



Assessing Student Learning

Goal	Accuracy
Strategy	Use the Pictures...Do the Words and Pictures Match?
Common Core Alignment	RL.1.7, RI.1.6, RI.1.7 RI.2.7 RL.3.7, RI.3.7 RL.4.7 RL.5.7
Possible Text Selections	<i>Alice the Fairy</i> by David Shannon <i>Chrysanthemum</i> by Kevin Henkes <i>Green Eggs and Ham</i> by Dr. Seuss <i>I Need My Monster</i> by Amanda Noll <i>Miss Nelson is Missing</i> by James Marshall <i>No Jumping On the Bed!</i> By Tedd Arnold <i>There Was An Old Lady Who Swallowed a Fly</i> by Tedd Arnold <i>Those Darn Squirrels!</i> By Adam Rubin <i>Tikki Tikki Tembo</i> by Arlene Mosel
Instruction	See Ready Reference Guide
Possible Options for Assessment	<p>Making Predictions Chart (example below) Charts are a way for students to organize their thinking in a meaningful way. Teachers can easily read through the chart and determine where students need additional instruction.</p> <p>Sentence Stem (example below) Sentence stems are a way to scaffold instruction for your students. They ensure students use academic language in their speaking and writing. This can be especially helpful when working with English language learners or in aiding students in writing complete sentences. Give students a copy of the sentence stem you would like them to use. This works well in the student's writing notebook or on the back of a bookmark they are using.</p> <p>Conferring</p> <ul style="list-style-type: none"> • Before asking students to read from their good fit book, ask if they have made any predictions about the text. Listen to see if those predictions are justified. • Ask students to read a portion of their good fit book. • After listening to the student read, ask if they have made any additional predictions or if they need to confirm or adjust previous predictions. <p>If the student seems to be struggling with making predictions, justifying those predictions, or confirming or adjusting the predictions, provide further instruction.</p>

**These are possible assessment options for this strategy, however many options exist. Be mindful of your students and what will best serve their needs.*



Making Predictions Rubric

	4	3	2	1
	Exceeds Standard	Meets Standard	Approaching Standard	Below Standard
Prediction	Student successfully makes a meaningful prediction.	Student successfully makes a prediction.	Student implies a prediction.	Student does not make a prediction.
Justification	Student successfully justifies their prediction, citing multiple pieces of evidence from the text or schema.	Student successfully justifies their prediction, citing evidence from the text or schema.	Student justifies their prediction but does not cite evidence from the text or schema.	Student does not justify prediction.
Confirmation	Student successfully adjusts prediction.	Student successfully confirms prediction.	Student attempts to confirm or adjust prediction but not successfully.	Student does not attempt to confirm or adjust prediction.



Making Predictions

Name: _____ Date: _____

Prediction	Justification	Confirmation/ Adjustment



Making Predictions Sentence Stem

I predict _____

because _____

___ My prediction was correct.

___ My prediction was incorrect.

___ I changed my prediction.

I predict _____

because _____

___ My prediction was correct.

___ My prediction was incorrect.

___ I changed my prediction.

