

Assessment of Learning Potential (Dynamic Assessment)

Perform with Stretch Text

Assessment of Learning Potential

1. Select an interesting short passage and provide title.
2. Briefly describe the assessment process to the student.
3. Read aloud the first paragraph (or two) and ask child to set a purpose for silent reading. Interact with child to scaffold understanding. (Can they listen intentionally for the purpose?)
4. Assess how well child is able to set a purpose for reading.
 - If the child can not set a purpose for reading after listening they will struggle to set it when they read independently and silently.
 - While they are reading, highlight a few vocabulary words you want them to discuss.

Purpose for reading would be a place to start with our struggling readers, but this same procedure could be used with any of the critical comprehension skills our readers need to improve understanding of the text.

Prompts for Assessing Setting Purpose

<https://docs.google.com/document/d/1lcoPnV7UnyFVef-V5pZ21e107ir2Jrkxk-nf146Zmes/edit>

Assessment and Teaching Interaction

1. Direct the child to read a few paragraphs silently.
 - While they are reading, highlight a few vocabulary words you want them to discuss.
2. After the child reads silently, interact with child around text meaning and one or two important vocabulary words.
3. Assess for silent reading comprehension.
4. Ask child to read the next paragraph aloud. Assess for fluency, vocabulary, and comprehension.

5. Continue silent reading and oral reading interactions at critical places in the passage (about every 3 or 4 paragraphs).
6. At the end of the passage, prompt the child to discuss important details and provide evidence from the text for supporting the purpose for reading.

After reading with the child, have them participate in a retell of the passage. Quickly think about their retell. A retell score of a 3 or 4 would be a factor in considering whether this is independent level text.

Guide to Retelling for Levels up to Z

4	3	2	1
<ul style="list-style-type: none"> ● names events that are important to plot development in a series <p>Or</p> <ul style="list-style-type: none"> ● uses meaning to determine importance in the retell <p>Or</p> <ul style="list-style-type: none"> ● summarizes the story based on the intended purpose <ul style="list-style-type: none"> ● Names character feelings ● Names why the characters do what they do in the story ● Uses setting details in the retell (when the setting is clear in the passage) 	<ul style="list-style-type: none"> ● names events in a series <p>Or</p> <ul style="list-style-type: none"> ● orders the retell by meaning <p>Or</p> <ul style="list-style-type: none"> ● summarizes the "gist" of the story <p>Or</p> <ul style="list-style-type: none"> ● tells what the story is mostly about referring to details in the text <ul style="list-style-type: none"> ● discussed character feelings ● names why the characters act the way they do in the piece 	<ul style="list-style-type: none"> ● discusses a partial review of the major events in the story <ul style="list-style-type: none"> ● character feelings are not understood 	<ul style="list-style-type: none"> ● demonstrates misunderstandings of the text ● retells an isolated portion of the text or passage ● makes up parts of the story ● repeats what is discussed in the book introduction or what is shared in the text preview

Adapted from TCRWP (August 2008)

*This rubric is for assessing the retell on a reading level assessment. It may not be appropriate for assessing a retell from an independent book or passage if students have had time to read, talk, think, jot, and revise their thinking as they continue to read.

Check Points for Assessing Reading Comprehension (Other Skill-Specific Assessments to Consider)

1. Setting a purpose for reading.
2. Reading with intentionality.
3. Using meaning and structure cues to predict vocabulary
4. Inferring meaning from text evidence
5. Determining theme and supporting details
6. Providing text structure
7. Reading silently for meaning
8. Oral reading fluency

Instructional Strategies to Scaffold Independence in Setting a Purpose for Reading

1. Anticipation Guide
2. Think-Pair-Share for the purpose of building background, process learning
3. Text Structure Graphic Organizers
4. Quickwrites
5. CATAPULT
6. THIEVES
7. WWWWW

- What the teacher wants us to learn
- Why we should learn it
- Who needs to know this in life?
- What other points of view are there?

Possible Rubric Strands in Assessment for Learning:

● R3: ANALYZE HOW AND WHY INDIVIDUALS, EVENTS, AND IDEAS DEVELOP AND INTERACT OVER THE COURSE OF A TEXT.

Advanced	Proficient	Approaching	Beginning	Inc. Evid.
I can assess the effectiveness of the author's development of individuals, events, and ideas over the course of a text, citing evidence to support my interpretation.	I can analyze how and why individuals, events, and ideas develop and interact, over the course of a text citing evidence.	I can explain the development and interaction of individuals, events, and ideas, over the course of a text.	I can retell the development of individuals, events, or ideas over the course of a text.	No evidence or insufficient evidence of the development of individuals, events, or ideas over the course of a text.

6 th	7 th	8 th
R1: READ CLOSELY TO DETERMINE WHAT THE TEXT SAYS EXPLICITLY AND TO MAKE LOGICAL INFERENCES; CITE TEXTUAL EVIDENCE WHEN WRITING OR SPEAKING TO SUPPORT CONCLUSIONS DRAWN FROM TEXT.		
RL: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	RL: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	RL: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text
R2: DETERMINE CENTRAL IDEAS OR THEMES OF A TEXT AND ANALYZE THEIR DEVELOPMENT; SUMMARIZE KEY SUPPORTING DETAILS AND IDEAS.		
RL: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. RI: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	RL: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. RI: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	RL: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. RI: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

Video of Dynamic Assessment to Determine a Purpose for Reading
https://youtube/Yg_yA3efn4