

skill work. Reading the story aloud helps ensure that student's reading levels do not get in the way of your assessment of their higher-level skills. Because "Papa's Parrot" is slightly above the fourth-grade benchmark of P–Q for September, you may want to consider reading it aloud to some or all students. Either way, it is important that each child has a copy of the text in his or her hands.

SCORING THE ASSESSMENTS

We originally planned that this would be an assessment that children could self-assess, and there certainly are many units for which self-assessment is appropriate. We've come to believe, however, that for the first two units of this year, the results will be vastly more accurate and the instruction clearer if you score this assessment and the one that follows. This is, of course, up to you.

If your students have grown up in the traditions of the TCRWP, then using learning progressions and self-assessing will be nothing new to them. However, if your students are new to this kind of work, you might choose to do the scoring yourself, especially for the first performance assessment of the year. This will save time, and will allow you to get a bird's-eye sense of where students are in their skill development, and avoid any misassessment on students' part.

Some general advice for you about scoring your students' answers:

- Remember this is the start of fourth grade. Your students should not be doing end-of-fourth-grade level work at this point. Don't be alarmed if most of their work is level 3 or below! And in fact, the worse your students do now, the easier it will be for them to lift the level of their work, thereby learning that with some elbow grease, they can get better and progress. They'll have time to revise their work on Day 3 of the unit, so if the work is a bit below fourth-grade level, go right ahead and score it as a third-grade level, knowing they'll revise.
- Spend some time with other teachers across your grade, norming your assessments of student work. Pull up one child's response, and have each person score that bit of work, doing this individually and privately. Underline the evidence in the response that supports the score. Then talk about your assessments until you come to consensus. If you can't settle on a shared judgment after five minutes, move on to another. Know that these conversations are worth their weight in gold as a vehicle for your own professional development. Even twenty minutes of this work is important.
- Study three things to help you: the rubric, the learning progression, and the sample responses. The primary difference between the rubric and the learning progression is the rubric has been made to be used as a scoring instrument. It highlights concrete, objective, tangible evidence, rather than mind-sets and strategies. But the really important document is the learning progression. If you can't understand the differences between one level and another, look up one more notch so that you get a sense for the direction in which the work should be headed.

- It could be that you should be scoring using the fourth- and fifth-grade rubrics, and not the third- and fourth-grade rubrics. We tend to shift during the second half the year, but that is up to you. You could also decide to use a rubric with three levels on it. We have provided rubrics with multiple levels to help facilitate whichever scoring process you choose.
- We've created a set of sample responses to help you anticipate some of the work your students might do in response to each of the questions. Our aim is to give you examples that will help you to quickly assess your students' work as well as coach them toward revision and goal-setting. Of course, there is a wide variety of responses that would meet the criteria for each level. Your students' responses needn't and won't look exactly like ours.

DEBRIEFING THE ASSESSMENT AND SHARING FEEDBACK WITH STUDENTS

A Possible Teaching Session

It is tremendously important that you return your students' work on the performance assessments to them and help them spend a day getting to know how they did on those assessments and coming to understand the expectations on which they were assessed. We know that when children are given crystal clear goals, their progress moves into a whole new gear. The purpose of the initial assessment was really to accelerate students' growth, and for that to happen you need to return the work to them and help them feel as if they own it.

The following lesson is written as if you have assessed the students' work on the performance assessment. Plan from the start that you will devote this one day (and only this day) to showing kids your assessment of the performance assessment, to asking them to study the rubric to understand why you assessed them as you did, and to thinking about what they could do immediately to lift the level of their work (and their scores.)

There are three big goals for today. One is for as many students as possible to understand their scores by analyzing their own answers with the rubric in hand. There will be instances when you are scoring something that youngsters have never been taught (remember, this is a preassessment), so it is perfectly possible that sometimes a child won't really grasp what you would have wanted in lieu of the answer she gave, but at least she will be alerted to the fact that there's work to be done in that area.

The second goal is to teach kids to use the learning progression to help themselves become more skilled. Last, you'll hope that students have some time to set goals and to make plans for reaching those goals.

