



Assessing Student Learning

Goal	Accuracy
Strategy	Cross Checking...Do the Pictures and/or Words Look Right? Do They Sound Right? Do They Make Sense?
Common Core Alignment	RI.1.7 RI.2.4 RF.3.4 RF.4.3 RF.5.3
Possible Text Selections	<i><u>Dog Breath: The Horrible Trouble With Hally Tosis</u></i> by Dav Pilkey <i><u>Greedy Zebra</u></i> by Mwenye Hadithi and Adrienne Kennawa <i><u>Pete the Cat: I Love My White Shoes</u></i> by Eric Litwin <i><u>The True Story of the Three Little Pigs</u></i> by Jon Scieszka <i><u>Tikki Tikki Tembo</u></i> by Arlene Mosel <i><u>The Little Red Hen (Makes a Pizza)</u></i> by Philemon Sturges
Instruction	See Ready Reference Guide
Possible Options for Assessment <p><i>* These are possible assessment options for this strategy, however many options exist. Be mindful of your students and what will best serve their needs.</i></p>	<p>Sticky Notes or Highlighter Tape Students can mark words that don't sound right while reading with either a sticky note or highlighter tape. This encourages students to attend to those confusing words and also allows the teacher to see if there is a pattern in the words the student is struggling with.</p> <p>Conferring</p> <ul style="list-style-type: none"> • Before asking students to read from their good fit book, ask if they have marked any words they had to cross check. • While looking at those words, determine if there is a spelling pattern the student is struggling with that will require further instruction. • Ask students to read a portion of their good fit book. • While listening to the student read, monitor to ensure they are pausing when a word does not sound right or make sense. • Once the word has been identified by the student, observe whether the student uses the cross checking strategy to determine how to read the word. <p>If the student seems to be struggling with cross checking, provide further instruction.</p>



Making Predictions Rubric

	4	3	2	1
	Exceeds Standard	Meets Standard	Approaching Standard	Below Standard
Identification	The student monitors for meaning by pausing at all words that are not being read accurately.	The student monitors for meaning by pausing at most words that are not being read accurately.	The student is beginning to monitor for meaning by occasionally pausing at a word not being read accurately.	The student does not pause at words that are not being read accurately.
Cross Check	The student is able to match all letters or pictures with what is being read, and determine the word that sounds right and makes sense in the sentence.	The student is able to match most letters or pictures with what is being read, and determine the word that sounds right and makes sense in the sentence most of the time.	The student is beginning to match a few of the letters or pictures with what is being read, and determine the word that sounds right and makes sense in the sentence some of the time.	The student does not match letters or pictures to what is being read, or determine if the word sounds right and makes sense in the sentence.

