

Loser
by Jerry Spinelli

Student Response Form

Student's name Adriana Grade 5th

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
12/1	4:23	4:53	1	22
12/2	3:20	4:05	22	35
12/3	3:40	4:25	35	45
12/5	10:05	10:35	45	77
12/5	5:20	6:05	77	116
12/6	10:47	11:30	116	175
12/6	4:24	5:09	175	218

Total

Teacher: Please fill out.

Total Time	Total Pages
30	22
45	13
45	10
30	32
45	39
43	59
45	43
293	218

Loser

by Jerry Spinelli



1. PAGE 32 What kind of person is Zinkoff?

Zinkoff is the kind of person who has feelings but doesn't show how he feels and he loves school. And he's the kind of person that when he hears a really funny word he can't stop laughing.

E P A I



2. PAGE 54 What does the word *atrocious* mean in this part?

I think the word atrocious is a different way to say sloppy and that makes me think the teacher when she's mad uses words that the kids don't know because she hates kids.

E P A I



3. PAGE 56 Explain what this quotation means: "He is the greenboard against which her stick of chalk is reduced day by day."

It means that donald's against the chalk board and her stick of chalk is getting smaller and smaller day by day cause she uses it alot.

E P A I

Loser

by Jerry Spinelli



4. PAGE 77 What kind of person is Zinkoff's father? How is he affecting his son?

Zinkoff's father is a nice person but when Zinkoff throws up in his bag he get mad and when he promise things to Zinkoff he, keeps his promise. He affecting his son because Zinkoff wants to be a mailman like his dad.

E P A I



5. PAGE 94 Explain the meaning of this quotation: "As with all discoveries, it is the eye and not the object that changes."

It means that with all discoveries, Its the changing and not the object changes its only how people see it change.

E P A I



6. PAGE 100 What problems is Zinkoff experiencing right now?

That Zinkoff can't write really good and doesn't get that good grades.

E P A I

Loser

by Jerry Spinelli



7. PAGE 107 What does this part of the story make you realize about bullying?

It make me think that when you bully someone it's okay but then later you'll feel bad about that part of the day and be upset about it all.

E P A I



8. PAGE 126 What do you think about Zinkoff at this point?

I think that Zinkoff has changed cause he doesn't act childlike and he met a new friend her name is Claudia and when he was taking a test he filled in a name Hector Dims and now their becoming best friends.

E P A I



9. PAGE 153 Explain the meaning of the phrase: "... scooping the fruit out of his life and dropping it into her lap."

It means he is telling her what happened in his life and it's like putting his life on her lap to tell her everything.

E P A I

Loser

by Jerry Spinelli



10. PAGE 167 Describe the setting (middle school) and tell why it's important.

The setting is important because it's showing some memories and I predict that something bad/good might happen in middle school to him. And new cool things are happening and he's changing and becoming more a man like he tries not to be goofy clumsy no more.

E P A I



11. PAGE 180 Why is this moment important?

This moment is important because they're looking for this little girl and Zinkoff is trying to find her even though he's scared of the dark alley and because Zinkoff is doing lots of grown up things. He's not a loser.

E P A I



12. PAGE 186 What might the setting symbolize?

That it's winter and how lots of things can happen in this cold weather and it's sometimes dangerous like Claudia she might freeze and or might get hit by something cause it's dark and cold outside except some lights.

E P A I

Loser

by Jerry Spinelli



13. PAGE 196 What is happening to Zinkoff here?

That he is trying to stay awake and is trying to find Claudia but all at the same time he's remembering stuff from elementary school.

E P A I



14. PAGE 218 What is one major theme from this book?
What do you think about it?

The theme is about this boy Donald Zinkoff and they talk about his life and what happened and it has more important people in this story for me this a great book. YOU SHOULD READ THE BOOK LOSER!

E P A I



15. PAGE 218 What might some of the book's secondary characters (Claudia, the old woman, the Waiting Man) represent?

Claudia will represent Zinkoff's BFF or his best friend. The old woman will represent a friend and that she calls him mailman. The waiting man represents someone who doesn't change but is an important person in the book and Zinkoff always mentions him.

E P A I

Loser

by Jerry Spinelli

Reflection

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

How do you know? because I can understand it and
I can retell what happen in this book.

Did you like this book? 100 times YES!

Why or why not? I loved this book because it like
a life of a boy and many things happen.

Would you choose another book like this from the library? I would if
I found one.

Why or why not? Because this book teaches you
lots of things and you will fall in love with it
the mintue you start to read the book

Comprehension Record & Planning Form: Level U

Loser by Jerry Spinelli

Student: Adriana

Date: 12/7

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	32						✓										
2	54									✓							
3	56												✓				
4	77						✓										
5	94									✓							
6	100			✓													
7	107													✓			
8	126						✓										
9	153									✓							
10	167		✓														
11	180	✓															
12	186														✓		
13	196	✓															
14	218																✓
15	218													✓			
TALLY		4	1	1			11			11	1		1		11	1	1

Total number of responses: exceptional 4 /15 proficient 7 /15 approaching + incorrect 4 /15

Total pages: 218 divided by total minutes to read book (from log): 283 = reading rate: .77 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 approaching and/or incorrect .	This level is likely too difficult. Assess the student at the next level below to determine a goal.	n/a
✓	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: T21 Plot and Setting T33 Character T49 Vocabulary and Figurative Language T59 Themes and Ideas
	No answers are incorrect or approaching . The 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. Instruct the student in one area at a time, addressing the strands in the order listed on the right.	See pages: T21 Plot and Setting T33 Character T49 Vocabulary and Figurative Language T59 Themes and Ideas

Comprehension Record & Planning Form: Level U

Loser by Jerry Spinelli

✓	If	Then	Teaching Suggestions
	Around $\frac{3}{4}$ 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 page A6.
	There is no obvious pattern to the student's responses; the 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 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 approaching or incorrect .	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)?

Themes and Ideas

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

"Put it on a Bumper Sticker" and "Symbol Bank"

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

She'll need a list of themes to understand how the language of theme sounds.

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.