

Chapter 7 of the *Assessment Handbook* explains record keeping and grading. There, you will find guidance for keeping accurate, informative records and sharing details with students, parents, and others. Advice for implementing performance-based assessments and grading is also provided. You will review how to design scoring rubrics, evaluate participation and presentations, and assess writing.

Teacher's Manuals

In addition to the *Assessment Handbook*, you will also look to the Teacher's Manuals for individual tests.

There you will find information such as

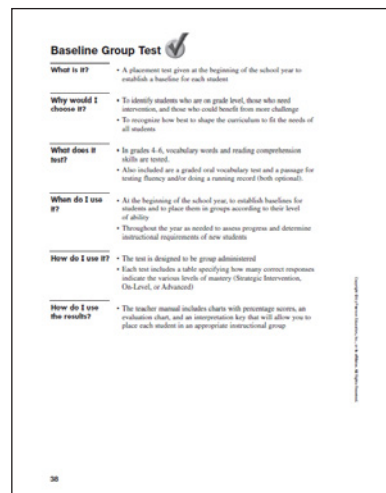
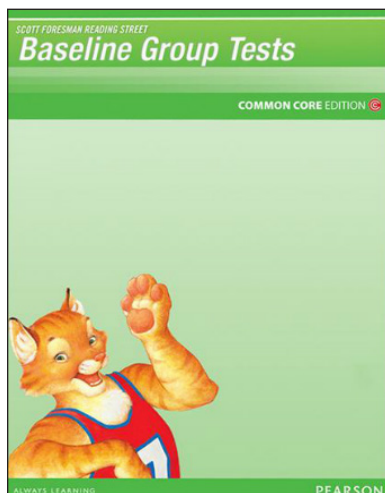
- advice for administering the tests;
- answer keys;
- scoring rubrics;
- top-level responses;
- student and class charts for progress monitoring; and
- item analysis charts to help identify areas of weakness and target instruction.

Step 1: Begin the Year

Step 1 is to administer entry-level assessments at the beginning of the year to give you information about the instructional needs of your class and to point you to program features that meet those needs. Chapter 2 of the *Assessment Handbook* describes all of the entry-level, classroom-based assessment tools on Reading Street™. The best time to administer entry-level assessments is during the first few weeks of the school year. It is a good idea to plan to spread out the assessment tasks throughout the first month of school.

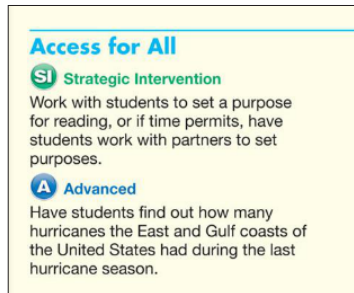
Baseline Group Test

The Baseline Group Test helps group students for instruction. It provides you with a starting record of where students are at the beginning of the school year.



After analyzing students' scores, the Baseline Group Test provides you with cut scores to match each individual student to an instructional level on Reading Street™. You can use this information to inform the differentiation of whole-group and small-group instruction.

There are tips in the Teacher’s Edition that identify how to differentiate the daily lesson plans.



Access for All

SI Strategic Intervention
Work with students to set a purpose for reading, or if time permits, have students work with partners to set purposes.

A Advanced
Have students find out how many hurricanes the East and Gulf coasts of the United States had during the last hurricane season.

You will also use the Baseline Group Test data to assign students to on-level, advanced, and strategic intervention groups for small group instruction.

The Baseline Group Test has both a written multiple-choice format and test options for individual administration. In the primary grades, there are one-on-one and oral subtests for phonemic awareness and reading fluency.

Step 2: Every Day

Step 2 is to assess your students daily throughout the school year to monitor their progress. After using entry-level assessments to determine where to begin instruction, you will monitor your students’ progress to focus instruction throughout the year. The classroom-based assessments for progress monitoring evaluate whether students are learning and prescribe review and remediation if students need extra instruction and practice.



Step 2 **RIGHT IN YOUR TEACHER'S EDITION**

Every Day
During the day, use these tools to monitor student progress.

- **Corrective Feedback** provides point of use support.

Corrective feedback If... students are unable to answer the comprehension questions, then... use the Reteach lesson in First Step.

- **Monitor Progress** boxes each day check retelling, fluency, and oral vocabulary.

MONITOR PROGRESS **Check Retelling**
If... students have difficulty retelling, then... use the Retelling Cards/Story Sort to scaffold their retellings.

