

When beginning the PLC process a couple years ago we felt our assessments aligned well with the standards. We had developed learning goals after analyzing the standards, and even included prerequisite goals that we felt needed to be taught in order to meet the standard. In some cases we had developed 10 goals for one standard. We used the goals to drive our instruction, but did not necessarily match our assessment completely. Our assessments would focus on the skill in which we had been teaching, but not exclusively. However many of the assessments that we gathered from other resources included questions that did not target our standard. Before the assessment training we had not recognized that as an issue. Most of our assessments were exclusively multiple choice, fill in the blank, or the occasional short answer. We had many simple to medium complexity questions but had not included complex in depth questions where students were asked to create a product.

After attending the assessment training we first went back and reassessed our learning goals. We made them more precise and took out any prerequisites that were not in the standard. We made no more than five goals for each standard we were assessing. We also ordered the goals from easiest to achieve to hardest. This did several things for us. It gave us a starting place to teach. If students can learn and understand the easier components of a standard then we can begin to build upon that. It also helped us come up with common formative assessments after each target goal. This way we could assess which students understood the learning goals and which students needed reteaching. Creating precise learning goals also helped clarify our vocabulary and wording that we would use while teaching the learning goals. This way it became the same vocabulary that students would see in their work and on their assessment.

One thing that resonated with us in the training was our assessments should not be a "gotcha". Why would we have questions on our assessment that did not match a learning goal? We wanted to make sure we were only assessing students on the essential standard that matched the learning goals we had created.

We decided that if our assessments were truly only going to assess our learning goals we had to create our own. We started by adding our learning goals to the top of each assessment. Our hope was that by reviewing the goals before the assessment it would help each student understand the relevance of each question. We then went through our original assessments and asked ourselves which questions did match our goals and could we use them. Each question we created was labeled with the appropriate goal and given a point value for each child to see. Any question that did not match a target goal, even when it was a good question, was not added to the new assessment. We also added to the complexity of our assessments. Many of our assessments did not have students apply the learning goals to their own product. For language arts we added several writing components to our assessments. At the bottom of each assessment we created a rubric with the learning goals and total points for each learning goal. This has made grading and reteaching groups a lot easier. We can clearly see which goals students have mastered and which students need to be retaught on specific goals.

After assessment training we also decided our grading of assessments needed to be more reliable. Whenever we have an assessment over a standard we sit together to grade our assessments. This way our grading is more consistent across the grade level. We then can create our profile together adding students under each goal for reteaching. We create a

reteaching plan, as well as an enrichment plan for all students. This also gives us time to reflect on the unit and assessments and what changes need to be made in the future. This has helped to make our teaching much more targeted as well as effective.



Informational Text Structures

Name: _____

Date: _____

After reading each of the paragraphs, determine the text structure in which it is written, and follow the individual directions.

Building a Campfire

Sitting around a campfire is a classic summer camping tradition. Before you can tell scary stories, though, you will need to build your fire. Begin by gathering fire wood from around your camp. In addition to wood, you will need other *tinder* like pine needles, bark, or dead plants to help ignite the fire. Then, dig a small pit for your fire and build a ring of stone around it for maximum safety. Place your wood and tinder into the pit and start the fire using an *ignition* source such as a match. Once ignited, slightly blow on your flame to build heat. When you have a flame, use large pieces of firewood to build a teepee. Now sit back and relax in front of your roaring campfire!

1) Identify the text structure used.

2) Circle three words that give you a clue about the type of text structure used.

3) Use context clues to write a definition for the word "tinder."

4) Underline the sentence that tells you what to do as soon as your fire is lit.

Lodging Options For All

Are you the type of camper who enjoys the outdoors and wants to snooze under the stars with only the cover of a fabric tent? Or are you an indoor camper, who prefers the safety of a cabin and a roof over your head? You are sure to have a blast with both choices. If you choose to camp in a tent, be prepared to spend an hour or two setting up your temporary lodge. On the other hand, cabin-goers just need to open their front door and plop down their belongings. Think about where you keep your food—a cabin often has a hinge and latching door, whereas a tent will need to be zipped shut. Hungry animals can usually find their way into both if they try hard enough. If you are sleeping in a tent while camping, bundle up under your sleeping bag. The cabin residents, however, can cozy up on their cots with sheets and blankets. Which lodging option is right for you?

1) Identify the text structure used.

2) Circle three phrases that give you a clue about the type of text structure used.

3) Write a subtitle for the paragraph. Explain why you chose that subtitle.

4) Underline the sentence(s) that tells you why sleeping in a cabin might be warmer.

