

**2016 Spring ELA PLO**

**Session 2**

**Handouts**

**Middle-Level**

# ALPHABOXES

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

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>E</b>	<b>F</b>	<b>G</b>	<b>H</b>
<b>I</b>	<b>J</b>	<b>K</b>	<b>L</b>
<b>M</b>	<b>N</b>	<b>O</b>	<b>P</b>
<b>Q</b>	<b>R</b>	<b>S</b>	<b>T</b>
<b>U</b>	<b>V</b>	<b>W</b>	<b>XYZ</b>
<b>Dates &amp; Numbers</b>	<b>Sketches/Wonders:</b>		

**Chart Paper Splash Debriefing Form**

<b>Similarities</b>	<b>Differences</b>	<b>Surprises</b>

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**Chart Paper Splash Debriefing Form**

<b>Similarities</b>	<b>Differences</b>	<b>Surprises</b>

One of the hallmarks of middle level education is the process of understanding students and responding to their needs. In recent years, researchers have stressed the role of assessment in this process. As expectations for accountability have increased, suggestions for improving assessment have proliferated to the point that many educators feel overwhelmed. To help focus attention on central issues, authors of a recent Association for Middle Level Education (AMLE) research summary reviewed investigations of the uses of assessment in middle level education (Capraro et al., 2011). Their report emphasized the essential role of formative assessment in providing data acquired to assist and manage student learning. They concluded that four aspects of formative assessment were fundamental: (a) questioning, (b) feedback, (c) peer assessment, and (d) self-assessment. This research summary extends the general analysis of assessment to examine ways that successful teachers incorporate formative assessment with feedback in their instructional practices.

### **Connecting Assessment and Instruction**

Comprehensive reviews of research on formative assessment have emphasized the fact that it occurs continuously in the flow of instruction (Ruiz-Primo, 2011; Shavelson et al., 2008). Assessments range from spontaneous and informal to comprehensive and formal. "Where a particular formative assessment practice falls on the continuum depends on the amount of planning involved, its formality, the nature and quality of the data sought, and the nature of the feedback given to students by the teacher" (Shavelson et al., 2008, p. 300).

Shepard, Hammerness, Darling-Hammond, and Rust (2005) defined formative assessment as "assessment carried out during the instructional process for the purpose of improving teaching or learning" (p. 275). The key to formative assessment effectiveness is the extent to which teachers can use insights from assessments to guide instruction and provide feedback. Shepard and her colleagues identified the essential elements of the formative process by drawing on three basic questions from Atkin, Black, and Coffey (2001): "(a) where are you trying to go? (b) where are you now? and (c) how can you get there?" (p. 278).

In an extensive review of the literature on formative assessment and learning processes, Black and Wiliam (2009) identified five strategies essential to the integration of assessment with instruction:

1. Clarifying and sharing learning intentions and criteria for success.
2. Engineering effective classroom discussions and other learning tasks that elicit evidence of student understanding.
3. Providing feedback that moves learners forward.
4. Activating students as instructional resources for one another.
5. Activating students as the owners of their own learning. (p. 8)

While successful practices may vary by subject and style, good formative assessment requires a clear sense of what the lesson is trying to accomplish and an accurate interpretation of students' responses to understand what students know at that moment. The other essential requirement is feedback.

### **Assessing Understanding and Providing Feedback**

Shepard and her colleagues (2005) noted, "One of the oldest findings in psychological research (Thorndike, 1931/1968) is that feedback facilitates learning" (p. 287). As evidence of the importance of feedback, they referred to a comprehensive meta-analysis by Kluger and DeNisi (1996) that showed that

the average effect size of feedback on achievement as .40 (as cited in Shepard et al., 2005). Successful teachers understand the importance of feedback and use teachable moments in lessons as opportunities to guide learning. As Black and Wiliam (2009) emphasized:

In formulating effective feedback, the teacher has to make decisions on numerous occasions, often with little time for reflective analysis before making a commitment. The two steps involved, the diagnostic in interpreting the student contribution in terms of what it reveals about the student's thinking and motivation, and the prognostic in choosing the optimum response: both involve complex decisions, often to be taken with only a few seconds available. (p. 13)

Shepard and colleagues stressed the importance of creating a supportive climate for learning in which students trust the teacher and each other to provide constructive feedback.

