

Compare This

Diagnostic Assessment #1 For the Unit, We The People (Reading)



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Compare This

Diagnostic Assessment #1

Type of Assessment:

Constructed Response, Selected Response

Duration:

45 minutes

Standard (s) Assessed:

LA.A.1.2.3.4.2, LA.A.1.2.3.4.3, LA.A.1.2.3.4.4, LA.A.2.2.7.4.1, LA.A.2.2.7.4.2

Description of Assessment Activity:

This assessment includes various vocabulary and comprehension questions pertaining to a text. Students determine vocabulary meaning from the text. Students complete charts to show comparison and contrast, then, answer questions to explain how the comparison and contrast in a text impacts the meaning of the text. The textual organization addressed in this unit is comparison and contrast as suggested in LA.A.2.2.7.4.1.

Teacher Directions:

Tell students that you need some information from them because you are planning a new unit and you need to know what they already know so you can adjust your plans. Pass out the assessment. Read and discuss all directions. Answer any student questions about directions. Emphasize that the purpose of this diagnostic assessment is for you to find out what the students already know and that no grade will be given. Read the story to the students. Students then finish the assessment on their own and turn them in to you. As the students are completing the assessment, conduct an oral conference with each student and ask how he/she decided the meaning of the words written in bold on the assessment. The results of this discussion should be evaluated and noted as part of assessing LA.A.1.2.3.4.3. After the assessments have been evaluated, keep them in a safe place for future use as noted in the lesson plans that accompany this unit.

Note: There is a short diagnostic assessment for each of the four content areas addressed in this unit. They should all be given on the first day of the unit, however, they should each be given during the class time scheduled for that subject area. For instance, give the social studies diagnostic assessment during social studies time and the reading diagnostic assessment during reading time.

Student Directions:

Listen while I read the directions to you. Ask any questions about the directions. Listen as I read the story. Complete the assessment and turn it in to me when completed. I will be calling each of you to my desk to talk about the assessment, so when I call your name, bring your paper and come to me. Remember that the purpose of the assessment is to find out what you already know, not to give a grade, so if you do not know an answer, skip to the next question.

Scoring Method and Criteria:

Answers and criteria are included on the teacher key. Since this is a diagnostic assessment, no scoring will be done, however, use the knowledge gained from the assessment to drive future instruction.

Name _____

Date _____

Compare This Diagnostic Assessment

Directions: The reason for this assessment is to find out what you already know, and what needs to be taught. This will **not** be graded, but will be used when planning your lessons. Read each set of directions and do your best. If you do not know an answer, leave it blank and go on to the next question.

Reading

Listen and follow as the story is read to you. Then, you read the story.

Citizenship

I'm proud to be an American! I want to do whatever I can to keep America safe and free. That is what good citizenship is all about. To practice good citizenship, you must first be a **citizen** or member of a group. I am a member of the group of people who are Americans. People in China are not American citizens. They are not members of the group of people who are Americans.

Citizenship also means that I know the rights of being a citizen. When America was first **established**, our leaders wrote a **document** giving Americans certain rights or freedoms. This document is called the Bill of Rights and is part of the **Constitution**. A good citizen knows that by following the Bill of Rights, all citizens have certain freedoms. To show citizenship, it is my responsibility to obey the **law** and **respect** the rights of others. Citizens who do not obey the law and respect the rights of others do not have good citizenship.

Citizenship also means that I have the **responsibility** to **protect** these freedoms so they can never be taken away from me. I can protect my freedom by voting for people and laws that take care of our country. Good citizens have the responsibility to pay taxes so the government has money to care for the people. Not paying taxes and not voting keep a person from showing citizenship.

I know that not everything in America is as good as it could be, but if we all practice good citizenship, we can make our country great.

Vocabulary

Read each sentence from the story. Put an X by the best meaning of the underlined word. (L.A.A.1.2.3.4.2, L.A.A.1.2.3.4.3)

1. When America was first **established**...

- _____ Established means we have freedoms.
- _____ Established means being an American.
- _____ Established means started.
- _____ I'm not sure what established means.

2. Our leaders wrote a **document** giving Americans certain rights or freedoms.

- _____ A document is any kind of paper.
- _____ A document is written information.
- _____ A document is a story.
- _____ I'm not sure what document means.

3. As a good citizen, it is my responsibility to **respect** the rights of others.

- _____ Respect means give.
- _____ Respect means vote for.
- _____ Respect means care for.
- _____ I'm not sure what respect means.