You might also choose to give students the opportunity to self-assess. If you choose this option, you can adapt the following session. You can follow the first part of the session, in which you demonstrate how the scoring system works using an exemplar response. Then, set students up to work with a partner or in small groups to score their own work, ideally organizing them by the approximate levels you think they will be.

If your students are new to reading workshop or to self-assessment, you might scaffold this experience more heavily. For instance, if you see a student giving himself a level 3 for one of his responses, you might say: "Hmm, . . . I think I would have circled level 2 for

that. Why don't you and your partner turn and try to figure it out together?" Or, "Readers, I'm noticing some of you are giving yourselves a level 4 for question number 3. Don't forget that to score a level 4, you need to have given evidence from *across the story* supporting your thinking." Asking students to underline proof that they have accomplished the indicators at a certain level can be helpful, too, as it forces them to go in search of evidence to support their self-analysis. In this way, you challenge students to be extra tough on themselves as they self-assess their responses.

Getting Ready

In advance of the session, prepare:

- student rubrics—one copy per student
- one copy of the text for each student
- strands of the learning progression that match the rubrics—one copy per student
- sample scored student response, to use for demonstration
- the assessment questions, ready to display to the class using a document camera or other method.

Debrief and Feedback

On the day you will share assessment results with students, you might bring them together on the rug and keep them there—or send them to their desks at some point if you prefer—but either way, your teaching will probably alternate between talking to the whole class and giving students time for partner work while you circulate, coaching.

If you do send students off to work at their spots, you may wish to strategically seat students in groups based on their scores, so that you can easily coach in a targeted way. Or, you may partner students strategically based on their scores, so that you can quickly pull partnerships together for coaching if you prefer less homogenous table seating.

Today, be ready to become a cheerleader for students being honest with themselves and taking feedback seriously. You might begin with a connection that focuses on the importance of feedback. Perhaps you'll talk about educational researcher John Hattie, who found that the most important factor in improving student work was feedback. Or you might give an inspirational quote from a famous coach or leader, like Pat Riley, basketball coach and team president of the Miami Heat, who said, "Excellence is the gradual result of always striving to do better."

You might start by gathering your readers and saying something like, "Readers, a few days ago I read you a story, 'Papa's Parrot,' and you answered questions that relate to four important reading skills. I've had a chance to read your responses, and to score them carefully using a rubric that I'm going to share with you today. What's important is not your score—the number you see—but that you first understand what strong responses look and sound like. Then, when you look at your own responses, when you've not yet done that work, you'll know what you're aiming toward, and you can set realistic goals for how to improve your thinking work as you read. The rubric, and a tool called a learning progression that I'll show you soon will help you think about this and set goals that you can work on in your independent reading.

“So, first I’m going to let you in on how I scored your responses. I’ll show you another student’s answers—someone from another school actually—and we will think together about why I scored her answer a level 4. Then, you’ll take a look at your own responses, and think and talk about why you think I scored them the way that I did. Finally, you’ll set some goals based on what you’re noticing—and what I noticed—in your first assessment. Remember that it’s not surprising that a lot of you don’t have level 4 responses yet. This was before we even started the unit!

“Let’s look at a student’s response that I’ve scored. I’m going to show you how I used this rubric.” Hold up the rubric page, and point to the first rubric: character change. “In a minute, you’ll use the rubric and the learning progression to look at your own work and think about why it’s scored the way that it is.”

At this point, you will want to give out the relevant rubrics and learning progression strands (only give the strands you’ll be focusing on in the performance assessment). You are distributing both now because children will look at their own scores for different lengths of time, and you’ll want children to be able to move right away to trying out the learning progression as a revision tool.

You might continue the lesson by projecting the first question and response using a document camera, saying something like, “Let’s study the first question, then read Kayla’s answer. Then we’ll turn to the rubric for question 1, a question about characters and how they change; it is the first rubric on your sheet. You’ll look over each column to understand what is a level 2, level 3, or level 4 answer.

“Ready to start? Let’s read the first question.”

What kind of person is Mr. Tillian?

“Now let’s read Kayla’s answer.”