This means that feedback must occur strategically throughout the learning process (not at the end when teaching on that topic is finished); teacher and students must have a shared understanding that the purpose of feedback is to facilitate learning; and it may mean that grading should be suspended during the formative stage. Given that teachers cannot frequently meet one-on-one with each student, classroom practices must allow for students to display their thinking so the teacher will be aware of it, and for students to become increasingly effective critics of their own and each other's work. (p. 288)

### **Types of Feedback**

In their instructional practices, successful teachers create "moments of contingency," in which they can find out what students understand and do not understand about specific concepts (Black & Wiliam, 2009, p. 10). A study by Heritage, Kim, Vendlinski, and Herman (2009) demonstrated how complex the formative process is, even with veteran teachers. Experienced participants in an intensive professional development course on teaching mathematics could readily identify the elements of mathematical problem solving involved and gaps in students understanding. Almost all of the participants struggled to identify options for intervention, however.

**Written feedback.** The impact of written feedback varies considerably, depending on the instructional context (Bruno & Santos, 2010; Werderich, 2006). To examine specifically the characteristics of written feedback that promoted better learning, Bruno and Santos (2010) analyzed content specific interactions in eighth grade physics and chemistry classes in a Portuguese middle school. Researchers identified three categories of written feedback: corrections, explanations, and complements. Corrections included comments such as "You wrote that a solid appeared. Is there a formation of a solid in every chemical reaction? Try to give a general definition of chemical reaction" (p. 114). Feedback asking for explanations included comments such as "Why do you think water is a good solvent?" and "How do we know if the velocity of a chemical reaction is greater or lower?" (p. 114). An example of feedback asking for complementing the answer is "Analyze the formulated hypotheses and the experiments done by the other groups and try to identify other factors that have been maintained constant" (p. 114).

Bruno and Santos (2010) found that written feedback that asked for explanations had the least impact on improving student learning. The timing of the feedback and the consistency of feedback were crucial to students' use of it to improve on their experiments. The researchers concluded, "The success of feedback depends on the teacher's knowledge of the difficulties, skills, and personality of each student regarding a particular situation" (p. 119).

**Assessment conversations.** Although most teachers use group discussions to learn more about students' understanding, the most successful teachers do so with clearer focus and reflection that is more sophisticated. Ruiz-Primo (2011) studied the nature of assessment conversations extensively in a series of reports. She concluded that successful teachers develop assessment conversations using their knowledge of subject matter and of students. More specifically, successful assessment conversations incorporate two central elements:

- Clarifying learning goals. The learning goal or target that is in the teacher's mind has the potential to be included as part of an assessment conversation through the following actions:
  - Reminding the students about the learning goal or learning target during the conversations
  - Reminding students about the purpose of an activity
  - Connecting the discussion (conversation) to the learning goal
- Collecting/eliciting information: questioning. The strategies used to collect information that makes students' thinking evident to the teacher are critical in determining the nature of the dialogue. Questioning is a strategy that easily can be used to start and continue an assessment conversation. For assessment conversation purposes, teachers' questions should be:
  - Open-ended
  - Tapping into diverse types of knowledge. (Ruiz-Primo, 2011)

A report by Ruiz-Primo and Furtak (2006) provided several detailed examples of assessment conversations. In one illustration, the teacher was leading a discussion with students about their interpretations of data related to displaced volume. When a student noted that objects floated better in saltwater, the teacher began a demonstration using beakers and hardboiled eggs. After she asked students to observe and repeat the experiment in different ways, students agreed that eggs float in saltwater and sink in tap water. A student then shares an example of floating in the ocean at a beach and the discussion continues:

Teacher: What does salt have to do with it?

Student: Salt makes it more dense.

Teacher: What does that mean, salt makes it more dense?

Student: Thicker.

Teacher: Thick is kind of, not a science word but, it's a description. Thicker. Let's go back to what Sandy was saying. She said something about, it has more what in it?

