



# Assessing Student Learning

<b>Goal</b>	Accuracy
<b>Strategy</b>	Abundant Easy Reading
<b>Common Core Alignment</b>	RF.1.4 RL.2.10, RI.2.10 RL.3.10, RI.3.10 RL.4.10, RI.4.10 RL.5.10, RI.5.10 RL.6.10, RI.6.10
<b>Possible Text Selections</b>	<i>No Jumping On the Bed</i> by Tedd Arnold <i>Pete the Cat: I Love My White Shoes</i> by Eric Litwin <i>Alexander and the Horrible, No Good, Very Bad Day</i> by Judith Viorst <i>Hi! Fly Guy</i> by Tedd Arnold <i>The Magic Tree House</i> series by Mary Pope Osborne and Sal Murdocca <i>Flat Stanley</i> by Jeff Brown
<b>Instruction</b>	See <a href="#">Ready Reference Guide</a>
<b>Possible Options for Assessment</b>	<p><b>Monitoring Book Boxes</b> Peruse often, the book boxes of student that struggle with this strategy. Monitor to ensure students have abundant books in their boxes that are an easy read for them and that they find interesting. Note in conferring notebook about the student’s ability to make the proper choices in text selections and then record the proper touch point.</p> <p><b>Conferring</b></p> <ul style="list-style-type: none"> <li>• Before asking students to read from their good fit book, look through their book box. Check to make sure there is reading material that is easy for them to read.</li> <li>• Ask the student to read from their good fit book. Monitor their reading to ensure they have easy reading material (99%-100% accuracy).</li> <li>• Ask the student why they have chosen that particular book and offer text suggestions if needed.</li> </ul> <p>If the student seems to be struggling with locating abundant easy reading material, provide further instruction and check in often with the student.</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.*



## Abundant Easy Reading Rubric

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	<b>Exceeds Standard</b>	<b>Meets Standard</b>	<b>Approaching Standard</b>	<b>Below Standard</b>
<b>Text Selections</b>	The student possesses abundant, easy reading material in their book box that is of interest to them. The student can verbalize why the text is a good fit for them.	The student possesses abundant, easy reading material in their book box that is of interest to them.	The student has several texts that are easy reading material for them.	The student does not possess easy reading material in their book box.

