

## Student Response Form

Student's name Kevin Grade 5

Your teacher wants to learn more about you as a reader. For this reading activity, here are some simple steps to follow:

- ◆ Enjoy the book!
- ◆ When you reach a page with a sticky note, read to the bottom of the page.
- ◆ Stop and answer the question on your response form. Include as much detail as you can. It is fine to reread, but don't read ahead.
- ◆ Put the sticky note back in the book.
- ◆ Keep reading!



1. PAGES 6-7 Explain what a *column* is.

A column is an ancient greek design for buildings.

E P A I



2. PAGE 9 What is the main idea you've learned from reading the book so far?

The ancient greeks were the ones who told people new ideas could make life better.

E P A I



3. PAGE 17 Describe a *polis*, using all you learned on this page.

A polis is the greek word for city state wich is a city with small villages around it.

E P A I

# Ancient Greece

by Sandra Newman



4. PAGE 18 Ancient Greece was never a country with one government. Support this main idea with details from this page.

Tyranny was the city state that had one ruler who was not chosen by the people. Oligarchies was the city state ruled by a few people and Democracies allow citizens to choose leaders.

E P A I



5. PAGE 21 Compare and contrast Athens and Sparta.

Athens and Sparta are different because in Athens only adult men could vote and women in Athens did not have the same rights as men. In Sparta is really famous for having the finest soldiers in all of ancient Greece at the age of 7 you had to join the military if you were a boy. Athens had artists.

E P A I



6. PAGE 25 How does the guide on page 25 add to what you've learned on pages 24-25?

The guide on page 25 helps me learn about all the gods and goddesses.

E P A I



7. PAGE 29 Explain what worshipping means.

Worshiping means to sacrifice to the gods to make them happy.

E P A I



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8. PAGE 39 What is the main idea you've learned from reading Chapter 6 so far?

One main idea is that Sparta and Athens had been fighting for a while and Greece was not as powerfull after that then it once was. (E P A I)



9. PAGE 39 What details support the main idea you just wrote for question 8?

Details that support that idea is that Alexander was only 20 years old when he became king.

(E P A I)



10. PAGE 41 What can you learn from the map on page 41 that adds to what you already know about Ancient Greece?

I can see that the Hellenistic Empire was in Asia and Africa. It was a big area. It was bigger than ancient Greece. (E P A I)



11. PAGE 43 What are the two or three main ideas the author wants you to learn from reading this whole book?

I learned that Ancient Greece was a very powerfull country and that they were very respectfull to the gods and in return the gods respect them too. (E P A I)

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## Reflection

Was this book easy, just right, or too hard? yes

How do you know? because it's very interesting.

Did you like this book? yes

Why or why not? because it had a lot of information

Would you choose another book like this from the library? yes

Why or why not? because it helps me learn.

# Comprehension Record & Planning Form: Level R

Everything Dog by Marty Crisp

Student: Elyse Date: 2/28

## First: Tally Student Results

1. Refer to the student's scored Response Form.
2. Check ✓ the appropriate white box (E, P, A, or I) below for each answer.
3. Tally each column to find the total number of E, P, A, and I responses.
4. Record the overall tally below the chart.

**Scoring Guide**  
E-Exceptional  
P-Proficient  
A-Approaching  
I-Incorrect

Question	Page	Main Idea				Key Details				Vocabulary				Text Features			
		E	P	A	I	E	P	A	I	E	P	A	I	E	P	A	I
1	9									✓							
2	15									✓							
3	19		✓														
4	19						✓										
5	22									✓							
6	33		✓														
7	33						✓										
8	35						✓										
9	45													✓			
10	47						✓										
11	59	✓															
12	63													✓			
TALLY		1	11			1	111			11	1			11			

Total number of responses: exceptional 6 /12 proficient 6 /12 approaching + incorrect — /12

## Next: Decide on Goals

1. In the first column, check the scenario or scenarios that best describes this student's performance.
2. Reflect on the information in the last two columns to plan for your goal-setting conference with the student.

✓	If	Then	Teaching Suggestions
	One-third (1/3) or more of the student's total responses from all four strands are <b>approaching</b> and/or <b>incorrect</b> .	This level is likely too difficult. Assess the student at the next level below to determine a goal.	n/a
	The student's <b>approaching</b> and <b>incorrect</b> responses fall in one or two of the four strands, yet all other responses are <b>proficient</b> and/or <b>exceptional</b> .	Instruct the student in one area of need at a time, addressing the strands in this order: 1. Main Idea 2. Key Details 3. Vocabulary 4. Text Features	See pages: T23 Main Idea T35 Key Details T51 Vocabulary T61 Text Features
✓	No answers are <b>incorrect</b> or <b>approaching</b> . The student's responses are mostly <b>proficient</b> and some are <b>exceptional</b> .	In most cases, work to move the student from <b>proficient</b> to <b>exceptional</b> in all areas. Instruct the student in one area at a time, addressing the strands in the order listed on the right.	See pages: T23 Main Idea T35 Key Details T51 Vocabulary T61 Text Features



# Comprehension Record & Planning Form: Level R

*Everything Dog* by Marty Crisp

✓	If	Then	Teaching Suggestions
	Around $\frac{2}{3}$ of the student's responses are <b>exceptional</b> .	Assess the student at the next level higher to determine a goal.	For tips on when to move students to the next level and when to keep them at their current level, see page A6.
	There is no obvious pattern to the student's responses; the student's answers range from <b>exceptional</b> to <b>incorrect</b> across all four strands.	Comprehension is likely inconsistent or flawed because the book is too difficult. You will likely want to have the student take the assessment at the next level below.	To know when to reassess, see tips on pages T7–T8.
	The student has trouble expressing answers in writing, but past observations indicate he or she can verbally elaborate on what is written.	In the goal-setting conference, check to see if the student can verbally elaborate on his or her responses. If the student can, provide support with writing about reading at this level during independent reading.	For help with writing about reading, scan the tip boxes in the Precision Teaching section, pages T23–T73.
	The student's reflection on the Response Form indicates that the book was a good fit, yet many responses are <b>approaching</b> or <b>incorrect</b> .	This is a student who may have trouble monitoring for meaning, or knowing what he or she knows. Work with the student on strategies for stopping to check for understanding as a secondary goal.	For help with monitoring strategies, see page T8.

## And Now: Take It to the Conference

What goal or goals have you decided to focus on [see Then column]?

*Reassess higher.*

Which strategy or strategies will you introduce first? (Refer to pages from the Teaching Suggestions column.)

Additional notes to prepare (e.g., questions to ask, a book for modeling, and so on):

Now you are ready to confer. Turn to page T4 for a sample goal-setting conference transcript and advice on how to conduct the conference.