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✦ Assessment and Data Tracking ✦

Data tracking is an essential element in modern classrooms. Teachers are often required to capture student learning through both formative and summative assessments. They then must use the results to guide teaching, remediation, and lesson planning and provide feedback to students, parents, and administrators. Because time is always at a premium in the classroom, it is vital that teachers have the assessments they need at their fingertips. The assessments need to be suited to the skill to be assessed as well as adapted to the stage in the learning process. This is true for an informal checkup at the end of a lesson or a formal assessment at the end of a unit.

This book will provide the tools and assessments needed to determine your students' level of mastery throughout the school year. The assessments are both formal and informal and include a variety of formats—pretests and posttests, flash cards, prompt cards, traditional tests, and exit tickets. Often, there are several assessment options for a single skill or concept to allow you the greatest flexibility when assessing understanding. Simply select the assessment that best fits your needs, or use them all to create a comprehensive set of assessments for before, during, and after learning.

Incorporate Instant Assessments into your daily plans to streamline the data-tracking process and keep the focus on student mastery and growth.

If you could research anything, what would you want to learn more about?

List three references where you could find more information about your topic.

• _____

• _____

• _____

Who read your writing today?

What suggestions did he/she give you?

Should children, ages 10 and under, have their own cell phone?

Write instructions on how to clean your room.

Imagine waking up and finding that you had switched places with your pet dog or cat. What would you do? Write a story of your day as a dog or cat.

Write a short biography about your favorite celebrity.

One day, a spaceship lands on the playground at your school...Tell what happens next.

Research the Lost Colony and write about the possible explanations.

A variety of instant assessments for writing

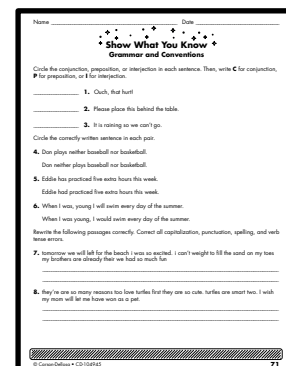
Types of Assessment

Assessment usually has a negative association because it brings to mind tedious pencil-and-paper tests and grading. However, it can take on many different forms and be a positive, integral part of the year. Not all assessments need to be formal, nor do they all need to be graded. Choose the type of assessment to use based on the information you need to gather. Then, you can decide if or how it should be graded.

	What Does it Look Like?	Examples
Formative Assessment	<ul style="list-style-type: none"> occurs during learning is administered frequently is usually informal and not graded identifies areas of improvement provides immediate feedback so a student can make adjustments promptly, if needed allows teachers to rethink strategies, lesson content, etc., based on current student performance is process-focused has the most impact on a student’s performance 	<ul style="list-style-type: none"> in-class observations exit tickets reflections and journaling homework student-teacher conferences student self-evaluations
Interim Assessment	<ul style="list-style-type: none"> occurs occasionally is more formal and usually graded feedback is not immediate, though still fairly quick helps teachers identify gaps in teaching and areas for remediation often includes performance assessments, which are individualized, authentic, and performance-based in order to evaluate higher-level thinking skills 	<ul style="list-style-type: none"> in-class observations exit tickets reflections and journaling homework student-teacher conferences student self-evaluations
Summative Assessment	<ul style="list-style-type: none"> occurs once learning is considered complete the information is used by the teacher and school for broader purposes takes time to return a grade or score can be used to compare a student’s performance to others is product-focused has the least impact on a student’s performance since there are few or no opportunities for retesting 	<ul style="list-style-type: none"> cumulative projects final portfolios quarterly testing end-of-the-year testing standardized testing

How to Use This Book

The assessments in this book follow a few different formats, depending on the skill or concept being assessed. Use the descriptions below to familiarize yourself with each unique format and get the most out of Instant Assessments all year long.



