

all students will need copies of the text 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, you may find that your students are ready to engage in the self-assessment process to score their own work.

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.

These sample responses really could just as well be called "mentor responses." We have deliberately written them in such an "Up the Ladder" way that we hope a child can study the difference between levels and then make similar revisions to their first-draft work. Of course, children are not actually going to write with full grammatical correctness or structure their answers equally clearly. 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

We're suggesting that you pause the reading workshop for today—just for this one day, no more, please—to engage your students in self-assessing their performance assessments. Experience has shown us that this one day can be critically important to your children, galvanizing them to realize they have important work to do to become more skilled as readers. The exciting thing about the day is that it meanwhile equips them to do much of that work.

Instead of detailing exactly how this session might evolve, we've simply made suggestions and left decisions to you. Usually, even when we don't write out the exact words of a minilesson, we imagine that you'll nevertheless use the architecture of a minilesson and the structure of a workshop as formats for your teaching. But we don't imagine that you will try to fit today's work into those formal structures. Instead, treat this reading workshop as a work session. Bring your students together on the rug and keep them there for the entire session—or send them to their desks at some point if you prefer—but either way, your teaching today will probably alternate between you talking to the whole class and you giving the students time for some partner work while you circulate, coaching, then you talking to the whole class again, and so forth.

Start by being pumped up for today, and by doing everything possible to make sure your students are as well. If you can get them in the right mental attitude, this will be a game-changing day. Insights and ahas will rain down on your kids.

You might start by gathering your readers and saying something like, “Readers, a few days ago you read a story, ‘The Bully and the Can Queen,’ and you answered questions that relate to four of the most important skills you could possibly learn as a reader. Last night, I was going to sit down and assess your answers—but then it occurred to me that actually, you are ready to look over your own work, to weigh it against expectations for kids your age, and to think, ‘What’s working here? What’s not yet working? What are next steps?’

“So if you are willing to do this, I thought that you might be willing to shift from being a student to being a teacher—your own teacher. I’ve brought all my assessment materials in—they are kind of fancy because this is a big deal assessment—and I am going to ask *you* to become the Lord High Assessors.” You might stand straight-backed, conveying respect for those assessors. “I’m going to show you how to score and how to set goals from the assessment.”

You’ll want to set students up to work with a partner, either their regular reading partner or a partner you’ll assign just for this day.

Before the partners work together to score one partner’s first answer, you might suggest that students work with you to score a fictional student (choose a name of a student not in your current class). “Guys, let’s work together to score Alex’s first answer,” you’ll say. “Then later, we’ll think: what goals could Alex work on—for this we’ll use the learning progression. In a minute, you’ll score Partner 1’s work.”

At this point, you will want to give out the relevant rubrics and learning progressions (only give the strands you’ll be focusing on in the performance assessment). You are distributing both now because children will score at different rates, and you’ll want those children who finish scoring quickly to be able to move right away to trying out the learning progression as a revision tool.

You might continue the lesson by saying something like, “Let’s try this together first, before you try it on your own.”

Then, display the first question from the assessment, along with the relevant strand of the rubric.

1. What kind of person is Shannon?

	Level 2	Level 3	Level 4
Inferring about Characters and Other Story Elements	<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"/> 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 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.
<i>Character Traits</i>			

“Will you first read the question, then read Alex’s answer. Think to yourself, ‘How strong is this answer?’ and then turn to the rubric for question 1—that is a question about characters and their traits so it is the first line on your sheet. Read over each column (I’d start with column 2 and go up), and see where you think Alex’s work falls.” (You may find, especially for third-graders, that you need to place the rubric on the document camera and point to the rubric for the first question as well as the column for level 2. You might also ask children to point to their own copies of the rubric and place their fingers on level 2 and give a quick check that everyone is with you and oriented to where he/she should be looking.)

This is Alex’s answer.

Shannon bosses people around. She makes them recycle.

Teachers, note that we deliberately wrote this answer so that it looks intelligent and is accurate, but actually it doesn’t match the criteria for level 3.