Success Predictor Boxes

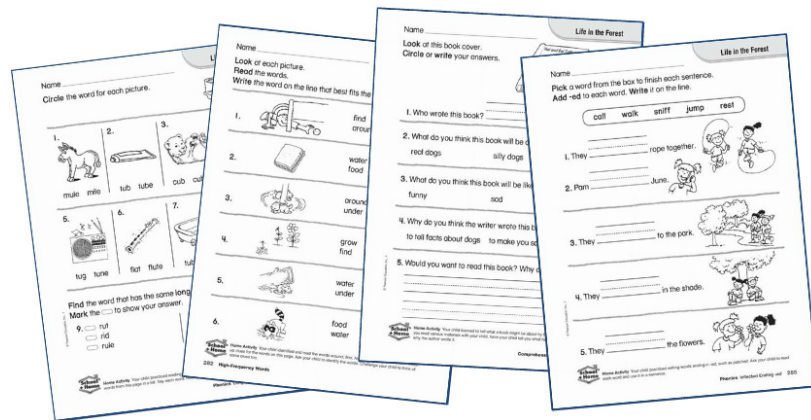
Opportunities to monitor the Priority Skills of phonemic awareness, phonics, fluency, vocabulary, and comprehension are embedded in the daily instruction. Look for these assessments throughout the week in the Success Predictor boxes at strategic points in the daily lesson plans in the Teacher’s Edition. The questions in the Success Predictor boxes identify whether students have learned what you just taught and provide you with “If...Then” suggestions for Corrective Feedback.

Day 5 Assessments

You will also find short progress monitoring assessments for the Priority Skills on Day 5. You can administer the Day 5 assessments individually or in small groups. These daily and weekly assessments allow you to track students' acquisition of the Priority Skills at your grade level and match instruction to promote development.

Reader's and Writer's Notebook

In addition to the progress monitoring found in the Success Predictor boxes, the *Reader's and Writer's Notebook* provides practice pages for phonics, vocabulary, spelling, and comprehension skills.



Think Critically

The Think Critically page in the student edition provides a comprehension check for the main selection text. You can use the Look Back and Write question as a performance task that measures students' ability to go back into the text to find evidence and substantiate their responses. You can use the scoring rubrics in the Teacher's Edition for the Look Back and Write question each week.

The image shows a page from a student edition titled 'Think Critically'. It features a vertical strip on the left with three images: a person reading a book, a storm chaser in a car, and a storm chaser in a house. The main text on the right contains five numbered questions related to the storm chaser text. The page number '420' is visible at the bottom left.

Think Critically

- Storm chasing can be a dangerous job. What other jobs do you know of that are dangerous? Why do you think someone might choose to do one of these jobs?
Look to World
- Reread pages 416-417. How does the author use details to help you understand the force of the winds? *Think Like an Author*
- Reread pages 410-411. How do various weather patterns have an effect on the way a storm chaser lives his life?
Cause and Effect
- Why do you think the author chose to use so many photos in his article? Do they help you predict what the life of a storm chaser is like? Why or why not?
Predict and Set Progress
- Look Back and Write** Look back at page 413. Why does Warren Fairley need a safe place to stay when he photographs a hurricane? What does he look for in a shelter? Provide evidence to support your answer.
Key Ideas and Details • Text Evidence

Retelling Assessment

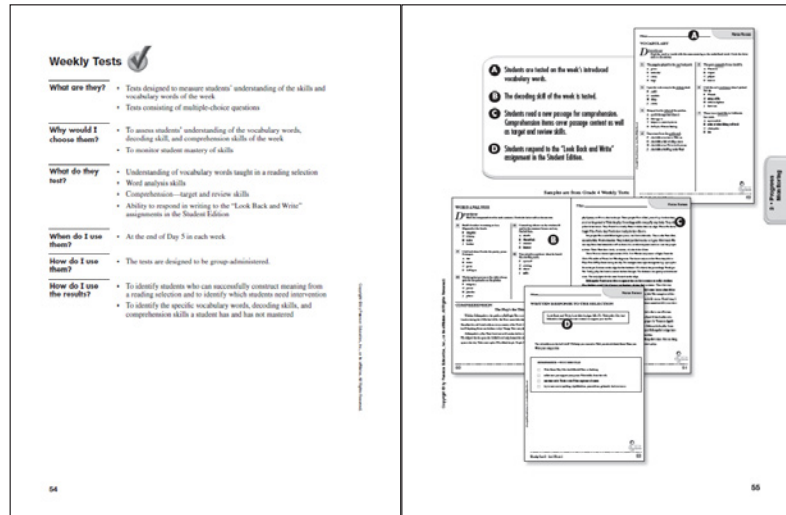
The Retelling assessment that follows instruction for the main selection story measures comprehension. Students can retell the story on their own or with scaffolds like the Retelling strip in the student edition or the Retelling Cards. You can use the Retelling rubric to score students' summaries and record their scores on the weekly assessment charts located in the *Assessment Handbook*.