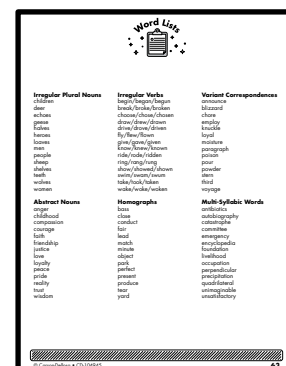
Show What You Know

Most anchors begin with two *Show What You Know* tests. They follow the same format with the same types of questions, so they can be used as a pretest and posttest that can be directly compared to show growth. Or, use one as a test at the end of a unit and use the second version as a retest for students after remediation.

Exit Tickets

Most anchors end with exit tickets that cover the variety of concepts within the anchor. Exit tickets are very targeted questions designed to assess understanding of specific skills, so they are ideal formative assessments to use at the end of a lesson. Exit tickets do not have space for student names, allowing teachers to gather information on the entire class without placing pressure on individual students. If desired, have students write their names or initials on the back of the tickets. Other uses for exit tickets include the following:

- Use the back of each ticket for longer answers, fuller explanations, or extension questions. If needed, students can staple them to larger sheets of paper.
- They can also be used for warm-ups or to find out what students know before a lesson.
- Use the generic exit tickets on pages 7–8 for any concept you want to assess. Be sure to fill in any blanks before copying.
- Laminate them and place them in a language arts center as task cards.
- Use them to play Scoot or a similar review game at the end of a unit.
- Choose several to create a targeted assessment for a skill or set of skills.



Word Lists

Word lists consist of several collections of grade-appropriate words in areas that students need to be assessed in, such as sight words, spelling patterns, and words with affixes. They are not comprehensive but are intended to make creating your own assessments simpler. Use the word lists to create vocabulary tests, word decoding fluency tests, spelling lists, etc., for the year.

Use the cards as prompts for one-on-one conferencing. Simply copy the cards, cut them apart, and follow the directions preceding each set of cards. Use the lettering to keep track of which cards a student has interacted with.

- Copy on card stock and/or laminate for durability.
- Punch holes in the top left corners and place the cards on a book ring to make them easily accessible.
- Copy the sets on different colors of paper to keep them easily separated or to distinguish different sections within a set of cards.
- Easily differentiate by using different amounts or levels of cards to assess a student.
- Write the answers on the backs of cards to create self-checking flash cards.
- Place them in a language arts center as task cards or matching activities.
- Use them to play Scoot or a similar review game at the end of a unit.

Should children, ages 10 and under, have their own cell phone?

Write about the types of animals that live in your climate.

Write a description of your hometown for someone who has never been there.

Research the importance of sleep and write about your findings.

The reproducible assessment pages are intended for use as a standard test of a skill. Use them in conjunction with other types of assessment to get a full picture of a student's level of understanding. They can also be used for review or homework.

Name _____ Date _____

Synonyms and Antonyms

Write **S** if the words are synonyms. Write **A** if the words are antonyms.

1. tired, energetic 2. rising, quiet 3. retreats, goes
4. huge, gigantic 5. wildly, calm 6. drowsy, sleepy

Write a synonym for each word.

7. tiny _____ 8. kin _____ 9. windy _____
10. unite _____ 11. broadly _____ 12. delusion _____

Write a synonym for each word.

13. begin _____ 14. spirit _____ 15. bright _____
16. cry _____ 17. cure _____ 18. schooled _____

Write a synonym and antonym for each word.

	Synonyms	Antonyms
19. damp		
20. usually		
21. lounge		
22. build		
23. rank		
24. heed		
25. primary		

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Use the paired fluency pages to assess students' oral reading fluency. Provide a copy of the student page to the student, and use the teacher copy to track how far the student read, which words he or she struggled with, and the student's performance on repeated readings. The word count is provided at the end of each line for easy totaling. Then, use the related comprehension questions to assess the student's understanding of what he or she read.

