

Formal Assessments
(Assessments as outlined in Lesson Plan 1 and 5)

Formal Pre-Assessment 1.1

Administered Prior to Learning Segment

Name: _____

Date: _____

Identifying Power in Trouble Talk: Pre-Assessment

Directions: After reading Trouble Talk, identify what characters have power in the story.

As you answer the questions:

- Cite specific examples to support your answers
- Use complete sentences in your writing

1. In your own words, what does it mean to have power? (LT 1)

2. What character(s) have power in this story? How do other characters respond to this character's power? (LT 1)

3. Using evidence from the text, justify how this character(s) has/have power. (Standard RL.6.1, 6.5, LT 2)

4. How does the character(s) use of power add to the development of the social issue in this text? Explain what the social issue is and how the character's power is connected to the issue with at least one example. (LT 1, Standard RL.6.5)

5. How does this character's use of power in the story help you connect the story to your own life? Cite specific moments in the text that help you create text-to-self connections.
(LT 3)

Self-Assessment: On a scale of 1-5, rate your level of confidence on the learning targets. 5 means that you could teach the learning target to another student, 1 being that you do not understand what the learning target is asking you to do.

I can define power and I can explain how different sources of power influence the development of social issues in a text.

1 2 3 4 5

Explain why you gave yourself this score. Think your strengths and weaknesses with this target.

I can justify how multiple text-based details show how power adds to the development of social issues in a text.

1 2 3 4 5

Explain why you gave yourself this score. Think your strengths and weaknesses with this target.

I can evaluate how examples of power from the text are related to social issues in the world around me.

1 2 3 4 5

Explain why you gave yourself this score. Think your strengths and weaknesses with this target.

Based on your responses, **circle** 1-2 classroom resources that are going to help you improve your scores on the learning targets this week:

My book club members My teachers Mini-charts in reader's notebook

Re-reading the text and asking questions Use post-it notes to track text evidence

Teacher Feedback: _____

Student Response: _____

Formal Post-Assessment 1.1
Administered After the Learning Segment

Date: _____

Identifying Power in Trouble Talk: Post-Assessment

Directions: We have learned a lot about how readers identify power in a social issues text. Read Trouble Talk again and identify what characters have power in the story and as you answer the questions:

- Cite specific examples to support your answers
- Use complete sentences in your writing

1. In your own words, what does it mean to have power? (LT 1)

2. What character(s) have power in this story? How do other characters respond to this characters power? (LT 1)

3. Using evidence from the text, justify how this character(s) has/have power. (Standard RL.6.1, 6.5, LT 2)

I can evaluate how examples of power from the text are related to social issues in the world around me.

1

2

3

4

5

Explain why you gave yourself this score. Think your strengths and weaknesses with this target.

Based on your responses, **circle** 1-2 classroom resources that are going to help you improve your scores on the learning targets as we continue to look at power in this unit and in our own reading in the future:

My book club members

My teachers

Mini-charts in reader's notebook

Re-reading the text and asking questions

Use post-it notes to track text evidence

Teacher Feedback: _____

Student Response: _____

Formal Assessment 5.1

Lesson 5, Student response recorded on alternative lined paper

Name: _____

Date: _____

Power Write Long

Learning Target: I can evaluate how examples of power from the text are related to social issues in the world around me.

Directions: To deepen your understanding of your social issues books, you will write about how power is connected to social issues from your own life and experiences. In your writing, you will:

1. Identify the social issue in your book.
2. Think about how power is connected to the social issue in your book.
3. Connect and evaluate how power relates to social issues using examples from your own life. To do this you will think about social issues you have seen in your own life and how power can oftentimes make the issue better or worse.

Brainstorm:

- What is an issue in your book?
- What or who seems to have power in your book?
- What life experiences or examples from the world connect to the examples of power from your book?

Planning Notes: