

Diagnostic #2 Assessment for Poetic Cause and Effect

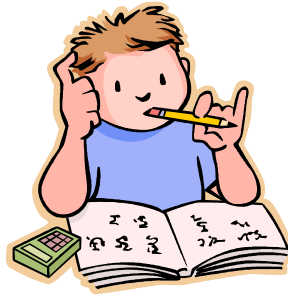


Table of Contents

Item	Page Number
Description of Assessment	2
Inference Pretest	3
Answers for Pretest	4
Scale for Scoring Diagnostic	5

Assessment Title: KWL Chart for Poetic Cause and Effect

Assessment Form: Diagnostic

Type of Assessment: Selected Response and Constructed Response/ Day 1

Duration: 10 minutes

Standard Assessed: LA.E.1.2.2.5.3: The student makes inferences and draws conclusions regarding story elements of a fifth grade or higher level text (for example, the traits, actions, and motives of characters; plot development; setting).

Description of Assessment Activity: Students read a paragraph. Students label a list of sentences as inferences or stated information.

Teacher Directions: Give each student a sheet with the paragraph and list of sentences. Give students ten minutes to read the paragraph and decide whether each sentence is inferred or whether it is stated in the paragraph. Then students draw their own conclusions from the story with question prompts. Collect papers and use information to determine further unit planning.

Student Directions: Students are expected to read the paragraph and write "I" for inferred or "S" for stated. Students are then expected to answer three questions that prompt them to draw conclusions from the passage.

Scoring Method and Criteria: Use the scales provided to determine if the student is novice, somewhat knowledgeable, or very knowledgeable about inferences and drawing conclusions.

Diagnostic Assessment for Poetic Cause and Effect

Directions: Read the paragraph below. Decide if each sentence is **stated** in the paragraph or **inferred**. Write **S** or **I**. Then, answer the short answer questions.

Picture Day

Stacey got up early for school on Monday. She put on her favorite purple dress, which her Aunt Gina had bought. Her mom carefully made polka-dotted ribbons. She placed them in Stacey's curly hair. Stacey quickly gathered her school supplies and rushed to meet the bus at the corner. She finally arrived at school. Stacey was careful not to spill anything on her dress. After all, Stacey wanted to look perfect for picture day!

- _____1. Stacey wore a purple dress to school.
- _____2. Stacey's mom put ribbons in her hair.
- _____3. Stacey was excited about picture day.
- _____4. Stacey was nervous about keeping her dress clean.
- _____5. She wanted to look perfect for picture day.
- _____6. Stacey's mom cared about how Stacey looked.
- _____7. She was in a rush to get to the bus.
- _____8. Stacey awoke extra early.
- _____9. Picture day was on a Monday.
- _____10. Stacey's favorite color is purple.

11. Who is Stacey? _____

12. How does Stacey feel about picture day? _____

13. Does Stacey usually care about her looks this much? _____

Answers for Diagnostic

Directions: Read the paragraph below. Then decide if each sentence is stated in the paragraph or inferred. Write **S** or **I**. Then answer the short answer questions.

Picture Day

Stacey got up early for school on Monday. She put on her favorite purple dress, which her Aunt Gina had bought. Her mom carefully made polka-dotted ribbons. She placed them in Stacey's curly hair. Stacey quickly gathered her school supplies and rushed to meet the bus at the corner. She finally arrived at school. Stacey was careful not to spill anything on her dress. After all, Stacey wanted to look perfect for picture day!

- S 1. Stacey wore a purple dress to school.
- S 2. Stacey's mom put ribbons in her hair.
- I 3. Stacey was excited about picture day.
- I 4. Stacey was nervous about keeping her dress clean.
- S 5. She wanted to look perfect for picture day.
- I 6. Stacey's mom cared about how Stacey looked.
- S 7. She was in a rush to get to the bus.
- S 8. Stacey awoke extra early.
- I 9. Picture day was on a Monday.
- I 10. Stacey's favorite color is purple.

11. Who is Stacey? Stacey is a young girl that goes to school. She may be young because her mom helped her get ready for school.

12. How does Stacey feel about picture day? Stacey is a little nervous and excited. She doesn't want anything to get on her "favorite purple dress."

13. Does Stacey usually care about her looks this much? No, she had gotten up really early, put on her favorite dress and was very careful with it. She was still in a rush to get to school. She wanted to look perfect for that particular day.

Scale for Scoring Diagnostic

Items 1-10

Very Knowledgeable about Inferences

5 inferences correctly identified

Somewhat Knowledgeable about Inferences

3 to 4 inferences correctly identified

Novice about Inferences

0 to 2 inferences correctly identified

Items 11-13

3 points: answered questions accurately by using clues from the passage to draw logical conclusions.

2 points: drew conclusions that were somewhat accurate but answers are not clear.

1 point: attempted to answer questions but did not draw conclusions, or made no attempt to answer.

11.	1	2	3
12.	1	2	3
13.	1	2	3

Very knowledgeable about drawing conclusions

8 to 9 points

Somewhat knowledgeable about drawing conclusions

5 to 7 points

Novice about drawing conclusions

0 to 4 points