Step 3: Every Week

Step 3 is to administer weekly assessment that provides ongoing feedback on students' progress toward achieving the skills and knowledge described in the strands and domains in the Common Core State Standards for English Language Arts.

Weekly Tests

The Weekly Tests measure students' understanding of each week's target skills, including comprehension skills that students apply to a new but conceptually related passage. Students answer questions about weekly vocabulary words, phonics or word study skills, target comprehension skills, and the review skills applicable in Grades 3–6.



Students can also answer a written response question in the form of the Look Back and Write assignment in the student edition.

Each Weekly Test consists of multiple-choice questions and the Look Back and Write written response question.

Use the item analysis charts to see the alignment of each item to the Common Core State Standards. The Weekly Tests provide a snapshot of your students' progress toward mastery of the Standards.

Weekly Tests for Balanced Assessment and College and Career Readiness

The Weekly Tests for Balanced Assessment and College and Career Readiness assess students' progress toward achieving grade-specific Common Core State Standards. These tests also prepare students for the types of questions they will encounter on Common Core assessments.

Students apply comprehension, vocabulary, and writing skills as they answer multiple-choice and multipart, text-based comprehension and vocabulary questions and complete two written responses.

Fresh Reads for Fluency and Comprehension

In addition to the Weekly Test, the Fresh Reads for Fluency and Comprehension gives students the opportunity to practice the target and review comprehension skills of the week with new selections that are matched to their instructional reading levels.

This assessment features leveled passages and questions that assess fluency and practice the target comprehension skill of the week. It provides one question about the reviewed comprehension skill of the week.

There is also an oral reading fluency check for each reading level that you can administer to individual students to track their progress with rate and accuracy.

The Fresh Reads assessments are two pages long and are broken up into Strategic Intervention (SI), On-Level (OL), and Advanced (A) levels. Depending on students' ability levels, there are varying numbers of multiple-choice questions and short written responses.

You can administer the Fresh Reads assessments weekly or after you've taught students a particular comprehension skill.

Reading Street Sleuth

Each passage in the *Reading Street Sleuth* has a Prove It question that goes along with the steps for instruction with the text.

SLEUTH WORK

Gather Evidence What clues can you find that tell you the author is giving both facts and opinions?

Make Your Case Choose a side. List three convincing reasons for or against spending more government money on tornado warning systems.

Ask Questions Find someone who chose the opposite viewpoint on the spending issue. Ask one factual and one opinion question of that person related to tornado warning systems.

Prove It is a performance task that asks students to craft a written response, create a graphic organizer, or write an oral presentation. Prove It can be a partner or small group activity.

DAY 5 Access for All

Common Core State Standards

Foundational Skills L.A. Copy and paste single syllable words to identify words in phrases and sentences.

Skills A. Write and pronounce simple words and the words pronounced by others.

Foundational Skills S. Show and explain growth in oral and written skills in speaking words.

Foundational Skills R.A. Show that a person's words are related to representing his or her thoughts.

Speaking/Listening 1, 4, 5.

OL On-level

1 Build Word Knowledge
Practice Singular and Plural Nouns

REVIEW If needed, revisit the conventions lesson on p. 156.

IDENTIFY SINGULAR AND PLURAL NOUNS Have children return to "The Friendly Cactus" to identify nouns in the selection. Label columns in a "Singular and Plural" and ask children to classify each noun as one or the other.

2 Text-Based Comprehension

REREAD "The Friendly Cactus" Have partners reread "The Friendly Cactus."

EXTEND UNDERSTANDING Talk together about the differences between the texts that are used in the selection.