You will want to give children a moment to work. Refrain from helping them to do this work at first. If they want to score Alex higher than is merited, don’t intervene. Let them go ahead and do so because this will allow you to later give a correction that some of your students will need. After a few minutes, you’ll want them to pause so you can give some tips and voiceovers to help them assess in a way that is very accountable to the rubric. Try to create an aura of great earnest importance.

“Class, I really need your attention. The work you are doing right now—as you assess each other’s work and your own work—is absolutely critical. You could look at Alex’s work and you *could* say, ‘Did he mention the character’s *traits* when he wrote about the kind of person Shannon is? Nah, not really, but hey, he seems smart, he probably *could have done that*, and he sorta did it,’ and then you could check him off as level 3. But Alex *didn’t* actually do that work. You can’t underline any evidence that shows he did that and did it super well. And here is my point. You do Alex no favors by saying, ‘Check, grade 3,’ even when actually it is not at that level. Because Alex would then not have the opportunity to set a realistic goal for himself and see his work improve. You’d be denying him his education, you’d be denying him his chance to do superb work.

“So be hard on Alex, and on each other. Give each other and yourself the gift of high expectations.”

Then you may want to discuss Alex’s work on the rubric a bit more, but within a minute or two, children will be scoring each other’s and their own work—working first with one response and then with the other. As they work, use a voiceover to ask them to underline and mark places that are evidence that the student did work at this or that level.

Look over their shoulders and coach them to notice aspects of a level 2 versus a level 3. When asked about what kind of person a character is (a character traits question), the kinds of sentences that you would likely see children who are at a level 2 writing would be sentences that address character *feelings* but not traits. So answers there fit into level 2 are apt to say “the character was/felt” and then those answers will include words associated with emotions (*upset, worried, excited*). Under a level 3, however, the responses will address character traits and motivations. You might see the student write something like “the character is the kind of person who . . .” or “the character is” and then you will find words associated with traits (*determined, nice, shy*). Level 3 responses will also include details from the text that support that idea. One possible response that would receive a level 3 might be:

I think Shannon is the kind of person who bosses people around. Like she yells at Tara for stealing the cans.

As students work on their scoring, 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 well, fair and square.

Then you and the students can proceed to score the remaining questions in the same way. You may return to Alex and score his answers to questions again—you can use the sample answers provided in a separate document—but watch your time and only do this if it continues to feel necessary. You *must* finish all the scoring and leave time for students to study the learning progression and to revise at least one of their answers today. We don’t expect you’ll need to repeat this for the next three questions—you probably won’t need to collectively score an imaginary child’s work. You will, however, need to coach students as they score their work and set goals.

As students work, keep the pace up because remember, you need to channel all your students to complete this assessment within today’s workshop.

Once it seems that most students have scored most of their responses, give a quick introduction to show students how to use the learning progression to set goals and to begin revising their work—straight away, without delay. You might say, “Now that you have figured out where your responses fit on the rubric, you can use the learning progression to give yourself some tips on revising your responses to this assessment. These are also tips you can give yourself whenever you’re reading!”

Show students how to look carefully at the next level descriptors in the learning progression, using this tool to think about how to improve their responses and their reading. If you want to do so, you could recruit some students to help revise Alex’s examples. Send students off again to either finish scoring (if they hadn’t done so already) or to move on to setting goals and revising using the progression.

At this point, if there are students who are far from being done scoring, you might pull them into a small group to help them pace themselves better. The goal is for every student to get a chance to use the learning progression for revision for at least one response.

At the end of the class, collect the rubrics to save for the end of the unit assessment. Have children keep the learning progressions in their reading folders for continued work on setting goals for their reading and their responses. Across the unit, they will use the learning progression strands whereas the rubrics are only for self-assessing answers to the assessment questions.

After this one-day pause, you’ll move back into the main work of the unit, reminding students to keep their goals in mind. For students to continue to do work of this level and quality, you’ll want them to keep their revised work from today as mentor work to which they can refer to across the unit. You might also take the sample responses provided in the separate document and use them to create responses related to the class read-aloud (even better if your grade team can develop these so you can work to align your view of good, better, best reading work). Then you can hang these with perhaps an enlarged version of the accompanying strand of the progression. Providing visuals and examples to students across the unit and the year will support them in working to master their goals and move to setting new ones.