

## *Assessment Tools*

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## Checklist of Learning Objectives

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You can use this checklist to evaluate your students' progress in the Read-Aloud program. These learning objectives reflect the key skills that your students will practice while working on a Read-Aloud unit.

### Using the Checklist

1. **After the first Read-Aloud unit**, make copies of this checklist (one for each student in your class). On each checklist, indicate whether the student met expectations for each listed objective by using the following scale:

0 = did not meet objective  
✓ = met objective  
+ = exceeded objective

2. **After completing at least three more Read-Aloud units**, use the same scale to determine whether each of your students met or surpassed your expectations.
3. **After completing the program**, use the same scale to determine how your students progressed. Alternatively, use the checklist after every third or fourth unit.

## Read-Aloud Learning Objectives Checklist

Student name: _____	After one unit	After four units	End of program
<b>Reading Comprehension Objectives</b>			
Hold books properly, turning pages with the class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Choose "My Favorite Words"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify favorite parts of the story	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Visualize characters and events through drawing / dramatization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recall details from the selection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Show increased interest in reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Critical Thinking Objectives</b>			
Ask questions about the selection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Formulate ideas and opinions about the selection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support ideas by referring to the selection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand that some questions have more than one answer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Respond to other students' ideas when prompted	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Writing Objectives</b>			
Copy favorite words from the selection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Write questions and labels for drawings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Copy writing from the board or chart paper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Write down support for ideas when instructed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Listening and Speaking Objectives</b>			
Listen to the selection as it is read aloud	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dictate questions and labels for drawings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explain drawings when prompted	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Offer ideas, comments, and questions about the selection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listen to other students' questions and idea	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Scoring a Drawing Activity

### Overview

1. **Choose** a story or poetry unit that has an interpretive art activity. (The unit overviews describe the drawing prompts included for each text.)
2. **Lead** the unit as you usually do and discuss the story or poem with your students.
3. **Direct** students to the corresponding drawing page. Read aloud the prompt for the art activity.
4. **Let** students draw for about 10 minutes. Then circulate around the room, saying to each student, “Tell me what’s in your picture and I’ll write it down.” Encourage the student to explain each part of the drawing. Label the drawing with what the student dictates to you.
5. **Read** the dictation back to the student, asking, “Did I write this down right?” If the student offers corrections or additions, incorporate them. (Note: If you have a student teacher or parent volunteer in the class, he or she can help you annotate students’ drawings.)
6. **Collect** students’ drawings and assess them using the Interpretive Drawing Rubric.

### Interpretive Drawing Rubric

This rubric can be used with the art activities in the Read-Aloud program that are based on interpretive issues: finishing partially completed drawings, drawing answers to interpretive questions, or creating mood drawings.

3	The drawing shows a more developed response to the question; all or most relevant characters and events are included.
2	The drawing shows a simple response to the question; some of the relevant characters and events are included.
1	The drawing is related to the story, but does not clearly respond to the question, or illustrations from the story have been copied or traced with no new ideas added.
0	Student does not draw a response, or the drawing is not related to the story.

## Scoring the My Question Activity

1. **Conduct** the first and second readings of the story or poem as usual, pausing to discuss G.B.'s questions.
2. **After** reading, ask each student to dictate or write his or her own question about the story on the My Question handout.
3. **Ask** follow-up questions to help students clarify their questions (“Will you say that to me again?” “What part of the story did you have a question about?”).
4. **Assess** students’ questions using the My Question Rubric.

### My Question Rubric

This rubric can be used in conjunction with any story or poem in the Read-Aloud program. If you wish to compare students’ later questions with their earlier questions, choose similar genres to compare.

3	Student asks a question relevant to the text’s meaning (e.g., a question about character motives or the reason for an event).
2	Student asks a comprehension question about the text.
1	Student comments on the text (e.g., expressing like or dislike) rather than asking a question.
0	Student does not respond, or the response is unintelligible or unrelated to the text.

## Student Reflection on Discussion

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The reflection process will help students think about their strengths and challenges in the Sharing Questions discussion. You can use the results to help students set goals for themselves as a class.

### Leading Student Reflection

Note: For your first reflection session, have students focus on one or two behaviors on the reflection form (p. 7). Gradually add other behaviors to subsequent reflections.

1. After your discussion, distribute copies of or digitally display the form. Explain to students that you would like to talk about how your discussion went.
2. With students, brainstorm a list of behaviors that demonstrate each statement on the form. Keep this list posted for students to reference.
3. Have students fill out the forms individually or fill out the displayed version as a class. Discuss each statement on the form, encouraging students to give reasons for their responses.
4. As a class, set a goal for the next discussion. Review the goal before your next discussion, and briefly discuss behaviors that might help the class reach that goal.

Story or poem: \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## How We Worked Together In Discussion

Below are some things that a group should do when they have a discussion. For each one, fill in the circle that describes what your group did. Then talk about your answers together.

	<b>A lot</b>	<b>A little</b>	<b>Not really</b>
We shared interesting ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We gave reasons for our ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We listened to each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We made sure quieter people had a chance to share their ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We learned a lot about the story.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Our goal for next time: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_