

William and Mary Preassessment

Directions for Administration

6th Grade—Persuasion

Timeline:

Three class sessions (2 for literature, 1 for writing)

Teacher Instructions

Administration:

Day One:

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 poem, “The Road Not Taken” by Robert Frost.
4. Students will silently read the poem, independently.
5. Tell students to write their answers to the questions that follow the story.
6. When students are finished, collect their Literature Preassessments.
7. When all students are finished, discuss the preassessment questions as a class.

Day Two:

1. Continue the discussion by asking the following questions
 - *How does the speaker describe the two roads? How are they similar and different?*
 - *What do the two roads in the poem symbolize? How is making choices in life like the choice made in the poem?*
 - *How does the speaker feel about each of the roads now? How does the speaker believe he will feel about the roads in the future? Give evidence for your answers.*
 - *What reasons could you give to support taking a “less-traveled” road in life? What reasons could you give for taking a “well-worn path”?*
 - *This poem suggests that the choices we make determine the directions our lives take. Do you agree or disagree? How can choices change one’s life?*
 - *What does the poem say about how we might feel about our current choices later in life?*

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.
6. Discuss the prompt and have students share their responses.

Extend the Learning:

1. Using the Teachers Guide pg. 54, complete Part 3 of the lesson.

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 28 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