Student: Matter. (Ruiz-Primo & Furtak, 2006, p. 224)

As Ruiz-Primo and Furtak noted, this teacher anticipated the example of saltwater, used students' comments to show their thoughts, and provided a prompt that led to a working explanation of density. (Please see the annotated reference for more information).

## **Conclusion**

With so much information on topics related to assessment, middle level educators may use research with successful teachers to identify the most important elements of the process. This research summary draws from comprehensive reports and empirical research to provide a sense of direction. Although this summary synthesizes only a small portion of the research, priorities for practice seem clear. When teachers want to integrate assessments with lessons most effectively, they need to begin by sharpening their answers to the three central questions: Where are you trying to go? Where are you now? How can you get there? With a more detailed developmental progression of concepts, teachers can plan for moments of contingency in their lessons, generating questions they can use to elicit students'

understanding more precisely. Stronger content analyses and more focused questions can then frame feedback that is more effective, especially when the classroom climate is supportive.

With these three questions clearly in mind, almost any activity in the classroom can provide an opportunity for informal assessment. The types of assessment conversations that Ruiz-Primo (2011) has chronicled clearly require advanced preparation. Less formal conversations can provide glimpses of students' thoughts and context for feedback when teachers have internalized progressions of concepts and questions to accompany them. Informal written assessments such as short essays or tickets out the door can be prompts for brief conversations. Work samples can provide context for debriefing discussions in which students articulate their ideas and teachers offer feedback. Understanding these key elements may thus provide a working framework for connecting assessment and instruction in teachers' classroom practices.

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<https://www.amle.org/BrowsebyTopic/WhatsNew/WNDet/TabId/270/ArtMID/888/ArticleID/108/Formative-Assessment-Practices.aspx>

# IDEAS ABOUT *INNER VOICE*

## **Conversation Voice (useful voice)**

**This voice helps readers to:**

- Relate to the text
- Make connections between the book and the reader
- Ask questions
- Give opinions
- Talk back to the text
- Remember what is read

## **Reciting Voice (waste of time voice)**

**This voice causes readers to:**

- Lose track of what is being read
- Stray from the text
- Forget what is read
- Not care about the reading

Turn off the reciting voice by **rereading** and giving yourself a job or a **purpose** to read for.

## **Reading Purposes**

**Some purposes are:**

- Ask a question
- Look for the answer to a question
- Make a connection
- Look for clues to help draw an inference
- Retell what has been read
- Try to visualize a picture

Name Faraz F.  
Period \_\_\_\_\_  
Date \_\_\_\_\_

## INNER VOICE SHEET

Title of Book The Five People You Meet in Heaven  
Author of Book Mitch Albom

Directions: Begin reading on page 91. Record the conversation you have in your head as you read. Be sure to have at least four (4) sentences per box. If you catch yourself using a reading strategy, add that at the bottom of the box. Also decide if the conversation inside your head distracts you from making meaning or if the voice helps you interact with the text.

<p>Inner Voice on page <u>92</u></p> <p>That thing on Adam and Eve thing was cool did he really know what to do when he was put on this world. When you die people are waiting does that mean who is there for those people.</p>	<p>Inner Voice on page <u>96</u></p> <p>The captain was there to give him somthin to remember the girl that Eddie was in love with. What happens to her and does he meet her? I think he did save the girl.</p>
<p>Inner Voice on page <u>101</u></p> <p>Why was eddie farther so hard on him. I guess thats how dads are my dad is hard on me because he dosent want to be like him when I have a family of my own.</p>	<p>Inner Voice on page <u>110</u></p> <p>When it said all family damage their kids could be true. my family has helped me the most but has hurt me the worst too.</p>

Name \_\_\_\_\_  
Period \_\_\_\_\_  
Date \_\_\_\_\_

## Inner Voice Sheet

Title and Author of Text: \_\_\_\_\_

**Directions:** Where did you begin \_\_\_\_\_?

Record the conversation you have in your head as you are reading. Be sure to record at least four sentences per box. If you catch your mind wandering as you read stop and go back to the place you last remember. Reread that portion with a specific purpose in mind. See if you can ask a question or listen to your inner voice with the intent to connect, give your opinion, or draw an inference.

