Assessing Student Learning

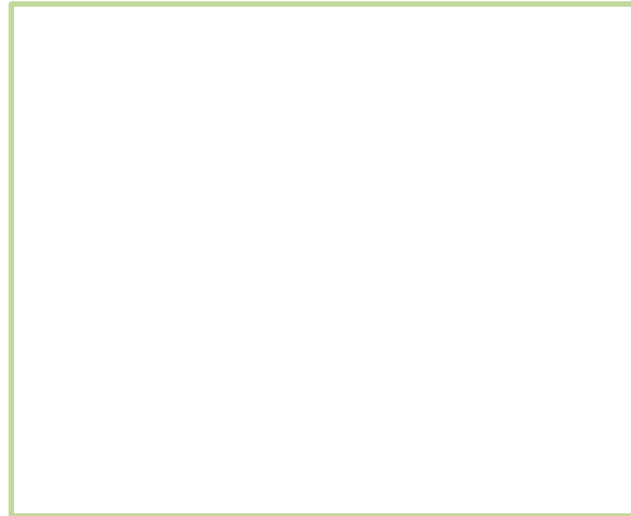|	
Goal	Comprehension
Strategy	Check for Understanding
Common Core Alignment	RL.K.10, RI.K.10 RL.1.7 RF.2.4 RF. 3.4 RL.4.10 RL.5.10 RL.6.10
Possible Text Selections	*Alice the Fairy* by David Shannon *The Wizard* by Jack Prelutsky *There Was An Old Lady That Swallowed Fly Guy* by Tedd Arnold *Click, Clack, Moo: Cows That Type* by Jane Kloster *Dog Breath* by Dav Pilkey *Thank You, Mr. Falker* by Patricia Polacco *The Wednesday Surprise* by Eve Bunting
Instruction	See **Ready Reference Guide**
Possible Options for Assessment ** These are possible assessment options for this strategy, however many options exist. Be mindful of your students and what will best serve their needs.*	**Story Map** (example below) Story maps are a graphic organizer that students can use to organize their thoughts about the text they are reading. A story map will focus the student's attention on the important elements of a text when checking for understanding. **Conferring** - Before asking students to read from their good fit book, ask if they can tell you who and what the story has been about. - Ask students to read a portion of their good fit book, and show how they are using their strategy. - After listening to the student read, determine if they successfully can tell you the "who" and "what" of the text. - Ask how many times they are finding themselves checking for understanding with this particular text, or observe if they are stopping when appropriate for them. - Ask the student if they understand what they read and what they do at those times they don't understand. If the student seems to be struggling with checking for understanding, provide further instruction.

Check for Understanding Rubric

	4	**3**	**2**	**1**
	Exceeds Standard	**Meets Standard**	**Approaching Standard**	**Below Standard**
Check for Understanding	Student adjusts when and how many times they stop and check for understanding based on the text they are reading. Student accurately describes the "who" and "what" of the text.	Student does not appear to adjust when and how many times they stop to check for understanding based on the text they are reading. Student accurately describes the "who" and "what" of the text.	Student stops to check for understanding but cannot consistently tell the "who" and "what" of the text.	Student does not stop to check for understanding.

Check for Understanding Story Map

Name: _____ Date: _____

Characters and Setting

What Happened

1. _____

2. _____

3. _____

4. _____

5. _____

How often do you find yourself checking for understanding? _____

_____