[illegible]

Exit Tickets

Exit tickets are a useful formative assessment tool that you can easily work into your day. You can choose to use a single exit ticket at the end of the day, or at the end of each lesson. Simply choose a ticket below, make one copy for each student, and have students complete the prompt and present them to you as their ticket out of the door. Use the student responses to gauge overall learning, make small remediation groups, or target areas for reteaching. A blank exit ticket is included on page 8 so you can create your own exit tickets as well.

<p>What stuck with you today?</p> <hr/> <hr/> <hr/> <hr/> <hr/> 	<p>List three facts you learned today. Put them in order from most important to least important.</p> <ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____
<p>The first thing I'll tell my family about today is</p> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>The most important thing I learned today is</p> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Color the face that shows how you feel about understanding today's lesson.</p> <div style="text-align: center;">  </div> <p>Explain why. _____</p> <hr/> <hr/>	<p>Summarize today's lesson in 10 words or less.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Name _____ Date _____

Show What You Know ✨

Read the story. Then, answer the questions.

Animal Lovers

Terrance and Tabitha had always loved animals. Even as young children, the twins would rescue hurt or lost creatures they found on the farm. They learned to take care of animals from their parents and the farm veterinarian. As they grew older, they continued to rescue animals, often housing them in their parents' barn until a home could be found. By the time the twins were ready to graduate from high school, the O'Kelley twins had rescued over one hundred dogs, even more cats and kittens, and an assortment of birds and other animals.

Mr. and Mrs. O'Kelley were not exactly surprised when the twins came to them with a new and wonderful scheme.

"Tabby and I would like to open a pet rescue shelter," said Terrance. "We will take in stray animals and try to find their owners. If we can't, we will find them good homes. We would like to use the empty side of the main barn. We have it all planned out."

"How will you afford to feed and care for these animals?" Mrs. O'Kelley asked.

"We plan to ask local pet shops and individuals to donate pet food," Tabby explained.

"We also plan to collect cans for recycling."

"And new pet owners will pay an adoption fee that will help cover some of the costs of caring for their new pets," said Terrance.

"But, what about school?" Mr. O'Kelley questioned. "You'll both be going to college in the fall."

"We know, but we're going to college in town," Tabitha replied. "We'll be close by, and we'll care for the animals after classes."

Dad had another question. "What about the animals that really need medical attention? How do you plan on paying Dr. Wong for checking them out? Taking in sick or injured animals can be dangerous, kids!"

"Dr. Wong agreed that this is a great idea. He's even willing to volunteer two hours a week if we help him on Saturday mornings. All we have to do is clean out the four kennels he has at the office. We know how to do that since we do it for our own animals, so it won't be a problem," explained Tabitha.

Mr. and Mrs. O'Kelley looked at each other. Mom smiled and said, "Well, you two certainly have done your homework!"

Dad said, "If we let you try this, it's on a trial basis only, just for the summer months. Also, you cannot have more than six '**residents**' at a time."

"We won't let you down," Tabitha promised. "We won't let the animals down, either," said Terrance. The twins were tinkled pink!

5. What type of figurative language does the author use when the narrator states he has butterflies in his stomach? _____
What does the author mean by this? _____

6. What point of view is used in this story?
A. first person
B. second person
C. third person
D. fourth person
7. How might the narrator approach his next opportunity to do something that makes him nervous? _____

8. What is the theme of this passage? _____
Explain. _____

9. How do you think the narrator's feelings change from the beginning of the passage to the end? Use details from the story to support your answer.

10. In the text, **note** means which of the following:
A. a short letter
B. a reminder
C. a single tone
D. to pay attention to

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- What will happen if Terrance and Tabitha do a good job taking care of the animals all summer?
 - Their parents will allow them to keep using the barn.
 - Dr. Wong will give them full-time jobs.
 - They will not take in any more stray animals.
 - Their parents will buy them a building in town for their rescue shelter.
- Is this story told in first person, second person, or third person? _____
- Why did Tabitha and Terrance think starting an animal rescue would be a good idea? Use details from the text to support your answer.

