by Paula Danziger

Student Response Form

Student's name _	Carl	Y	Grade	3	
		/			

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	Date Start Time End Time Start Page		Start Page	End Page		
5/10	1:30	2:02	5	24		
5/10	4:44	5:22	25	53		
5/11	9:10	9:40	53	75		

Teacher: Please fill out

leacher: Ple	ease IIII out.
Total Time	Total Pages
32	19
38	28
30	32
100	76

Total

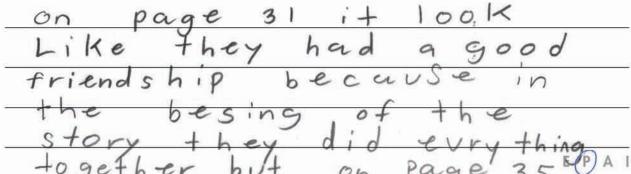
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	1. PAGE 9 In the sentence "Every time we 'fly' there," why is the word fly in quotation marks? Fly " is in quotation marks because she is talking to someone and she's excited. Also they aren't flying. 2. PAGE 13 What kind of person is Amber? Amber Brown is messy. She's a third grader.
	·
	E P (A) I
1	3. PAGE 17 What do Justin and Amber have in common? What are some differences? The things that Tustin
	and Amber have in
	common are the Both
	of them have parents
	that are away.
	4. PAGE 30 What are some ways that Amber shows she doesn't want Mrs. Bradley to like the house?
	1 or zor 3 way's Amber
	shows she doe's not
	want the house to
	pe soled is she sai
	and gosts are bragaros independent Reading Assessment: Fiction © 2012 by Jennifer Serravellato Schotastic-Incles

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5. PAGE 37 What kinds of things do Amber and Justin do together as friends?





are you thinking about Justin?



7. PAGE 61 What's the problem with Justin and Amber's friendship right now?



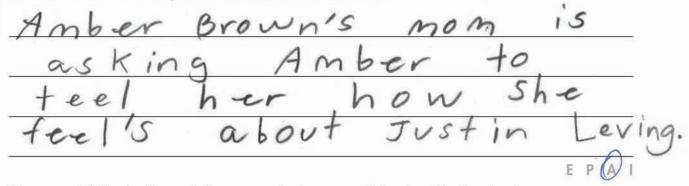
8. PAGE 63 What does the word "obnoxious" mean here?

Obnoxious

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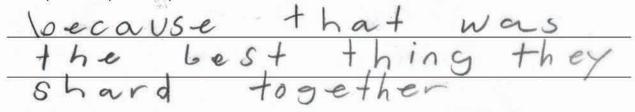


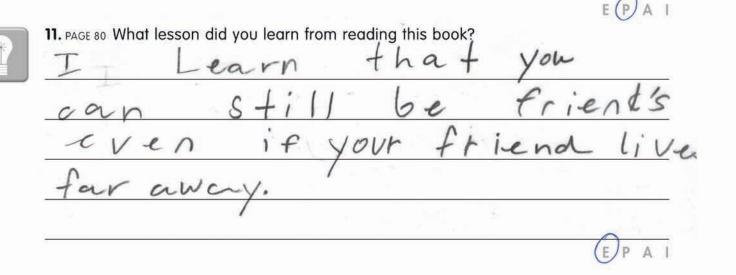
9. PAGE 67 What kind of person is Amber Brown's mom?





10. PAGE 77 At the bottom of the page, Amber says, "Thanks. It's the best present ever" when Justin gives her a tissue box with the chewing gum ball. Explain why she says this.





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Reflection
Was this book easy, just right, or too hard? just right.
How do you know? I liked it.
Did you like this book?
Why or why not? <u>Tliked</u> the lesson.
Would you choose another book like this from the library?
Why or why not? Amber Brown is a
good character.

Comprehension Record & Planning Form: Level N

Amber Brown Is Not a Crayon by Paula Danziger

Student:	(avin	Date:
otaciit.		Date.

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

			Plot &	Settin	g		Char	acter		Fig	Vocab urative	lary a	& uage	Т	heme	& Ide	as
Question	Page	E	Р	Α	1	Е	P	Α	1	Ε	P	Α		Е	Р	Α	1
1	9										V	Carrier III Un					
2	13							V									
3	17						V										
4	30		V		Caralle An												
5	37		/											1000			
6	53							1/									
7	61		/									4.21					
8	63						9.50				1/						
9	67							/									
10	77		V			7.0500	71-0			446.3				9 11 9	,		
11	80													V			
		Е	Р	Α	1	E	Р	Α	1	Е	Р	Α	I	Е	Р	Α	1
	TALLY		1/11				1	111			11			1			

Total number of responses: exceptional + proficient $\frac{P}{1}$

approaching + incorrect _____/

Total pages: 75 divided by the total # minutes to read book (from log):

Page per minute rate: _______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.

1	If	Then	Teaching Suggestions
	About 1/3 of the student's responses from all four strands are approaching and incorrect.	This level is too hard. Have the student take the assessment with a book at the next level below and then determine a goal and teaching plan.	n/a .
V	The student's approaching and incorrect responses are clustered in one or two of the four strands, yet all other responses are proficient and/or exceptional.	Instruct the student in one area of need at a time, addressing the strands in this order: 1. Plot and Setting 2. Character 3. Vocabulary and Figurative Language 4. Themes and Ideas	See pages: 174, Plot and Setting 191, Character 206, Vocabulary and Figurative Language 223, Themes and Ideas
	Student's responses are mostly proficient and some are exceptional	In most cases, work to move the student from proficient to exceptional in all areas. Focus your instruction in the one strand where most of the proficient responses were clustered, then target other strands as needed in the order listed at right.	See pages 178, Plot and Setting 193, Character 200, Vocabulary and Figurative Language 225, Themes and Ideas

Comprehension Record & Planning Form: Level N

Amber Brown Is Not a Crayon by Paula Danziger

1	If	Then	Teaching Suggestions
~	Around ¾ of the student's responses are exceptional	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 When to Reassess, page 42.
	There is no obvious pattern to the student's responses; student's answers range from exceptional to incorrect across all four strands.	Comprehension is likely inconsistent or flawed because the book is too difficult, or because there may be a stamina issues (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 65.
	Student reads at a very slow or fast speed (much > or < 1 min per page)	Observe the student during independent reading to determine whether reader is engaged. If engagement is not an issue, reading rate indicates the level may not be a good match.	For help with reader engagement, see page 30.
	Student has trouble expressing answers in writing, but past observations indicate he or she can verbally elaborate on what's written.	In the reading 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, see pages
	The student's reflection on the Response Form indicates that the book was a good fit, yet many responses are approaching or incorrect.	This is a student who is having trouble monitoring for meaning, or knowing what he or she knows. Work with the student on strategies for stopping to check for understanding.	For help with monitoring strategies, see pages 168.

And Now: Take it to the Conference

What is the goal you've decided to focus on (see "Decide on Goals" table above)?
Character
Which strategy(ies) will you introduce first? (Refer to pages from teaching suggestions.)
"Mine the details" - during soal setting conf.
"Use dialogne tage" - later.
Additional notes to prepare [e.g., questions to ask, a book for modeling, and so on]:
Character frait list

Now you're ready to confer. Turn to page 201 for a sample conference transcript and advice on how to conduct the conference.