Inner Voice on page _____	Inner Voice on page _____
Inner Voice on page _____	Inner Voice on page _____

## Interrogating Texts: 6 Reading Habits to Develop in Your First Year at Harvard

Critical reading--active engagement and interaction with texts--is essential to your academic success at Harvard, and to your intellectual growth. Research has shown that students who read deliberately retain more information and retain it longer. Your college reading assignments will probably be more substantial and more sophisticated than those you are used to from high school. The amount of reading will almost certainly be greater. College students rarely have the luxury of successive re-readings of material, either, given the pace of life in and out of the classroom.

While the strategies below are (for the sake of clarity) listed sequentially, you can probably do most of them simultaneously. They may feel awkward at first, and you may have to deploy them very consciously, especially if you are not used to doing anything more than moving your eyes across the page. But they will quickly become habits, and you will notice the difference--in what you "see" in a reading, and in the confidence with which you approach your texts.

### 1. Previewing: Look "around" the text before you start reading.

You've probably engaged in one version of previewing in the past, when you've tried to determine how long an assigned reading is (and how much time and energy, as a result, it will demand from you). But you can learn a great deal more about the organization and purpose of a text by taking note of features other than its length.

**Previewing** enables you to develop a set of *expectations about the scope and aim* of the text. These very preliminary impressions offer you a way to focus your reading. For instance:

- What does the presence of *headnotes*, an *abstract*, or other *prefatory material* tell you?
- Is the *author* known to you already? If so, how does his (or her) *reputation* or *credentials* influence your perception of what you are about to read? If the author is unfamiliar or unknown, does an editor introduce him or her (by supplying brief biographical information, an assessment of the author's work, concerns, and importance)?
- How does the disposition or *layout of a text* prepare you for reading? Is the material broken into parts--subtopics, sections, or the like? Are there long and unbroken blocks of text or smaller paragraphs or "chunks" and what does this suggest? How might the parts of a text guide you toward understanding the line of inquiry or the arc of the argument that's being made?
- Does the text seem to be arranged according to *certain conventions of discourse*? Newspaper articles, for instance, have characteristics that you will recognize; textbooks and scholarly essays are organized quite differently. Texts demand different things of you as you read, so whenever you can, register the type of information you're presented with.

### 2. Annotating: Make your reading thinking-intensive from start to finish.

**Annotating** puts you actively and immediately in a "dialogue" with an author and the issues and ideas you encounter in a written text. It's also a way to have an ongoing conversation with yourself as you move through the text and to record what that encounter was like for you. Here's how:

- **Throw away your highlighter:** Highlighting can seem like an active reading strategy, but it can actually distract from the business of learning and dilute your comprehension. Those bright yellow lines you put on a printed page one day can seem strangely cryptic the next, unless you have a method for remembering why they were important to you at another moment in time. Pen or pencil will allow you to do more to a text you have to wrestle with.
- **Mark up the margins of your text with words and phrases:** ideas that occur to you, notes about things that seem important to you, reminders of how issues in a text may connect with class discussion or course themes. This kind of interaction keeps you conscious of the *reasons* you are reading as well as the *purposes* your instructor has in mind. Later in the term, when you are reviewing for a test or project, your marginalia will be useful memory triggers.
- **Develop your own symbol system:** asterisk (\*) a key idea, for example, or use an exclamation point (!) for the surprising, absurd, bizarre. Your personalized set of hieroglyphs allow you to capture the important -- and often fleeting -- insights that occur to you as you're reading. Like notes in your margins, they'll prove indispensable when you return to a text in search of that perfect passage to use in a paper, or are preparing for a big exam.
- **Get in the habit of hearing yourself ask questions:** "What does this mean?" "Why is the writer drawing that conclusion?" "Why am I being asked to read this text?" etc. Write the questions down (in your margins, at the beginning or end of the reading, in a notebook, or elsewhere. They are reminders of the unfinished business you still

have with a text: something to ask during class discussion, or to come to terms with on your own, once you've had a chance to digest the material further or have done other course reading.

