

all students will need copies so that they can refer to specific details when responding to the questions.

SCORING THE ASSESSMENTS

As always, we leave the choice to you whether to score your students' answers yourself or whether to guide students to self-assess. At this point in the year, it's very likely that have already channeled your students to engage in the self-assessment process for a previous unit to score their own work, and that you'll do the same for this unit.

If you choose to lead your students to self-assess, we strongly recommend you set them up to receive help from a partner. Through the course of studying their responses alongside the rubrics, you will introduce your students to the four strands of the learning progression that represent key skills for this unit. Once again, these tools and the knowledge using them brings will help your students to set goals that will propel them forward as readers in this unit.

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.

We suggest you refer to the teacher instructions for Unit 1 for further tips about scoring, particularly if you decide to score students' responses yourself.

DEBRIEFING THE ASSESSMENT AND SHARING FEEDBACK WITH STUDENTS

A Possible Teaching Session

As you did in past units, we're suggesting that you pause the reading workshop for today to engage your students in self-assessing their performance assessments. We are thinking that at this point your students are used to this work, and that the setup will not take very long, and therefore your fifth graders can spend the bulk of today really considering their responses in light of the rubrics. You may be able to run this as more of a traditional minilesson, in a tight time frame, leaving more time for students to work alone and with partners, with your coaching in.

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

To begin, you might say to your students, “Readers, you’ll remember that whenever we start a unit of study in reading, we take some time to look at our work using rubrics. So today, just as we’ve done in our past units, we’re going to take a small break from our reading workshop to assess our reading work and to set goals. Because this is our second unit of study in fiction, you may also be thinking, ‘What new goals can I set for myself for fiction reading?’”

To refresh your students’ memories of the scoring process, you might demonstrate scoring a question, as you did for past assessments. We suggest choosing a question that is new for this assessment, such as question 2 on craft techniques, as children will likely find it harder to judge their work on newer skills than on skills that were assessed during the previous nonfiction unit, such as character traits. As we suggest in previous units, you can make use of the sample responses we’ve provided in a separate document.

“Readers, today we are going to study the second question in the assessment together. That question tests a new skill, so I think it makes sense for us to study and talk about it as a group. Let’s take a look at one student’s response.”

2. The author uses some of the techniques of fantasy writers in this story. Discuss what you notice about the author’s craft techniques.

“Now let’s read Owen’s answer.”

The author creates a quest structure in this story. Jenny goes to find her friend Tom. She faces some obstacles along the way. Most fantasy stories have a hero that faces obstacles. For example, Jenny faces the haint and the Tailypo. These obstacles build tension. If the author didn’t put these obstacles in the story, Jenny wouldn’t be on a real quest and this wouldn’t be a fantasy story.

	Level 4	Level 5	Level 6
Analyzing Perspective	<input type="checkbox"/> In order to tell about a character’s perspective, I wrote about how the character felt about something important in the story. <input type="checkbox"/> I used everything I know about the character’s life experience and the roles s/he plays to explain why the character feels this way.	<input type="checkbox"/> I wrote about a character’s perspective on an event, another character, a setting, and/or an issue. <input type="checkbox"/> To explain why a character has a particular perspective, I wrote about the character’s life experiences, or about the particular role a character plays. <input type="checkbox"/> When asked, I compared the perspectives of more than one character.	<input type="checkbox"/> I wrote about how and why different characters have different perspectives and compared them. <input type="checkbox"/> When asked, I can compare characters’ perspectives about key story elements. <input type="checkbox"/> I considered the characters’ different experiences and roles in the story to compare and explain their perspectives. <input type="checkbox"/> I wrote about whether the characters represent types of people.

Rather than explaining how you scored this answer, invite the students to study the response and place it on the rubric, discussing why it might fit in one level and not another. Since the point of this work is not just self-assessment, but also goal-setting, you'll want to encourage your students to look to the descriptors in the next level of the rubric and to set some tangible goals for this imaginary student.

Because the class has already practiced this work several times, it's likely you will not need to model more than one example. Once students have had a chance to study a sample response, you can guide them to turn their attention to their own responses. Working in partnerships, you will probably ask them to look first at one person's response to place it on the rubric and then to quickly revise or make plans for the work that would move the response to the next level. Then they'll turn their attention to the next partner's work going through the same process with the next response. You might encourage them to underline the evidence they find in their own responses that shows the response is at the level they determined.

As students assess, revise, and set goals, you will need to be ready to coach them as they work. Your coaching may focus on helping students to understand the learning progression and the rubric. "Take a minute to read the level 4 description out loud. Now read the level 5. Finally, read the level 6. What's the difference?" you'll likely ask students. Or your coaching may focus on helping students to be more critical. It's entirely likely that your students will not be as critical of their own work as you would be, so you may need to remind them to be tough on themselves and to really attend to the work on the page (not the work they could have done). "Remember, the point of this rubric is to help us grow as readers, we have to be tough on ourselves if we really want to grow!" you could say.

In addition, as you may have seen in the first unit, your students may also simply do the work of assessing themselves or their partners without taking a bit of time to reach for revision or goal-setting. Either by coaching partnerships or by stopping to remind the whole class of this important work, you can support your student's learning by asking them to stop and revise one of their responses, especially when the work at hand is attainable in the moment, for you'll also want to help your students pace themselves so that their self-assessment and goal-setting only takes this one period.

At the end of the session, you'll probably want to call the class back together as a way to provide students with a chance to share their learning and their goals as they move forward in the unit. You'll want to be sure that students keep track of their initial assessment questions and their rubrics and progressions. You may ask them to keep these documents in their reading folders or even to tape or paste them into their reading notebooks to serve as markers for the work they will do in the coming weeks. However you decide to organize materials, you'll want to be sure that the rubrics and progressions are available so that you can refer to them in minilessons, small groups, and conferences.