English Language Arts/Literacy: Fall of 1st Grade

Overview

The fall English language arts/literacy PARCC formative assessment is designed to take place in either a whole-class or small-group setting, beginning a month into 1st grade. The assessment takes children through a series of activities around a chapter from a picture book (“In the Garden” from *Frog and Toad Together* by Arnold Lobel) and an informational text (“What Do Seeds Look Like?” from *Seeds, Bulbs, and Flowers: The Best Start in Science* by Helen Orme) that share the topic of gardening. Children listen to the passages and respond with pictures and words to prompts that require them to identify main events/ideas and details, supported by the teacher and materials. The specific passages used are designed to model how to conduct this task over four days. Teachers can substitute another high-quality piece of literature and/or informational text and develop a response sheet specific to that text if the two books are not available.
TASK #1: Literature Read-Aloud

Standards Assessed

Standards written in black are directly assessed in the task and included in score sheets. Standards written in gray are informally assessed.

Reading Literature
• CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text.
• CCSS.ELA-Literacy.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
• CCSS.ELA-Literacy.RL.1.3 Describe characters, settings, and major events in a story, using key details.
• CCSS.ELA-Literacy.RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.

Writing
• CCSS.ELA-Literacy.W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Teacher Preparation

Materials Needed
- Frog and Toad Together by Arnold Lobel*
- Pencils
- Student Response Sheet
- Individual Score Sheet
- Group Score Sheet

* The task can be completed using a single copy of the book. However, if possible, it is helpful to provide additional copies for student use.

Preparation
- Review the task sequence.
- Copy one Student Response Sheet per student.
- Make as many copies of the Group Score Sheet as necessary to include all students in your class.
- Mark the starting pages from Frog and Toad Together before your first group session.
- Read the excerpt in advance.
- Bring your copy of the text, score sheet(s) and response sheets to the session.
- Use a clock or timer to maintain the appropriate pace for the assessment administration.
Scoring

Use the Group Score Sheet during and after the session to develop an initial impression of student performance. This sheet can be supplemented with personal notes. After the tasks are complete, copy one Individual Score Sheet per student. Attach this as a cover sheet to the student work. This sheet will provide a final score for each student in your class.
Task Assessment Activities

Written below is the sequence of activities needed to complete the assessment.

**Day One (Allow 30 minutes)**

1. **Introduce the Assessment**
   a. These are designed to help you get to know more about your students as learners and readers. During the next few days, they will be listening to stories and informational texts then answering questions — sometimes by themselves and sometimes together as a group.

2. **First Reading**
   a. Introduce the book by pointing out the title and the author, as well as the specific chapter (“In the Garden”) that will be read. Remind students that they should listen carefully to the story because you are going to ask questions about it afterward.

3. **Group Discussion**
   *Use the following activities to informally assess students’ ability to retell the story and notice details.*
   a. When the story is over, ask your students to retell what happened in the story. Use a familiar approach to small-group discussion. For example, you might cue students to raise their hands to participate if this is the usual routine. If possible, use a discussion routine that requires all students to participate — perhaps drawing names from a jar or providing each student with a token that is passed in when he or she speaks (and each student waits to speak again until all the tokens are passed in). As you would in any class discussion, you may prompt students to participate or otherwise remind students of discussion rules.

   b. As the students respond, prompt them to provide details from the story. You might ask them to remember one more detail from the story by asking if a student can provide more detail. If necessary, model the answer using a think-aloud approach (e.g., “I am looking at the illustrations and seeing Toad play a guitar. I remember that one detail from the story is that he sang a song to his seeds so they would want to grow. Can anyone else think of some details?”). Look for details such as:

   1. The strategies Toad used to help his plants grow (i.e., Toad sang songs to the seeds so they would feel safe to grow);

   2. Why Frog said the seeds were not growing (i.e., Frog told Toad the seeds were afraid to grow); and

   3. Why Toad wanted to plant a garden (i.e., he liked Frog’s garden).
Day Two (Allow 30 minutes)

1. Second Reading
   a. Read the story aloud with appropriate pacing and expression. If possible, have students follow along with their own copies of the text. Tell them they should pay particular attention to the characters in the story because the group will be focusing on characters and what they do in the story (i.e., the main events). Remind students that characters are who the story is about.

2. Describing the Characters
   a. Once the story has been read, remind students that they will think about the characters in the story. Pass out copies of the Student Response Sheet for characters. Tell students that they should draw and write about the two main characters in the story and then draw and write about something the characters do in the story. The text should be available as a support.
   
   b. After 10 minutes have passed, prompt students to begin working on the second character if they haven’t already.
   
   c. If students require more support, they may dictate a response to the teacher.

NOTE: This is an individual student activity. Make sure that students complete this work on their own to understand their development in regard to the standards.
STUDENT RESPONSE SHEET: Thinking about Characters

Name: _______________________________ Date: _______________________

Who were the main characters in the story? What did they do in the story?

One character was _________________________________________________________

He _________________________________________________________

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Another character was

He
INDIVIDUAL SCORE SHEET: Literature

Name:_____________________________________
Date:___________________________________

Use the chart below to indicate where the student resides in the trajectory of reaching grade-level proficiency for specific standards. Use the Notes section to record specific observations of performance, such as oral responses to prompts.

