**End of the Year Challenge**

1. We are at the end now. Are you still having difficulty with anything? Explain what it is and why you are having difficulty? What do need your teacher to do to help you? What are you doing on your own to improve in this area?
2. What class/classes are you having the most trouble in? Why? Have you spoken to your teacher about it? Have you tried anything at home to improve in this area? What kinds of activities help you learn best? Can we count on you to try your best for the remaining school year? You do know you still have a few major test and assessments remaining?

**Field Testing Class**

1. How did you do on your Report Card? Did you make the grades you expected? Why or why not? What are you planning to do about it?
2. What class/classes are you having the most trouble in? Why? Have you spoken to your teacher about it? Do you attend Saturday tutoring? What do you plan to do to improve your skills or grades in this class?

**“It says, I say, and So…”**

|  |  |  |
| --- | --- | --- |
| **It says** | **I say** | **And So…** |
|  |  |  |

**Assessment Question Instructions: (You may begin your answer below and continue on the back.)**

Please answer the following question completely using as many skills possible including the following

* Cite textual evidence
* Support your answer with details from the text
* Be explicit (straight forward and clear)
* Provide analysis writing (think about what you’re writing and relate it to something meaningful).
* Make inferences (infer, guess, predict, suppose)

**Question**

According to the text, it is important to track storms. What impact do storms have on the United States and Southern States such as Louisiana? Give (2 or more) strong pieces of evidence from the passage to justify and support your answer.

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**Chunk 2 Assessment - *A Ball of Energy***

**Assessment Question Instructions: (You may begin your answer below and continue on the back.)**

Please answer the following question completely in (4-6 healthy sentences) using as many **skills** possible including the following:

(**Standard RL 8.1) (Model Answer Features)**

|  |  |
| --- | --- |
| -Cite textual evidence  -Support your answer with details from the text  -Be explicit (straight forward and clear)  -Provide analysis writing  -Make inferences (infer, guess, predict, suppose) | -Topic Sentence  -Supportive sentence with details  -Provide relevance (relate it to something)  -Provide justification (convince or persuade)  -Conclusion (wrap up or finalize your thoughts) |

1. Explain what solar energy can be used for and how solar energy contrasts from at least (1) other form of energy. Give (2 or more) strong pieces of evidence from the passage to justify and support your answer.
2. There are several other types of energy listed in the passage. Select (1) type of energy and explain its process and impact. Then, relate it to something personal or meaningful. Justify and support your answer with (2 or more) strong pieces of evidence from the text.

**Chunk 3 Assessment – *The Quest for Nessie***

**Assessment Question Instructions: (You may begin your answer below and continue on the back.)**

Please answer the following question completely in (4-6 healthy sentences) using as many **skills** possible including the following:

(**Standard RL 8.1) (Model Answer Features)**

|  |  |
| --- | --- |
| -Cite textual evidence  -Support your answer with details from the text  -Be explicit (straight forward and clear)  -Provide analysis writing  -Make inferences (infer, guess, predict, suppose) | -Topic Sentence  -Supportive sentence with details  -Provide relevance (relate it to something)  -Provide justification (convince or persuade)  -Conclusion (wrap up or finalize your thoughts) |

1. How does the passage **make connections** between Hugh Ayton and Duncan McDonald? Support and justify your answer with evidence from the text.
2. Explain whether the passage is more convincing **in supporting** Nessie’s existence… or more convincing in **casting doubt** on Nessie’s existence. Use specific details from the passage to support and justify your response.

**Close Reading Characteristics**

These are some of the characteristics (traits, features, qualities) you will observe in your students’ work. It is up to your teacher “discretion” to determine what is considered: high, medium, or low for “your” students. You teach them on a daily basis, so you know what they are capable of (or not able) to complete at this stage.

We will soon be releasing a rubric once the strategy is more securely implemented. At this point, you will still be using your professional discretion to determine what level of quality your students are performing. Remember, everything we do or evaluate should be reflected by **consistent evidence** of observed performance.

Below are some of the characteristics you should (or may) observe in your students’ work. According to the protocol, some features are mandatory. Please consider this in your evaluation and assessment of their work.

**Special note:** The \*asterisk denotes features that are mandatory (even if there are few illustrations) due to the student’s high level of comprehension. This list may change as we progress through the strategy school-wide.

|  |  |
| --- | --- |
| **Visual**  Circled vocabulary\*  Underlined details\*  Arrows  Interaction with the text\* | **Written**  Notes\*  Questions\*  Interpretations\*  Definitions  Synonyms or pair words  Summaries  Solved problems  (1 or more features, not all) |
| **Talking**  Key words  Clues to set up the problem  Words or terms for skills  Operations list (Math Bible) | **Illustrations**  Draw pictures  Little symbols or signs  Lines or circles to illustrate concepts  T-charts or tables  IIII (sticks & lines)   * , \* , ? , ! , etc. |

**High, Medium, Low**

|  |  |  |
| --- | --- | --- |
| **High** | **Medium** | **Low** |
| The student has demonstrated mastery by following instructions and providing **evidence** of what he/she understands. | The student has demonstrated some comprehension by following some of the instructions but providing **partial explanation** of identified concepts. | The student has NOT sufficiently demonstrated comprehension or followed directions effectively. |
| Circled vocabulary\*  Underlined details\*  Notes\*  Questions\*  Interpretations\*  Interaction with the text\* | Few circled vocabulary\*  Few underlined details\*  Minor or few notes\*  Minor or few questions\*  Minor or few interpretations\*  Minor interaction with the text\* | One or no circled vocabulary\*  One or no underlined details\*  One or no notes\*  One or no questions\*  One or no interpretations\*  No interaction with the text\* |

**Special Note:** Please keep in mind that you are the teacher of your students, and you know how they perform on a daily basis. Please consider this when you are evaluating their work. Also, we are evaluating their skills according to the Close Reading Process, not just their level of comprehension. Our desire and goal is to have them demonstrate (through interacting with the text) what they truly understand and “why.” This is major for us as educators, and it will gravely help us to effectively assist our students at FJHS.