Mr. Tillian seems very understanding. He doesn’t make Harry feel bad for not visiting the store now that he is older. He makes the best of things. But he is really lonely so he gets a bird named Rocky who keeps him company.

“I have scored this answer a level 4. Let’s think together about why it is a level 4 response. How does this answer do what’s described in the level 4 rubric box? Think about this for a moment.”

After a few minutes, ask students to turn and share their thinking with a partner. You might voice over some tips as they talk. Try to create an aura of great earnest importance.

	Level 2	Level 3	Level 4
Inferring about Characters and Other Story Elements <i>Character Traits</i> <i>Supporting Thinking with Text Evidence</i>	<input type="checkbox"/> I wrote about the big things the main character does, says, and thinks. <input type="checkbox"/> I wrote about what these big things show about the character's feelings. <input type="checkbox"/> If the main character faces a problem and solves it, I wrote about how the character does that. <input type="checkbox"/> When asked, I can point to the part of the text that gave me my ideas	<input type="checkbox"/> I wrote an idea about the kind of person a character is, telling a trait (and not a feeling). <input type="checkbox"/> When a character makes a big decision, I can use what happened earlier and the character's traits to tell why the character made that choice. <input type="checkbox"/> I supported my ideas with details from the text.	<input type="checkbox"/> I wrote about how the character is complicated. He/she is more than one way (has multiple traits). <input type="checkbox"/> I also wrote about what's going on inside the character (motivations and wants). <input type="checkbox"/> When I think and write about a character, I show that I know that small actions can signal something big. <input type="checkbox"/> I used details from different parts of the text to support my ideas and discussed how those details support my ideas.

Then, debrief. “Class, let’s come together and share some of your thinking about how this meets the level 4 requirements. Do you see how Kayla wrote about the kind of person Mr. Tillian is? She kept in mind that characters are complicated and wrote about more than one of Mr. Tillian’s traits. In Kayla’s case, she wrote about the way he seems on the outside versus the way he is on the inside.” I underlined the first part of the sentence in the response in green. “This is the first requirement!” I paused a moment, then continued. “Then she used text details to support her idea, like here (I underlined the text detail in Kayla’s response), where she writes that Mr. Tillian doesn’t make Harry feel bad for not visiting the store. Kayla also explained *how* the text details support her ideas about Mr. Tillian. For example, she says that Mr. Tillian got Rocky, a bird, to keep him company because he is lonely.

“Now take a look at your scored response to question 1. If yours was scored at level 4, check to see why I gave it that score. If yours wasn’t scored at level 4, look to see what’s missing in your response, and circle it on the rubric.”

If students need more time to understand the scoring system, you might put up a level 2 response (using the sample responses provided in a separate document), and this time, channel students to investigate why the response did *not* meet the requirements for a level 3 or 4. Then you’ll send them off to look at their work and notice where they fell short of or met the benchmarks.

Look over students’ shoulders and coach them to notice aspects of a level 2 or 3 versus a 4. Later, when you show students the learning progression strands and push them to revise their work, these same tips can be given to students to help them revise. As students work, keep the pace up, because you’ll want to channel all your students to complete this assessment within today’s workshop.

As students work on understanding their scores, you can stand in a prominent part of the room and say, “Can you stop everything and look at me?” and then you can remind students that if the reader sort of, partway did something, that’s not yet doing it completely, and they have to meet the requirements *completely* to receive that score.

To provide students with the support they need to accurately self-assess, you might choose to work more closely with small groups or reconvene the class as a whole at times.

Later, it will be invaluable to give students the opportunity to revise their initial responses using the learning progression. The opportunity to revise one or two of their preassessment responses will go a long way toward helping students understand the expectations you have for them. Students may not have time to revise all of their work. In fact, most will not. Don’t worry: you will revisit this skill work and these progressions many times across this unit.

While the performance assessment will certainly help you anticipate small-group and individual needs across the upcoming unit, as well as measure student growth across the unit, we can’t underscore the importance of ongoing, formative assessment throughout the unit. You’ll find more on this in each day’s conferring and small-group session.