- What does Mr. O’Kelley mean by **residents**?
 - volunteers
 - rescued animals
 - potential pet owners
 - veterinarians
- Who is Dr. Wong? Use details from the text to support your answer. _____

- Why is the information in the first paragraph important?
 - It shows that rescue centers are difficult to manage.
 - It shows that Terrance and Tabitha do everything together.
 - It shows that Terrance and Tabitha will be good at running the rescue center.
 - It shows that Terrance and Tabitha have little experience with animals.
- In the text, “tickled pink” is what type of figurative language? _____
What does it mean? Use details from the story to support your answer.

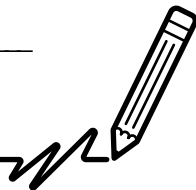
- What is a possible theme to this passage? Use details to support your answer.

- Based on the passage, how would you describe Terrance and Tabitha? Use details from the text to support your answer. _____

Making Inferences

<p>She told me that I didn't have a fever after she took my temperature, but my throat was red and swollen. She prescribed some medicine to pick up at the pharmacy.</p> <p>Where am I?</p> <p>G</p>	<p>The family had seen so many animals already today. But they were most excited about the polar bears, giraffes, and monkeys. According to their map, those were the next three exhibits.</p> <p>Where is the family?</p> <p>H</p>
<p>John clapped and yelled for his team when he heard the ball hit the bat and sail into the stands.</p> <p>Where is John?</p> <p>I</p>	<p>She laid out all of the ingredients first. Then she followed the directions step by step and placed the pan in the oven. When the timer went off, the house was already filled with the delicious sweet aroma.</p> <p>What is she doing?</p> <p>J</p>
<p>The class lined up at the door. The two helpers grabbed the tub full of balls and jump ropes.</p> <p>Where was the class going?</p> <p>K</p>	<p>Finally, the day had come! After applying sunscreen, the sisters walked to the edge, held their breath and jumped in.</p> <p>What are they doing?</p> <p>L</p>
<p>After a loud pop, Toby carefully drove the car to the side of the road. He got out to look and it was just as he suspected. Good thing he had a jack and a spare in the trunk.</p> <p>What happened to Toby's car?</p> <p>M</p>	<p>She walked through the classroom door and saw it on her desk. She was nervous but glad she spent her extra time over the weekend studying.</p> <p>What is she doing?</p> <p>N</p>

Making Inferences



Read the story. Use context clues to infer the answers to the questions.

The Audition

Hayley's heart thudded as she took her place in the registration line. When she reached the front, a woman handed her an application. Hayley completed it, leaving the section marked *Experience* empty.

Applicants crowded the lobby—chatting, laughing, and stretching their muscles. Some girls wore dance attire. Hayley felt awkward in her simple T-shirt and shorts. Her stomach twisted from nerves.

She nearly vaulted out of her seat when someone tapped on her shoulder. "Hi, Hayley! Trying out for the production?"

Hayley nodded. She recognized the girl as Roxanne from geography class.

"The dance portion of the audition will be difficult in those flip-flops. Did you bring a pair of character shoes?"

"What are character shoes?" Hayley asked.

Roxanne smiled sympathetically. "I have an extra pair of jazz sneakers in my backpack. They are flexible, and I think they will fit."

"Thank you. I must have amateur emblazoned on my forehead. I probably shouldn't audition, but I love singing."

Roxanne's grin lit up her face. "We are all amateurs, and it is fantastic! The choreographer will conduct the dance audition after the vocal audition. I looked at the schedule. You audition right before me! Have you marked 16 bars on your music?"

"What do you mean by 16 bars?"

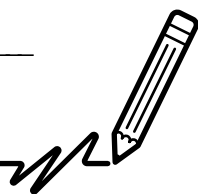
Roxanne reached for the sheet music in Hayley's hand. "You need to sing 16 measures of music from your audition piece. If the director likes your voice, he might ask you to sing more. You should try these ones." Roxanne marked the page and tilted her head. "They just called your number!"

