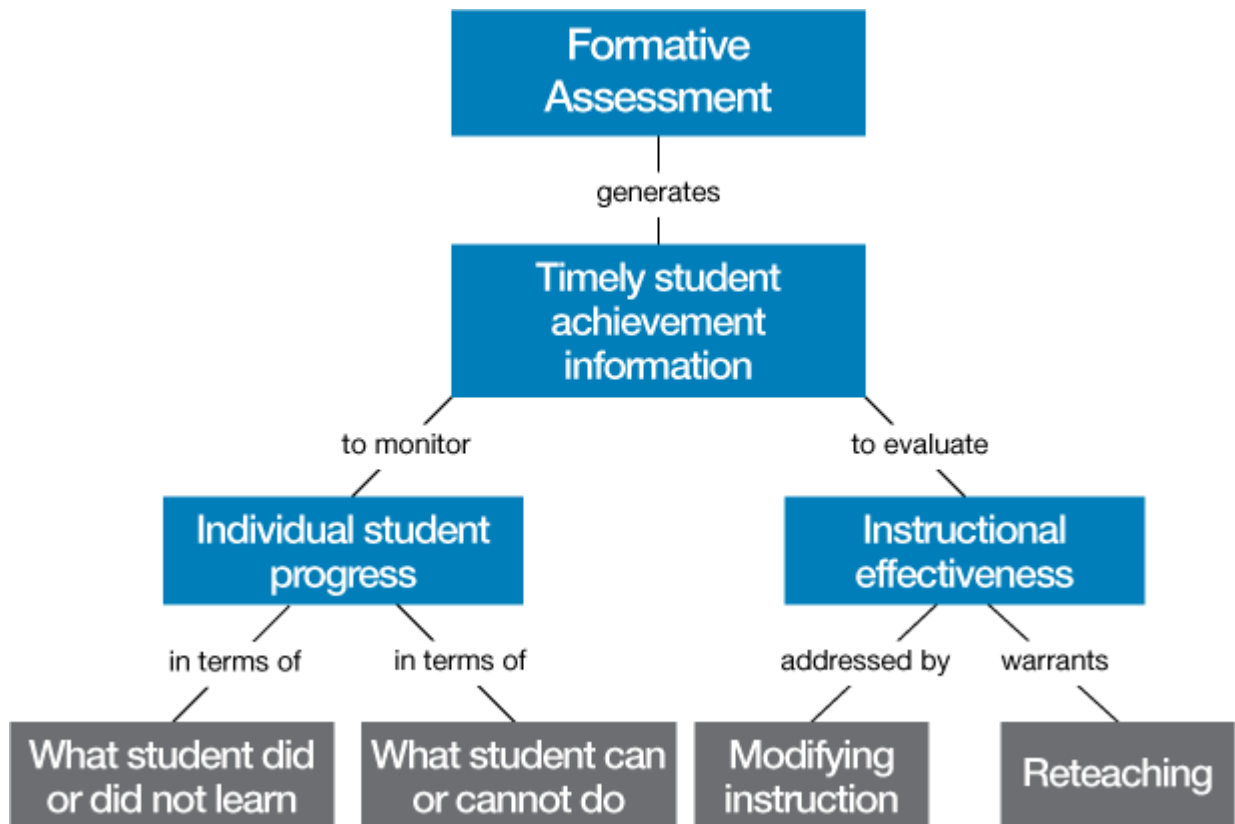


## Formative Assessment

In the space below write terms or phrases that define formative assessment:

### Formative Assessment – Schematic



### Criteria for Formative Assessment

	<b>1. Is insufficient to be classified as formative assessment</b>	<b>2. Has some attributes of formative assessment but is still more summative in nature</b>	<b>3. Has the qualities attributed to formative assessments</b>
<b>Student Feedback</b>	The feedback is non-existent or serves to compare students rather than focusing on the qualities of the individual student's work; not corrective in nature	The feedback is not specific enough for students to use to guide their learning or is not related to specific skill/content development or learning target	Feedback helps students to recognize next steps and how to take them
<b>Thinking</b>	The thinking involved only focuses recall/rote activities and are not aligned to the learning targets	Assessments require thinking only at the lower levels of Bloom's and lack a focus on the learning targets	The students are required to demonstrate the understanding by answering questions at the various levels of Bloom's, is student centered and involves the teacher, the student, and the parent
<b>Adjustment in Teaching</b>	The teacher does not use the assessments to make any modifications	The assessments are used to determine if more time is needed to improve learning	Assessments are used to help determine needed changes in strategies, materials, or delivery for specific students as well as the class as a whole
<b>Timing</b>	Assessments are spaced too far apart for students to make use of the data, or is given too far into the unit of student for students to make meaningful adjustments	Assessments are given sporadically, not giving students sufficient input to make needed adjustments	Assessments are given on a regular basis, are focused on specific learning targets, and provide students sufficient time to make adjustments to their learning
<b>Use</b>	Assessments are simply graded and returned	The assessments are discussed in a general way with students but not as part of any focused revision	Assessments are used to guide students, providing opportunities to track their learning, and include guidance from the teacher on how to improve.