4. I have the **responsibility** to protect these freedoms.

- _____ Responsibility means it is my fault.
- _____ Responsibility means it is my job.
- _____ Responsibility means it is my freedom.
- _____ I'm not sure what responsibility means.

Use dictionary or thesaurus to find each of these words and write the meaning that best matches the way the word was used in the story above. (LA.A.1.2.3.4.4)

1. **citizen** - _____

2. **constitution** - _____

3. **protect** - _____

4. **law** - _____

Comprehension

Read the story again. Use the story to complete the comparison and contrast tables below.
(LA.A.2.2.7.4.1, LA.A.2.2.7.4.2)

Comparison	
Good citizenship – Poor citizenship	

Contrast	
Good citizenship	Poor citizenship

Read the story again. Answer the questions about the story. (LA.A.2.2.7.4.2)

1. We know that most people in America are American citizens. How did the author use comparison and contrast to help you understand being an American citizen?

2. How did the author use compare and contrast to help you understand about good citizenship?

Compare This Diagnostic Assessment Teacher Key

Directions: The reason for this assessment is to find out what you already know, and what needs to be taught. This will not be graded, but will be used when planning your lessons. Read each set of directions and do your best. If you do not know an answer, leave it blank and go on to the next question.

Reading

Listen and follow as the story is read to you. Then, you read the story.

Citizenship

I'm proud to be an American! I want to do whatever I can to keep America safe and free. That is what good citizenship is all about. To practice good citizenship, you must first be a **citizen** or member of a group. I am a member of the group of people who are Americans. People in China are not American citizens. They are not members of the group of people who are Americans.

Citizenship also means that I know the rights of being a citizen. When America was first **established**, our leaders wrote a **document** giving Americans certain rights or freedoms. This document is called the Bill of Rights and is part of the **Constitution**. A good citizen knows that by following the Bill of Rights, all citizens have certain freedoms. To show citizenship, it is my responsibility to obey the **law** and **respect** the rights of others. Citizens who do not obey the law and respect the rights of others do not have good citizenship.

Citizenship also means that I have the **responsibility** to **protect** these freedoms so they can never be taken away from me. I can protect my freedom by voting for people and laws that take care of our country. Good citizens have the responsibility to pay taxes so the government has money to care for the people. Not paying taxes and not voting keeps a person from showing citizenship.

I know that not everything in America is as good as it could be, but if we all practice good citizenship; we can make our country great.

Vocabulary

Read each sentence from the story. Put an X by the best meaning of the underlined word. (L.A.A.1.2.3.4.2, L.A.A.1.2.3.4.3)

1. When America was first **established**...

_____ Established means we have freedoms.

_____ Established means being an American.

_____ **X** Established means started.

_____ I'm not sure what established means.

2. Our leaders wrote a **document** giving Americans certain rights or freedoms.

- A document is any kind of paper.
- A document is written information.
- A document is a story.
- I'm not sure what document means.

3. As a good citizen, it is my responsibility to **respect** the rights of others.

- Respect means give.
- Respect means vote for.
- Respect means care for.
- I'm not sure what respect means.

4. I have the **responsibility** to protect these freedoms.

- Responsibility means it is my fault.
- Responsibility means it is my job.
- Responsibility means it is my freedom.
- I'm not sure what responsibility means.

Use dictionary or thesaurus to find each of these words and write the meaning that best matches the way the word was used in the story above. (LA.A.1.2.3.4.4)

Answers will vary according to the dictionary or thesaurus used. Exact answers are not necessary; however, answers must align with the meaning of the word as used in the text.

1. **citizen** - _____

2. **constitution** - _____

3. **protect** - _____

4. **law** - _____

Comprehension

Read the story again. Use the story to complete the comparison and contrast tables below. (LA.A.2.2.7.4.1, LA.A.2.2.7.4.2)

Comparison	
Good citizenship – Poor citizenship	
Both are people Both are living in a country	

Contrast	
Good citizenship	Poor citizenship
Knows about citizens rights	Knows nothing of a citizens rights
Respects the rights of others	Doesn't respect the rights of others
Obeys the law	Doesn't obey the law
Pay taxes	Don't pay taxes
Vote	Don't vote
These are sample answers. Any appropriate answers from the story may be accepted.	

Read the story again. Answer the questions about the story. (LA.A.2.2.7.4.2)

1. We know that most people in America are American citizens. How did the author use comparison and contrast to help you understand being an American citizen?

Accept any appropriate answer involving people from China.

2. How did the author use compare and contrast to help you understand about good citizenship?

Accept any appropriate answer involving examples and non-examples of citizenship from the text.