

William and Mary Preassessment
Directions for Administration
3rd Grade—Journeys and Destinations

Timeline:

Three class sessions (1 for discussion, 1 for literature, 1 for writing)

Teacher Instructions

Administration:

Day One:

1. Have students turn to Student Guide pg. 19.
2. Allow them time to read the fable, “The Wolf and the Lion.”
3. When they have finished reading, have them turn to Student Activity 1A (SG pg. 20). Explain that they will complete a Literature Web to help them understand the important words and ideas in “The Wolf and the Lion.”
4. Display a copy of the Literature Web and use the discussion questions listed on Teacher Guide pg. 58 to work through each part of the web as a class. Model writing in responses as students do the same on their own webs.

Day Two:

1. Tell students that they will be taking a pretest for the William and Mary Unit. Explain that it is not a graded test, but that it will help you see how much they grow in their thinking over the year.
2. Distribute copies of the Literature Preassessment (attached).
3. Have students turn to the fable, “The Wolf and the Lion” by Aesop.
4. Students will silently read the story, independently.
5. Tell students to write their answers to the questions that follow the story.
6. When all students are finished, discuss the following preassessment questions as a class:
 - ✓ What do you think is meant by the words, “as the Wolf was too far away to be taught a lesson without too much inconvenience”?
 - ✓ What do you think Wolf might have answered to Lion’s questions?
 - ✓ What was the Lion’s purpose in taking the Lamb from the Wolf?
7. Discuss with students which parts of the Literature preassessment they found difficult. Explain that throughout the unit they will learn more about reading literature and thinking about challenging questions like the ones on the preassessment.
8. When students are finished, collect their Literature Preassessments.

Day Three:

1. Tell students that they will be taking a pretest for the William and Mary Unit. Explain that it is not a graded test, but that it will help you see how much they grow in their writing over the course of the year.
2. Distribute copies of the Writing Preassessment (attached).
3. Direct students to respond to the prompt at the top of the page.
4. Have students complete the assessment independently.
5. When students are finished, collect their Writing Preassessments.

Extend the Learning:

1. Discuss the question and students' responses as a class.
2. Distribute copies of Student Activity 1B. Explain that students should choose three scenes that show the most important ideas from the fable.
3. After students make their drawings, ask them to share their rationale for choosing the scenes they did and to point out the details they included to help convey the moral.

Scoring Instructions:

Literature Preassessment:

1. Use the Literature Preassessment Scoring Rubric (attached) to score the Literature Preassessment for each GATE identified student in your class.
2. Each question can receive up to 8 points in each rubric category. Enter whole number scores (1, 2, 3, etc.) for each question. See Sample Student Responses, if needed.
3. Total scores out of 32 points possible.
4. Enter scores on Scoring Sheet (attached)





Writing Preassessment:

1. Use the Persuasive Writing Preassessment Scoring Rubric (attached) to score the Writing Preassessment for each GATE identified student in your class.
2. Enter whole number scores (1, 2, 3, etc.) for each rubric category. See Sample Student Responses, if needed.
3. Total scores out of 20 points possible
4. Enter scores on Scoring Sheet (attached)

Return the Following to the GATE Office:

- ☐ Completed Score Sheet for all GATE Identified students in your class
- ☐ Literature Preassessment for Focus Students
- ☐ Writing Preassessment for Focus Students

Tips for selecting Focus Students:

-  Random selection –OR–
-  Two students you want to keep an eye on –OR–
-  Reflect the gender and ethnic diversity of your classroom –OR–
-  Two GATE students

Focus Student #1 _____

Focus Student #2 _____

Due Friday, October 9, 2015

Questions, contact:

Sarah Schnack, GATE Resource Teacher
sarah-schnack@scusd.edu (916) 643-9057