Informational Text Structures Page 2

Being Prepared while Camping

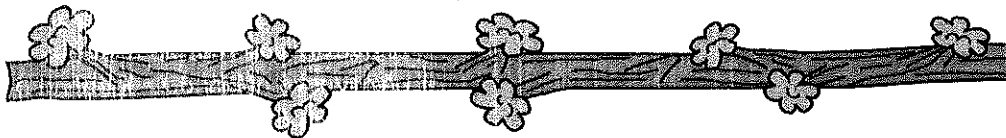
Before you head out the door for a camping trip, gather the appropriate supplies. If you are prepared for accidents, your camping trip will go off without a hitch. However, if you don't have the right gear, your camping trip may end more quickly than you hoped. Sometimes weather moves in rapidly. Rain can dampen your plans, your clothes, and your sleeping bag if you didn't pack a waterproof tarp to cover it with. If your gear is soaked, you'll likely need to pack up and head home. A scraped knee is usually no problem, but a bloody knee with no band aids might cause you to trek to a gas station in search of a bandage. Consider everything that might happen, and plan well so that minor bumps in the road don't affect your entire camping experience!

1) Identify the text structure used.

2) Circle three words that give you a clue about the type of text structure used.

3) Write another sentence, written in the same structure, that could be added to the text.

4) Underline a sentence that describes what may happen if you are unprepared.



Picture Perfect Camping

If you have never been camping before, imagine a peaceful location surrounded by trees, a running brook, and the crunch of pine needles beneath your feet. Most camps have a fire pit, perfect for building a crackling fire and roasting marshmallows to layer with chocolate and graham crackers. Foldable camp chairs surround the fire, a comfortable place for families and friends to gather. A tent filled with sleeping bags is often set up, ready and waiting for sleepy campers to rest their heads. You may even see a bag of food hanging from a tree above a picnic table, safe from the reach of nosy bears and other wild animals.

1) Identify the text structure used.

2) Circle three things you may see at a campsite.

3) Explain how you know which text structure was used to write the article.

4) Underline a sentence that describes NATURAL elements of a campsite.

Informational Text Structures Page 3

Fire Ban in Effect

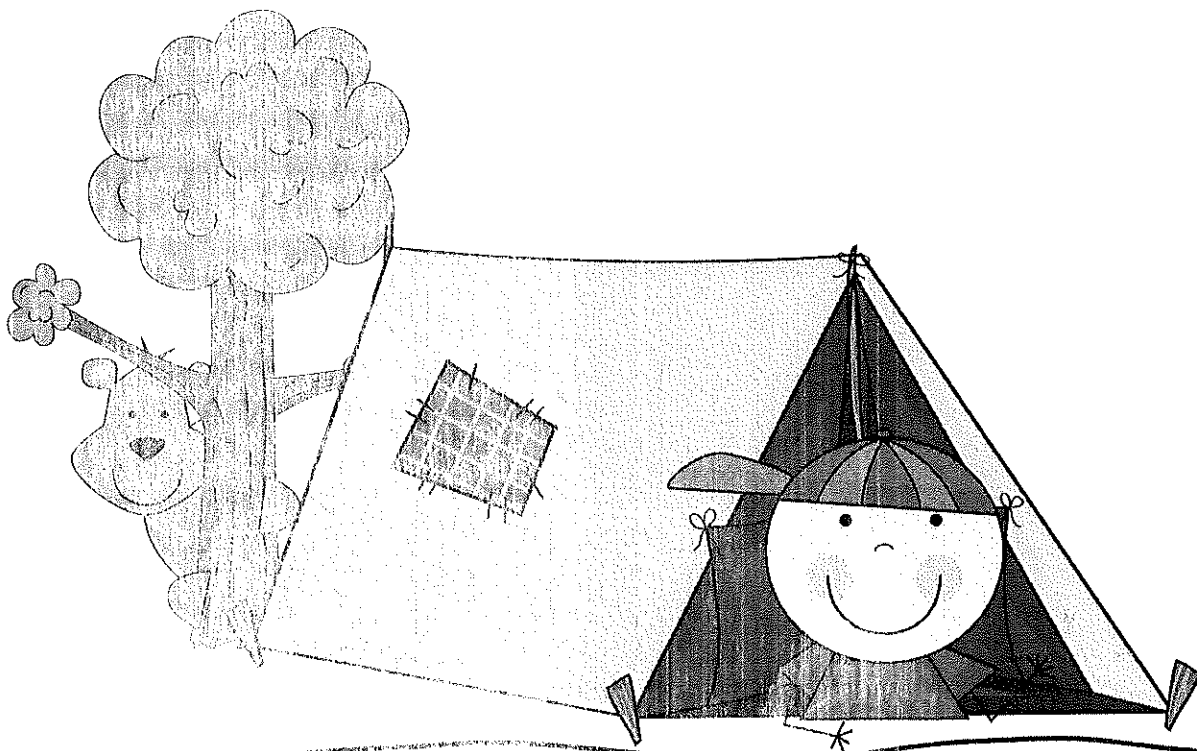
During severe droughts, when fire danger is high due to an unusual lack of rain, many places will order a fire ban. A fire ban *prohibits* anyone from lighting fires, especially campfires, because the danger of them *igniting* an entire forest or grassland is large. While it may seem pointless to go camping with no campfire, there are a few things you can do instead. Be sure everyone in your group has a headlamp so they can see where they are going at night. Bring ready-to-eat meals that only require water—and not heat—to prepare. Prepare yourself for more mosquitoes than usual, and bring plenty of bug spray. Pack layers of clothing so that you don't get too cold without the warmth of the fire. Instead of telling stories by the campfire, enjoy an evening of star-gazing. When it gets dark enough, turn off your head lamp, sit silently in the dark, and listen to all the sounds that nature has to offer. Camping without a campfire can still be enjoyable!

