

# **William and Mary Preassessment**

## **Directions for Administration**

### **5<sup>th</sup> Grade—Patterns of Change**

#### **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 course of the year.
2. Distribute copies of the Literature Preassessment (attached).
3. Have students turn to the poem “New feet within my garden go...” by Emily Dickinson.
4. Students will silently read the poem, independently.
5. Tell students to write their answers to the questions that follow the poem.
6. When students are finished, collect their Literature Preassessments.
7. When all students are finished, discuss the preassessment questions as a class.

Day Two:

8. Continue the discussion by asking the Discussion Questions listed on Pg. 54 of the Teacher’s Guide.
9. Additionally, ask students to share any challenges they faced doing the preassessment. Explain that they will be learning more about reading and interpreting literature in this unit.

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.

### **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](mailto:sarah-schnack@scusd.edu) (916) 643-9057