

# Stuart Goes to School

by Sara Pennypacker

## Student Response Form

Student's name Ashley Grade 3<sup>rd</sup>

Your teacher wants to learn more about you as a reader. Here are some directions to remember:

- ◆ Please complete this assessment on your own. Do not ask for help or use anything (dictionaries, websites, etc.) to help you.
- ◆ Each time you read, please fill in your reading log below.
- ◆ 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 from the book to support your answer. (It is fine to reread, but do not read ahead.)
- ◆ Put the sticky note back in the book.
- ◆ Keep reading!

READING LOG				
Date	Start Time	End Time	Start Page	End Page
10/13	10:00	10:20	1	15
10/14	10:00	10:35	1	41
10/15	2:00	2:25	42	56

Teacher: Please fill out.

Total Time	Total Pages
20	15
35	26
25	15
80	56

Total

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1. PAGE 5 What kind of person is Stuart?

Stuart is a negative person because he thought it was going to be a bad day. Stuart does not have any respect or manners.

E P A I



2. PAGE 13 What does "his ears begin to blow up" mean in this part?

Stuart was embarrassed because he never even knew that he was only in his underpants.

E P A I



3. PAGE 19 Why does Stuart work so hard to bring in something special for "Our Big Interesting World?"

Stuart wants to bring in something very interesting to the class because he wanted them to forget what happen yesterday.

E P A I



4. PAGE 21 What does Stuart mean when he says he has a "hole in his pocket"?

He has something in his pocket that can make a hole.

What does his family think he means?

His family think he has a real hole in his pocket.

E P A I



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5. PAGE 32 Retell what's funny about this scene.

There was A no kids Allowed sign  
in the teachers room When they  
watch cartoons read comic Books and  
act silly.

E P A I



6. PAGE 36 Tell all the ways Stuart has used the hole from his pocket so far in the story.

To escape from the Boys Bathroom.  
To the hall to get Back to get  
back to the classroom.

E P A I



7. PAGE 40 How is Stuart feeling?

He Felt sad

Why?

because, he thought he was a  
dangorse crimanle from making All  
the holes.

E P A I

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8. PAGE 42 What does Mrs. Spindles mean when she says, "Stop pulling my leg!"?

Mrs. Spindles means by stop pulling my leg is when Stuart came to class late and said "I had to cover all the holes and it means like stop playing around"

E P A I



9. PAGE 51 What problem(s) does Stuart's drawing cause?

The first problem was that the teacher Disapperd. The second problem was she was on the roof of the school. The third Problem was that she could not get off the roof

E P A I



10. PAGE 56 What is something Stuart has learned by the end of the story?

Stuart learned that surprise is also a present

E P A I

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## Reflection

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

How do you know? it was easy to read all  
the words

Did you like this book? no

Why or why not? it was too easy

Would you choose another book like this from the library? no

Why or why not? I like harder books.



# Comprehension Record & Planning Form: Level M

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Student: Ashley Date: 11/9

## 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	Plot & Setting				Character				Vocabulary & Figurative Language				Themes & Ideas			
		E	P	A	I	E	P	A	I	E	P	A	I	E	P	A	I
1	5						✓										
2	13									✓							
3	19		✓														
4	21											✓					
5	32		✓														
6	36		✓														
7	40						✓										
8	42									✓							
9	51	✓															
10	56														✓		
TALLY		1	111				11			11		1			1		

Total number of responses: exceptional 3 /10    proficient 6 /10    approaching + incorrect 1 /10  
Total pages: 56 divided by total minutes to read book (from log): 80 = reading rate: .7 p/min

## 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 reading 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 are clustered 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. Plot and Setting 2. Character 3. <u>Vocabulary and Figurative Language</u> 4. Themes and Ideas	See pages: T21 Plot and Setting T33 Character T49 Vocabulary and Figurative Language T59 Themes and Ideas
✓	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: <u>T21 Plot and Setting</u> T33 Character T49 Vocabulary and Figurative Language T59 Themes and Ideas



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✓	If	Then	Teaching Suggestions
	Around ¾ of the student's responses are <b>exceptional</b> .	In most cases, assess the student at the next level higher to determine a goal. The exception may be for the student who is reading far above grade level.	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, or because there may be a stamina issue (check the reading log). You will likely want to have the student take the assessment at the next level below.	For help with stamina issues, see pages T7–T8.
	The student reads at a very slow or fast speed: much > or < 0.75 pages per minute (p/min).	Observe the student during independent reading to determine whether the reader is engaged. If engagement is not an issue, a slow or fast reading rate indicates the level may not be a good match.	For help with reader engagement, see 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 T21–T72.
	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)?

*Plot + Setting - greater understanding will help her use larger context for vocab.*

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

*"Connect the dots"*

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.

*\* because she's below grade level, assess @ N in a week to determine if she can move and work on the same goal.*