1) Identify the text structure used.

2) Circle a word that means "extremely bad."

3) Explain why a fire ban would be necessary.

4) Underline a sentence that supports the statement, "camping without a campfire can still be enjoyable."



TEXT STRUCTURE ASSESSMENT

Essential Standard: 4RL5: I can describe the different types of text structures that can be found in a text (Problem/Solution, Cause/Effect, Description, Compare and Contrast, and Order and Sequence).

Target Goals:
1. I can describe the different types of text structures that can be found in a text (Problem/Solution, Cause/Effect, Description, Compare and Contrast, and Order and Sequence).
2. I can identify clue words that match a text structure.
3. I can explain why an author used a certain text structure in a piece of text.

Reading is good for our brain and helps us to become smarter. The more you read the more benefits you will see. As a result of increased reading, people are better able to focus and concentrate. Another effect of reading is having improved language skills, creativity, and imagination. Reading can reduce stress causing you to relax. Therefore, taking the time to sit and read a good book definitely has its advantages.

1. Which text structure is being used in the passage above? (learning target 1: 1 point)

2. What are two clue words that helped you figure out the text structure? Learning target 2: 1 point)

3. Why did the author want to use this text structure? (learning target 3: 1 point)

The author used this text structure to _____

Name: _____

Corcovado National Park is located in Costa Rica's Osa Peninsula. It is home to 13 different ecosystems, including mangroves, rain forests, and ocean habitats. It also contains all four species of monkey, 40 species of frogs, 100 species of butterfly, 400 species of birds, 500 species of trees, and over 10,000 types of insects. Another feature of this national park is the heat, humidity, and intense rain. National Geographic Magazine called this untouched area, "The most biologically diverse place on the planet."

4. Which text structure is being used in the passage above? (learning target 1: 1 point)

5. What are two clue words that helped you figure out the text structure? Learning target 2: 1 point)

6. Why did the author want to use this text structure? (learning target 3: 1 point)

The author used this text structure to _____

Frozen yogurt and sorbet are both healthier treats than ice cream. The main difference is that frozen yogurt is made with milk and yogurt, while sorbet is made from real fruit juice, fruit syrup, and water. Sorbet has no fat, but is higher in sugar. On the other hand, frozen yogurt is higher in fat, but has less sugar. Frozen yogurt has calcium from its dairy products, but sorbet does not. Sorbet has more of an icy texture, while frozen yogurt is much creamier. Both of these desserts are popular options for people watching their weight.

7. Which text structure is being used in the passage above? (learning target 1: 1 point)

8. What are two clue words that helped you figure out the text structure? Learning target 2: 1 point)

9. Why did the author want to use this text structure? (learning target 3: 1 point)

The author used this text structure to _____

Name: _____

The complete transformation through the butterfly life cycle is quite amazing. First, a female butterfly attaches her eggs to leaves or parts of the plant. The tiny caterpillar begin to grow inside of the egg. Next, the egg hatches revealing the caterpillar. The caterpillar feeds on the leaves of the plant where the mother butterfly laid the egg. During this time the caterpillar eats a lot, grows a lot, and sheds its skin several times. After this stage, the caterpillar starts forming a chrysalis. Inside this safety of the chrysalis, the caterpillar transforms into a butterfly. Finally, the butterfly emerges, begins to pump blood into its wings, flaps the wings, and starts to fly. The cycle repeats and continues on.

10. Which text structure is being used in the passage above? (learning target 1: 1 point)

11. What are two clue words that helped you figure out the text structure? Learning target 2: 1 point)

12. Why did the author want to use this text structure? (learning target 3: 1 point)

The author used this text structure to _____

Moving to a new school can be a problem most students face during their life. It's hard to be a new kid and feel like you just don't fit in. Luckily, there are many solutions to help you make the best of this difficult situation. Joining new activities, such as a sport or club will help you to meet new people. Visiting parks near your house can lead to meeting new friends in your local neighborhood. Another way to not feel as isolated is to be brave and confident. Introduce yourself to others with a smile. People will surely want to be your friend when they see that you are a nice person.

13. Which text structure is being used in the passage above? (learning target 1: 1 point)

14. What are two clue words that helped you figure out the text structure? Learning target 2: 1 point)

15. Why did the author want to use this text structure? (learning target 3: 1 point)

The author used this text structure to _____