Hayley checked the paper in front of her. She gulped. "Break a leg," Roxanne said. "What?" "It means 'good luck!'" Roxanne pushed Hayley up to the stage. Hayley's legs were shaking so hard she wondered if they would shatter. She handed her sheet music to the accompanist, but she was nervous about singing with a piano. She'd never done it before. Luckily, after a couple of bars she lost herself in the music. She almost forgot to stop! A man in the audience clapped. "That was very nice. Would you please sing a little more?"

Hayley grinned. "Absolutely!"

- 1. Is this Hayley's first time auditioning for a show? How do you know? _____
- 2. Is this Roxanne's first time auditioning for a show? How do you know? _____
- 3. Has Hayley had dance training? How do you know? _____

Making Inferences



Read the story. Then, answer the questions.

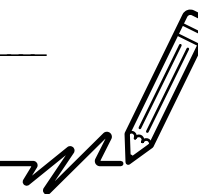
In Line for a License

“Come on, Mom!” Peter urged. He practically dragged her through the revolving front doors. They made their way toward a room with a sign that read “Department of Motor Vehicles.” Once inside the room, Peter completed some paperwork. Then, he joined a long line of people. They were waiting their turn at the counter. As Peter waited, he stared at a poster on the wall. It read, “You must be at least 16 to apply for a license.” As Peter moved forward, he **peppered** his mom with questions. “You’ll let me have the keys right away, won’t you?” he asked. “It’s all right if I take it out tonight, isn’t it? I’ll fill up the tank, I promise.” An hour later, Peter raced out of the building with a huge grin on his face. His success was evident. “Come on, Mom!” he called. “Your driver is ready to take you home!”

- 1. When Peter first enters the building, he feels
A. agitated. B. relieved.
C. impatient. D. angry.
- 2. Where is Peter? Why is Peter here? _____
List three clues that helped you come to that conclusion.
A. _____
B. _____
C. _____
- 3. What does the word **peppered**, as used in this reading selection, mean?
A. asked rapidly B. spice
C. shower with D. argued with
- 4. To what keys is Peter referring? Explain how you know. _____

- 5. Describe how Peter felt upon leaving the building and why. _____

Making Inferences



Read the poem. Then, answer the questions.

Smack

His knees knocked as he stepped up to the plate,
All he wanted to do was hit it clear to the gate.

But last time he was here, he swung not once, not twice
But three times for air and his team paid the price.

This time, he hoped for more but he watched the ball zip by
Not once, but twice. Third time he swung and let out a cry.

Smack went the bat. Flying went the ball. Cheers from the stands.
Around he ran to home with high fives into all his teammates hands.

- 1. What is the poem about? Explain how you know. _____

- 2. In line 1, what does “his knees knocked” mean? Explain how you know.

- 3. Compare how you think the narrator felt at the beginning of the poem compared to the end of the poem. _____

- 4. In line 4, what does “pay the price” mean? Explain. _____

- 5. Make up a different title for this poem. _____
Why do you think it is a good title?

Theme Matching



Stories often include a theme. Match the common themes to their messages.

acceptance	courage	perseverance	cooperation	hope
compassion	honesty	friendship	preparedness	kindness

- _____
1. Characters find that it is always best to tell the truth no matter what.
- _____
2. Characters work together to solve a problem or achieve a goal.
- _____
3. Characters show strength to overcome a fear or accept a risk.
- _____
4. Characters respect and accept others’ differences and beliefs.
- _____
5. Characters continue to believe even when facing difficult times.
- _____
6. Characters are friendly, generous, and considerate of others.
- _____
7. Characters trust each other and never turn their backs on their friends.
- _____
8. Characters want to make those who are suffering feel better.
- _____
9. Characters avoid trouble by being prepared and ready for any situation.
- _____
10. Characters work hard and it pays off in the end.

Understanding Theme



Read the passage. Then, answer the questions.