PERFORMANCE TASK - Prove It
To draw a cactus that is being used by one desert animal. They should label their drawing with the names of the animals. Have children use the text and other resources to label several items and to describe the action. Look for evidence that children understand the relationship between the cactus and the animals.

COMMUNICATE Invite children to tell about their pictures and read the labels to the group. Encourage the class to ask questions and discuss each drawing.

More Reading for Group Time

Prove It

Review

- Concept Vocabulary
- Author's Purpose

Use the suggested Level Reader or other text at children's instructional level.

SESS: Interactive

Use the Level Reader Database for more ideas and student pages for *Prove It*.

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You can find the Prove It questions in the Teacher's Edition. The open-ended questions support the Common Core State Standards for English Language Arts by providing students with a complex text that they read for multiple purposes. Students look back for textual clues and then state their case or argument by citing evidence.

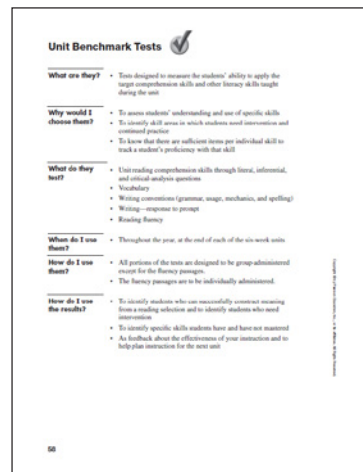
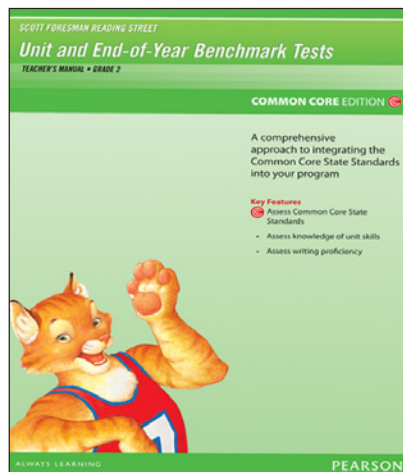
Step 4: Every Unit

Step 4 is to administer both formative and summative assessment that occurs at the end of the unit.

Unit Benchmark Test

The Unit Benchmark Test is a formal opportunity to assess students' ability to transfer their learning to new tasks during the unit. You can also use the data from the Unit Benchmark Test to evaluate whether or not to assign students to different groups for small group instruction.

The Unit Benchmark Test is a multiple-choice and constructed-response test that you administer at the end of each six-week unit. It measures students' abilities to apply target comprehension skills, grammar, usage, mechanics, extended written responses, and phonics and decoding skills in the primary grades or vocabulary strategies in the upper grades.



You can also provide students with a one-on-one fluency check of a fresh passage.

Benchmark Tests for Balanced Assessment and College and Career Readiness

You may choose to administer the Benchmark Test for Balanced Assessment or the Benchmark Test for College and Career Readiness at the end of each unit. These tests provide students with additional practice in applying the skills and strategies that they have learned and help students prepare for Common Core assessments.

These benchmark tests mirror Common Core assessments in question type and format. Results help teachers monitor students' progress toward mastery of the Common Core State Standards.

Step 5: End of the Year

Step 5 is to administer assessment at the end of the year. You can use summative assessments to determine if your students have achieved the goals defined by a given standard or group of standards.

End-of-Year Benchmark Test

The End-of-Year Benchmark Test is a group-administered, summative assessment that you can use to determine students' growth in mastering the content in the Common Core State Standards for English Language Arts and to document students' achievement of skills that you teach throughout the school year.

The End-of-Year Benchmark Test is similar in format to the Unit Benchmark Test but provides three reading selections to evaluate more skill and strategy coverage. The assessment is made up of multiple-choice and written-response questions about comprehension, grammar, usage, mechanics, extended written responses, and phonics and decoding in the primary grades or vocabulary strategies in the intermediate grades. You can also provide students with an optional one-on-one fluency check of a new passage.

End-of-Year Tests for Balanced Assessment and College and Career Readiness

You may choose to administer the End-of-Year Tests for Balanced Assessment or College and Career Readiness to determine students' mastery of the Common Core State Standards for their grade level.

These tests include multiple-choice and multipart text-based comprehension and vocabulary questions, two constructed response items, and one extended response item.

Review

This guide explored the Reading Street™ program's five-step assessment plan. It looked at the formal and informal classroom-based measures that help you monitor students' progress, measure their growth, and target your instruction.