Five Critical Elements of Formative Assessment  
RUBRIC

<b>Elements</b>	<b>1</b>	<b>2</b>	<b>3</b>
Indicate how students are moving toward proficiency of a standard	Is general in nature and not targeted to a standard	References a standards but does not indicate where the student is related to proficiency	Specifically targets the component of a standard being worked on and identifies where they are and where they need to be
Identify the current level of understanding in relation to expectations	Is a graded piece of work with nothing to assist in student learning	May identify areas of weakness but does not clearly show skills to work on	Clearly identifies specific strengths and weaknesses as well as what next steps must be taken to be proficient at a certain level
Provide specific and appropriate feedback	Comes in the form of a letter grade, a star or other vague, non-supportive feedback	Feedback provides students with general information, some of which might be used to assist in learning	The feedback is ongoing, specific, targeted to the learning taking place, and assists the student in moving forward.
Engages students in the process	Students receive a grade but are not sure what they did wrong or what to do next	Students go over the assessment and discuss what they got wrong and, perhaps, why. Next steps are not outlined.	Students and teachers discuss the goals and expectations and then discuss those as a result of the assessment. Students then describe what they will do next.
Provide time, support, and instruction in order for students to adjust, implement, and process their learning	The assessment is returned with errors noted and the teacher moves to the next topic	Students are given time to correct their errors but are not assisted by either their peers or the teacher	Time is provided for students to work independently or in small groups while the teacher provides assistance, mini-teaching sessions, and clarifies misconceptions

Owl Moon

When you go owling  
you don't need words, or worm  
or any thing, but hope. This  
is the book of Owl Moon.

This book is written by  
Jane Yolen. I like that  
phrase Because The boy  
was happy because he got  
wo go owleing and has been  
wanted to go owleing for a  
long time and he finally  
to to go.

When other Kids are  
happy that me  
happy. I like it Because  
it makes me feel good  
because you don't haft  
to have words to go owling  
but you haft to have  
hope to see an owl.

<b>Level</b>	Write narratives to develop real experiences using effective technique, well-chosen details, and well-structured event sequences
<b>Novice</b>	Has random or irrelevant details
<b>Apprentice</b>	Includes some information from the text but details are not always relevant
<b>Practitioner</b>	Includes information and references to text that support the focus
<b>Expert</b>	Includes in-depth information and elaborates on the details

The writer of this piece:

Introduces the topic (with some words from the book) and the title.

<input type="checkbox"/>	Novice	<input type="checkbox"/>	Apprentice	<input type="checkbox"/>	Practitioner	<input type="checkbox"/>	Expert

States an opinion about the book and supplies reasons to support the opinion.

<input type="checkbox"/>	Novice	<input type="checkbox"/>	Apprentice	<input type="checkbox"/>	Practitioner	<input type="checkbox"/>	Expert

uses linking words to connect opinion and reasons.

<input type="checkbox"/>	Novice	<input type="checkbox"/>	Apprentice	<input type="checkbox"/>	Practitioner	<input type="checkbox"/>	Expert

provides a concluding statement.

<input type="checkbox"/>	Novice	<input type="checkbox"/>	Apprentice	<input type="checkbox"/>	Practitioner	<input type="checkbox"/>	Expert

demonstrates growing command of the conventions of standard written English.

<input type="checkbox"/>	Novice	<input type="checkbox"/>	Apprentice	<input type="checkbox"/>	Practitioner	<input type="checkbox"/>	Expert

## Unit on the Red Pony

### Standards

- Identify and explain techniques of direct and indirect characterization in fiction.
- Explain how author's voice and/or choice of a narrator affect the characterization and the point of view, tone, plot, mood and credibility of a text.
- Explain how an author's viewpoint, or choice of a narrator affects the characterization and the tone, plot, mood and credibility of a text.

Identify the learning targets in the standards above:

#### Content

- Elements of Plot
  - exposition, rising action, climax, falling action, resolution (denouement)
  - Setting
- Characterization
  - dynamic, flat, round, static character, direct and indirect characterization
- Point of view
  - first person, third person, omniscient

#### Skills

1. Evaluates the short story for elements of plot.
2. Identify literary elements including theme, voice, characterization, point of view, tone, plot, mood, figurative language, imagery, allegory, and symbolism.
3. Recognize the historical implications involved in the writing of short stories relative to historical events.
4. Analyze short stories to become culturally aware of diversity and understand tolerance.
5. Comprehend short stories by utilizing reading strategies such as questioning, predicting, note taking, paraphrasing, and summarizing.

Based on the learning targets you identified above, in what ways does the content match the concepts of the standard?

How accurately do the skill statements match the expectations of the standard, i.e., if the students master all of the skills, will they logically hit the identified targets of the standard?