3. **Outline, summarize, analyze:** Take the information apart, look at its parts, and then try to put it back together again in language that is meaningful to you.

The best way to determine that you've really gotten the point is to be able to state it in your own words.

**Outlining** the argument of a text is a version of annotating, and can be done quite informally in the margins of the text, unless you prefer the more formal Roman numeral model you may have learned in high school. **Outlining** enables you to see the skeleton of an argument: the thesis, the first point and evidence (and so on), through the conclusion. With weighty or difficult readings, that skeleton may not be obvious until you go looking for it.

**Summarizing** accomplishes something similar, but in sentence and paragraph form, and with the connections between ideas made explicit.

**Analyzing** adds an evaluative component to the summarizing process—it requires you not just to restate main ideas, but also to test the logic, credibility, and emotional impact of an argument. In analyzing a text, you reflect upon and decide how effectively (or poorly) its argument has been made. Questions to ask:

- What is the writer asserting?
- What am I being asked to believe or accept? Facts? Opinions? Some mixture?
- What reasons or evidence does the author supply to convince me? Where is the strongest or most effective evidence the author offers -- and why is it compelling?

4. **Look for repetitions and patterns:**

The way *language is chosen, used, positioned in a text* can be important indication of what an author considers crucial and what he expects you to glean from his argument. It can also alert you to ideological positions, hidden agendas or biases. Be watching for:

- Recurring images
- Repeated words, phrases, types of examples, or illustrations
- Consistent ways of characterizing people, events, or issues

5. **Contextualize:** Once you've finished reading actively and annotating, *take stock for a moment and put it in perspective.*

When you contextualize, you essential "*re-view*" a text you've encountered, framed by its historical, cultural, material, or intellectual circumstances.

- When was it written or where was it published? Do these factors change or otherwise influence how you view a piece?

Also view the reading through the lens of your own experience. Your understanding of the words on the page and their significance is always shaped by what you have come to know and value from living in a particular time and place.

6. **Compare and Contrast:** Set course readings against each other to determine their relationships (hidden or explicit).

- At what point in the term does this reading come? Why that point, do you imagine?
- How does it contribute to the main concepts and themes of the course?
- How does it compare (or contrast) to the ideas presented by texts that come before it? Does it continue a trend, shift direction, or expand the focus of previous readings?
- How has your thinking been altered by this reading? How has it affected your response to the issues and themes of the course?