**Key**
- **Beginning:** The student demonstrates the skill(s) required by the standards intermittently and inconsistently or requires significant scaffolding (e.g., dictation for a written task).
- **Developing:** The skill(s) represented by the standards are present but not reliably employed.
- **Secure:** The skill(s) represented by the standards are established and consistently employed.
- **Extending:** The skill(s) represented by the standards are firmly established, consistently employed, and often displayed with precision and detail.

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**GROUP SCORE SHEET: Literature**

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**Source of evidence:**
- Participates in group retell by supplying answers
- Participates in partner discussions
- Written response

**B = Beginning  D = Developing  S = Secure  E = Extending**

**CCSS.ELA-Literacy.RL.1.1** Ask and answer questions about key details in a text.

**Sources of evidence:**
- Participates in group retell by supplying answers
- Participates in partner discussions
- Written response

**CCSS.ELA-Literacy.RL.1.2** Retell stories, including key details, and demonstrate understanding of their central message or lesson.

**Sources of evidence:**
- Participates in group retell by supplying answers

**CCSS.ELA-Literacy.RL.1.3** Describe characters, settings, and major events in a story, using key details.

**Sources of evidence:**
- Participates in group and partner discussion
- Written response

**CCSS.ELA-Literacy.W.1.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**Source of evidence:**
- Written response

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**Beginning:** The student demonstrates the skill(s) required by the standards intermittently and inconsistently or requires significant scaffolding (e.g., dictation for a written task). **Developing:** The skill(s) represented by the standards are present but not reliably employed. **Secure:** The skill(s) represented by the standards are established and consistently employed. **Extending:** The skill(s) represented by the standards are firmly established, consistently employed, and often displayed with precision and detail.
TASK #2: Informational Text

Standards Assessed

Standards written in black are directly assessed in the task and included in score sheets. Standards written in gray are informally assessed.

Reading Informational Text
- CCSS.ELA-Literacy.RI.1.1 Ask and answer questions about key details in a text.
- CCSS.ELA-Literacy.RI.1.2 Identify the main topic and retell key details of a text.

Writing
- CCSS.ELA-Literacy.W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Teacher Preparation

Materials Needed
- “What Do Seeds Look Like?” from Seeds, Bulbs, and Flowers: The Best Start in Science by Helen Orme*
- Pencils
- Student Response Sheet
- Individual Score Sheet
- Group Score Sheet

* The task can be completed using a single copy of the book. However, if possible, it is helpful to provide additional copies for student use.

Preparation
- Review Task Sequence.
- Copy one Student Response Sheet per student.
- One copy of each picture on pages 12–15 of this booklet (for class notes).
- Make as many copies of the Group Score Sheet as necessary to include all students in your class.
- Mark the starting pages from Seeds, Bulbs, and Plants before your first group session.
- Read the excerpt in advance.
- Bring your copy of the text, score sheet(s) and response sheets to the session, along with the pictures for the picture notes.
- Use a clock or timer to maintain the appropriate pace for the assessment administration.

Scoring

Use the Group Score Sheet during and after the session to develop an initial impression of student performance. This sheet can be supplemented with personal notes. After the tasks are complete, copy one Individual Score Sheet per student. Attach this as a cover sheet to the student work. This sheet will
provide a final score for each student in your class.

Task Assessment Activities

Day One (Allow 30 minutes)

1. First Reading
   a. Introduce the book by pointing out the title and the author, as well as the specific chapter (“What Do Seeds Look Like?”) that will be read. Read pages 12–13 out loud with appropriate pacing and expression. When you have finished, have students turn and talk to a partner for one minute to answer the question: What are these pages mostly about? Listen to informally assess whether students are able to identify the main topic of the passage. Then lead a brief discussion to establish that this chapter is about how seeds grow in plants.

2. Second Reading
   a. Before reading, ask students to think of three ways that seeds grow in plants. Then, read pages 12–13 again.

3. Creating Picture Notes (Note: If each student has a copy of the text, this step should be omitted. Students can use the words and photos provided in the text instead.)
   a. Together, the class creates a chart of picture notes (use the pictures on the following pages or create your own). As the students discuss each of the ways plants grow seeds, the teacher posts the appropriate picture on a chart or blackboard or whiteboard.

Day Two (Allow 30 minutes)

1. Third Reading
   a. Post the picture notes from the previous session and use these to remind students about the text and the activity. Reread the text with students reading along if possible.
   b. After reading the text, repeat the question: How do seeds grow in plants? Prompt students to turn and talk to a partner about three ideas. This allows students an oral rehearsal of the upcoming writing task.

2. Identifying How Seeds Grow in Plants
   a. Pass out copies of the student response sheet. Tell students that they should draw and write about three different ways that seeds grow in plants. Circulate while students are writing, both to monitor their work and clarify directions as needed. The organization of the writing will be scaffolded by the graphic organizer, but the content/writing should be done independently.
<table>
<thead>
<tr>
<th>1. One way seeds grow in plants</th>
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| Use words and pictures to explain three ways seeds grow in plants.

1. One way seeds grow in plants...
2. A second way seeds grow in plants
3. A third way seeds grow in plants
INDIVIDUAL SCORE SHEET: Informational Text

Name: ___________________________ Date: ___________________________

Use the chart below to indicate where the student resides in the trajectory of reaching grade-level proficiency for specific standards. Use the Notes section to record specific observations of performance, such as oral responses to prompts.

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<td><strong>Sources of evidence:</strong></td>
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<td>• Participation in group and peer discussion  • Written response</td>
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**STUDENT NAME**

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