---

**Test: The Red Pony**

1. Who is the hero of the book:
  - a) Jody Tiflin
  - b) Billy Buck
  - c) Gitano
  - d) Gabilan
  
2. Which character most resents Gitano?
  - a) Carl Tiflin
  - b) Jody
  - c) The neighboring rancher
  - d) Billy Buck
  
3. The character, Jody, is a:
  - a) Girl
  - b) Boy
  - c) Never identified
  
4. The difference between the characters Carl Tiflin and Billy Buck is that:
  - a) Carl is pleasant while Billy is bad
  - b) Carl is terrible while Billy is good
  
5. What role does Gitano play in the book?
  
6. Identify the four main characters in the book:
  
7. Why is this book titled The Red Pony?
  
8. How was the book, The Red Pony, different from the movie?

The alignment of skills to standards and assessments to skills is critical. If this was the work of a teacher in your building, what suggestions, advice, and/or direction would you give them?

---

## Language Arts: Word Choice

**Standard:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Use the rubric below to evaluate the paragraph. If the writing is higher than a 3 but not sufficient to achieve a 5, you may give the writing a score of 4. If it is above a 1 but does not have the attributes for a score of 3, you may give it a 2. The score must be a whole number, not a 1.5, etc.

### Color Crayon:

I am a color crayon no one use me I am hidous green They use beautiful cherry pink and safire blue instead, One day I fell out of Stacys desk and in the morning somebody stepped on me and smeared me all over the Floor and then the teacher saw it There was only have left of me so she trew me in the garbag well it was kind of exsiteng cause there was a chaclate brown crayon right then we fell in love so three fantastic days later I was Mrs Brown.

### Rubric:

5	<p>Words convey the intended message in a precise, interesting, and natural way. The words are powerful and engaging.</p> <ul style="list-style-type: none"><li>• It is easy to understand just what the writer means.</li><li>• Lively verbs add energy while specific nouns and modifiers add depth.</li><li>• The writer has taken care to put just the right word or phrase in just the right spot.</li></ul>
3	<p>The language is functional, even if it lacks much energy. It is easy to figure out the writer's meaning on a general level.</p> <ul style="list-style-type: none"><li>• Words are adequate and correct in a general sense, and they support the meaning by not getting in the way.</li><li>• Despite a few successes, the writing is marked by passive verbs, everyday nouns, and mundane modifiers.</li><li>• The words may be refined in a couple of places, but the language looks more like the first thing that popped into the writer's mind.</li></ul>
1	<p>The writer demonstrates a limited vocabulary or has not searched for words to convey specific meaning.</p> <ul style="list-style-type: none"><li>• Words are so nonspecific and distracting that only a very limited meaning comes through.</li><li>• Limited vocabulary and/or misused parts of speech seriously impair understanding.</li><li>• Words and phrases are so unimaginative and lifeless that they detract from the meaning.</li></ul>

SCORE \_\_\_\_\_

**Standard 6.RL.2:** Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

**Step 1: Identify the key concepts:** List what students need to know (noun or noun phrases).  
  
Topic, organized manner, appropriate facts, relevant details, descriptive details, main idea, themes, clearly, understandable pace

**Step 3: Identify type(s) of learning target(s):**

**Step 2: Determine the learning target(s):** List what students need to do (verbs).  
Place one learning target per line.

Knowledge	Reasoning	Demonstration	Product
		✓	
		✓	
		✓	
✓			
		✓	

**Skills:**

- Define “theme”
- Identify the main idea
- Trace the central idea of a text
- Break down the story into its component parts and describe how the plot develops through supporting details
- Describe the relationship of main characters in their reaction to a specific event in the text
- Define the term “bias”
- Identify main characters
- Explain what it is to provide an objective opinion or point of view
- Describe, orally, the key details in same sequence as the text
- Summarize the text without personal bias, using specific important details
- Write a brief summary that is unbiased



**Sample Assessment Blueprints** – Adapted from *Assessment and Grading in Classrooms* by S.M. Brookhart & A.J. Nitko, 2008

**Standard:** Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

Text: Holes by Louis Sachar

Content Outline	Knowledge	Reasoning	Product	Demonstration
Theme or Central Idea	<ul style="list-style-type: none"> <li>Define “theme”</li> <li>Identify the main idea</li> <li>Trace the central idea of a text</li> <li>Describe, orally, the key details in same sequence as the text</li> </ul>	<ul style="list-style-type: none"> <li>Break down the story into its component parts and describe how the plot develops through supporting details</li> </ul>		
Setting, plot, and characters	<ul style="list-style-type: none"> <li>Identify main characters</li> </ul>	<ul style="list-style-type: none"> <li>Describe the relationship of main characters in their reaction to a specific event in the text</li> </ul>		
Objective Summary	<ul style="list-style-type: none"> <li>Define the term “bias”</li> <li>Summarize the text without personal bias, using specific important details</li> </ul>		<ul style="list-style-type: none"> <li>Write a brief summary that is unbiased</li> </ul>	<ul style="list-style-type: none"> <li>Explain what it is to provide an objective opinion or point of view</li> </ul>

---