The Test

There was going to be a test on Friday covering the meteorology unit. Ethan was determined to get at least 95 percent on the test. He had to get an A in science on his report card. Grades were important to Ethan. He had several days to prepare, so he knew he could do it if he studied hard.

On Monday, Ethan made study cards with all of the vocabulary words and definitions he needed to know. That evening, he took the cards with him and reviewed them as his mom drove him to soccer practice. The next day, he made an outline of the unit. His dad quizzed him from the outline. On Wednesday, his friend Zach came home with him after school. They each made 25 game cards with questions from the unit. The boys kept track of the number of questions they each answered correctly. Ethan got the most correct; his hard work was paying off! Ethan went to his room on Thursday evening and studied quietly for an hour. The next day, he confidently answered every question on the test. He knew he had done well. When his teacher passed back the tests at the end of the day, Ethan smiled with pride. He had **exceeded** his goal. He scored 100 percent on the test!

1. What is the theme of the passage?
A. hard work pays off
B. good grades are important
C. meteorology is a difficult subject
D. success comes from working together
2. What information from the passage supports the theme? Circle all of the answers that apply.
A. There was going to be a test.
B. He knew he could do it if he studied hard.
C. He scored 100 percent on the test.
D. His friend Zach came home with him.
3. How did the author structure this passage?
A. cause/effect
B. problem/solution
C. chronologically (time order)
D. compare/contrast
4. In the passage, what does **exceeded** mean? Use details from the story to support your answer.

Understanding Theme



Read the poem. Then, answer the questions.

Progress

March
Bounce, dribble, drop, roll
Bounce, dribble, shoot
Nowhere even close to the goal

April
Bounce, dribble, dribble, drop, roll
Bounce, bounce, dribble, shoot
A little bit closer to the goal

May
Bounce, bounce, dribble, dribble
Bounce, dribble, dribble, shoot
Grazed the rim of the goal

June
Bounce, dribble, dribble, dribble
Shoot, shoot, shoot
Swish, straight in the goal

- 1. What is the theme of the poem? _____
- 2. Use details from the text to explain why you chose that theme.

- 3. In the poem, what does the word **grazed** mean? Use details from the story to support your answer.

- 4. Follow the structure of the poem and write your own stanza for February or July.

Comparing and Contrasting



Read the passage. Compare and contrast the two characters. Then, answer the questions.

Two Talents

Brayden and Reid were next-door neighbors and in the same class at school. Brayden was probably the brightest, most studious student in the class. Reid was definitely the best, most dominant athlete in the school. The boys often carpooled to school. But, in the afternoon, they came home separately. Reid usually stayed and played basketball with some of the other boys. He was very competitive and enjoyed winning. Brayden usually went straight home and did his homework and then read a book. He was diligent and took pride in his academic achievements.

One day after school, Brayden asked Reid if he could stay and play basketball with him and the other boys. "No way! Do you even know how to play basketball?" Reid scoffed as he headed to the court. Brayden was hurt. He went home and studied for the science test.

The next day when Brayden and Reid got to the classroom, their teacher passed out the science test. Everything on the test was material Brayden had studied, so he had no trouble answering the questions. When Brayden had finished, he noticed that Reid had barely written anything on his test. Later, when the tests were returned, Brayden received a 100 at the top of his paper. Reid had a note written on his test saying he must take the test again.

After school, Brayden offered to help Reid study for the test. Reid gratefully accepted the help even though he was a little embarrassed at how he had treated Brayden the day before. The next day, Reid passed his science test. He thanked Brayden for his help and asked him if he could return the favor by teaching Brayden how to play basketball. Brayden gladly accepted the invitation.

- 1. How are the boys alike? _____

- 2. How are the boys different? _____

- 3. Write the words and phrases that are used to describe each boy in the passage.
A. Brayden _____
B. Reid _____
- 4. How did Reid's feelings toward Brayden change from the beginning of the story to the end? Underline the details from the text to support your answer.

