the content they are teaching. Throughout the quarter or semester, each teacher should model a method of note taking and provide multiple guided practice opportunities for students. Students then have the opportunity to demonstrate their note taking skill and participate in an evaluation.

For example, three content-area teachers agree to each teach one of three different note taking methods. One teacher selects the Matrix method, another chooses the Linear method, and a third chooses the Cornell method. During a one-week period, students must apply each method in three different content area classes. Each participating teacher evaluates student use of note taking methods by interviewing the student or observing student discussion in response to the questions and prompts listed in Figure 60. Figure 60 also provides a sample record-keeping form for the assessment. Prior to administering the assessment, teachers (or teachers and student together) should determine criteria for levels of student performance.

Figure 60. Sample Note Taking Assessment Form

Note Taking Interview or Discussion Prompts

1. Discuss your use of each of the three required note taking styles.
2. How did you determine which note taking style to use?
3. What are the unique aspects of each note taking style?
4. Discuss what you consider to be the strengths and weaknesses of each note taking style.

Assessment Criteria

1. Communicates an understanding of the three styles	*Comments:*
2. Draws conclusions, makes inferences, and evaluates each of the three styles	*Comments:*
3. Uses language to reflect on individual note taking style preference	*Comments:*
4. Uses language to express critical thinking through self-generated questions	*Comments:*

General comments:

Interview

Students use self-generated questions when they conduct interviews. For example, students will prepare questions to use during a job shadowing interview. Steps in the activity are as follows:

1. Select a career to research.
2. Identify an interview candidate who is working in the selected career area.
3. Complete preliminary research on the selected career to develop an information base for formulating specific questions about the career.
4. Compose questions for the interview
   a. select specific topics to be covered in the interview
   b. categorize the kinds of questions used (5 W's: who, what, where, when, why, and how)
   c. focus on open-ended questions
   d. avoid biased or slanted questions
   e. edit questions for clarify and simplicity
   f. organize questions in a logical order for the interview
5. Prepare selected format for the interview (e.g., Will questions be on individual note cards or typed on a sheet of paper?)
6. Conduct the interview

Sample assessment criteria includes the following.

- Ample number of questions are prepared for the interview
- All topics are covered by the questions
- Questions are organized to produce a smooth-flowing interview
- Questions are clear
- Questions are written to avoid slanting the interview (avoided "loaded" questions)

Product Assessments

Outlining

Students use different ways of outlining to enhance learning in content areas. For example, they can demonstrate their skill in outlining by producing formal outlines used in conjunction with other writing projects, such as reports. They may also demonstrate informal use of outlining as they organize their own notes from a lecture, audiovisual presentation, video, or research.

Teaching and assessing outlining could be done in a manner similar to that of note taking (see the **note taking** section above). For example, one teacher can present different outlining procedures during the course of a semester or quarter. Alternatively, teachers in specific content areas can teach students particular outlining procedures that fit well with the content they are teaching. Throughout the quarter or semester, each teacher should model methods of outlining and provide multiple guided practice opportunities for students. Students then have the opportunity to demonstrate their outlining skill and participate in an evaluation.

Sample outlining assessment criteria for formal outlines could include the following:

- **Content**:
  key ideas are followed by subordinate ideas; key ideas are at parallel levels of importance; subordinate ideas are at the same level of generality

- **Organization**:
  outline is logical, clear, easy to follow, systematically indented and numbered or lettered

- **Format:**
  parallelism, consistency in style (e.g., uses topics or uses sentences)

- **Layout:**
  spacing, alignment, placement on page

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