## SC READY Scoring Guidelines for Text-Dependent Analysis (Grades 3–8)

<b>4 – Demonstrates effective analysis of text and skillful writing</b>	<b>3 – Demonstrates adequate analysis of text and appropriate writing</b>	<b>2 – Demonstrates limited analysis of text and inconsistent writing</b>	<b>1 – Demonstrates minimal analysis of text and inadequate writing</b>
<ul style="list-style-type: none"> <li>• Effectively addresses all parts of the task to demonstrate an in-depth understanding of the text(s)</li> <li>• Strong organizational structure and focus on the task with logically grouped and related ideas, including an effective introduction, development, and conclusion</li> <li>• Thorough analysis based on explicit and implicit meanings from the text(s) to support claims, opinions, and ideas</li> <li>• Substantial, accurate, and direct reference to the text(s) using an effective combination of details, examples, quotes, and/or facts</li> <li>• Substantial reference to the main ideas and relevant key details of the text(s)</li> <li>• Skillful use of transitions to link ideas within categories of textual and supporting information</li> <li>• Effective use of precise language and domain-specific vocabulary drawn from the text(s)</li> <li>• Few errors, if any, are present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present do not interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Adequately addresses all parts of the task to demonstrate a sufficient understanding of the text(s)</li> <li>• Appropriate organizational structure and focus on the task with logically grouped and related ideas, including a clear introduction, development, and conclusion</li> <li>• Clear analysis based on explicit and implicit meanings from the text(s) to support claims, opinions, and ideas</li> <li>• Sufficient, accurate, and direct reference to the text(s) using an appropriate combination details, examples, quotes, and/or facts</li> <li>• Sufficient reference to the main ideas and relevant key details of the text(s)</li> <li>• Appropriate use of transitions to link ideas within categories of textual and supporting information</li> <li>• Appropriate use of precise language and domain-specific vocabulary drawn from the text(s)</li> <li>• Some errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present seldom interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Inconsistently addresses some parts of the task to demonstrate a partial understanding of the text(s)</li> <li>• Weak organizational structure and focus on the task with ineffectively grouped ideas, including a weak introduction, development, and/or conclusion</li> <li>• Inconsistent analysis based on explicit and/or implicit meanings from the text(s) that ineffectively supports claims, opinions, and ideas</li> <li>• Limited and/or vague reference to the text(s) using some details, examples, quotes, and/or facts</li> <li>• Limited reference to the main ideas and relevant details of the text(s)</li> <li>• Limited use of transitions to link ideas within categories of textual and supporting information</li> <li>• Inconsistent use of precise language and domain-specific vocabulary drawn from the text(s)</li> <li>• Errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present may interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Minimally addresses part(s) of the task to demonstrate an inadequate understanding of the text(s)</li> <li>• Minimal evidence of an organizational structure and focus on the task with arbitrarily grouped ideas that may or may not include an introduction, development, and/or conclusion</li> <li>• Minimal analysis based on the text(s) that may or may not support claims, opinions, and ideas</li> <li>• Insufficient reference to the text(s) using few details, examples, quotes, and/or facts</li> <li>• Minimal reference to the main ideas and relevant details of the text(s)</li> <li>• Few, if any, transitions to link ideas</li> <li>• Little or no use of precise language or domain-specific vocabulary drawn from the text(s)</li> <li>• Many errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present often interfere with meaning</li> </ul>

# **S u m I t U p I n s t r u c t i o n s**

Get a "Sum It Up" sheet.

Read the entire selection (chapter, article, handout, primary source, etc.) and, as you read, list the main idea words on the "Sum It Up" sheet.

Write a summary of the selection using as many of the main idea words as possible. Put one word in each blank. Imagine you have only \$2.00 and that each word you use is worth ten cents.

You'll "sum it up" in 20 words!

Adapted from Pat Widdowson  
Surry County [NC] Schools

# Sum It Up

NAME	DATE
TITLE of READING SELECTION	

1. Read the selection and underline the key words and main ideas. Write these in the blank area below where it says "Main Idea Words."
2. At the bottom of this sheet, write a one-sentence summary of the article, using as many main idea words as you can. Imagine you only have \$2.00, and each word you use will cost you 10 cents. See if you can "sum it up" in twenty words!

Main Idea Words:

*"Sum It Up" for \$2.00*

_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____

*Adapted from Pat Widdowson  
Surry County (NC) Schools*

# Three Options for Grading

**Option 1:** Demonstration of attempt and completeness the task - students earn points for attempting the activity and demonstrating thinking.

Example: Annotate five pieces of thinking on a piece of text. Each piece of thinking is worth 3 points up to a total of 15 points.

Purpose: This informs instruction immediately. The teacher can see who is working, what they get, and where they are confused.

**Option 2:** Demonstration of Improvement and Practice – students earn points for demonstrating growth and improvement.

Example: Students compare a piece of writing to a class generated rubric. Students are familiar with the rubric and therefore know how their performance has changed. For this particular type of grading students have the opportunity to go back and revise and improve product.

Purpose: Students and teachers work together to improve performance. Teachers can see where differentiation of instruction needs to occur and students can see their strengths and improve on areas of weakness.

**Option 3:** Demonstration of Mastery, – students earn points for demonstrating understanding of a material.

Example: Often these are common assessments, chapter tests, and final projects.

Purpose: These assessments allow the teacher to go back and examine instructional practices. Teachers working together can look at common assessments and see where students scored well and in places where they didn't score so well, teachers can revise instruction. This more traditional form of assessing can inform instruction for the following semester or year but does little to help the students' master understanding because the teacher is moving on with instruction.