**Name:** Donald France, Jr., UMass Dartmouth’s Workers’ Education Program

**Class type:** ELA  **Student level (by CCR):** Level D

**Lesson topic:** Drawing Inferences

This formative assessment can be used to determine if students can make inferences based on background knowledge and clues from the text. I have geared the following formative assessment to be used with a particular poem about World War 1, but any piece of literature, or an excerpt from a piece of literature, that is being used as part of a thematic unit could be substituted.

The teacher and students have carefully discussed all important vocabulary. The students have read the poem silently, numerous times. It has been read aloud by both the teacher and different students. Students have done extensive and ongoing work with inferences.

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| **Description of a CCR-aligned formative assessment** |
| 1. **What is the purpose of the lesson?**   What do you want students to understand or be able to do by the end of this lesson? What are the real-life purposes that make this topic relevant to students? Which CCR standard(s) (at the level) are you focusing on?  Students will have an understanding of specific text and pair that with background information they have been taught to make inferences about the text. This level D lesson is focused on **CCR Reading Anchor Standard 1d** (Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Application: cite specific textual evidence to support analysis of primary and secondary sources.  Inferences are a part of our daily life. Not everything is explicitly stated. Very often, information is left out and most people are able to fill in the gaps to make an educated guess about that that information. Making inferences is an important skill in everyday scenarios and conversations. This activity also address a real-life purpose that is related to student’s needs-most exams in career prep or university courses are still summative assessments, and these tests frequently require students to be able to answer inference questions. (Summative assessments include midterms and finals. They are used by the instructor to determine if you are mastering a large portion of the material, and as such, they usually carry a heavy weight toward your final grade for the course.) http://catalog.flatworldknowledge.com |
| 1. **How will teacher and students know progress or success when they see it?**   What can you and they look for to know if students are learning the standard? If they can apply the standard to carry out real purposes?  Students will use the checklist to monitor their progress as they complete the graphic organizer. The teacher will review each student’s checklist. A student will be considered proficient at making an inference if he gets 4/4 correct on the checklist. A student would be considered to be progressing if he got a 3/4 on the checklist. 2/4 or less on the checklist would be an indicator that the student has not grasped the concept. |
| 1. **What kind of tool/process would capture evidence of understanding or performance?**   Is this knowledge that might be demonstrated by a quiz, discussion, Q&A, etc.? Is this a skill to be performed and assessed with a checklist or rubric? Is the tool/process usable as part of or immediately following instruction?  They will use a graphic organizer and the accompanying checklist to organize and structure their thinking. Students will then engage in conversation with a partner to identify the inference they made, and the thinking that lead to that decision. Students will use this information they gained in this conversation to revise their thinking, if necessary, about the text and the inference they made. The graphic organizer in conjunction with the checklist are usable immediately following instruction. |
| 1. **How would you use the tool/process?**   How would you involve students in creating or understanding the tool/process? How would you use the information gleaned from the tool to give feedback to students?  In many cases, the feedback was immediate and took place during the teacher-observed pair conversations. More in-depth feedback was given during a student-teacher check-in, when the student and teacher discussed the checklist, reviewed any discrepancies that existed between the student’s scoring of the checklist, and the teacher’s, and came to a final tally. Two or less on the checklist would tell the teacher that he or she needs to make changes in instructional planning and provide re-teaching and opportunities for more guided practice.  In this case, the teacher created the basic checklist. The original version of the checklist was shared with the students for their input. The teacher did incorporate a student recommended edit-inserting or between checklist line 4 and 5.  [ ] After talking with my classmate, I know my inference was correct.  -or-  [ ] After talking with my classmate, I now see how I had to change my thinking. |

**Inferencing Graphic Organizer**

**Objective:** make inferences based on background knowledge and clues from the text.

What is the author trying to say to us? Make your educated guess.

[insert text lines here}

|  |  |  |
| --- | --- | --- |
| Text Clues + | What I know = | Inference |
|  |  |  |

Partner Discussion:

* How good was my thinking?
* Is it logical, does it make sense?
* Jot down your thoughts.
* Do I need to change my thinking?
* If you do, what information did you use to modify your thinking?
* Jot down your thoughts.

**Checklist**

[ ] I have an inference.

[ ] I included text to support my inference.

[ ] I used information from earlier lessons to help.

[ ] After talking with my classmate, I know my inference was correct.

**-or-**

[ ] After talking with my classmate, I now see how I had to change my thinking.

**Total Checks**

Scoring Directions:

The student scores the checklist as s/he completes the assessment activity. During a follow-up conversation, the student and teacher discuss the checklist, review any discrepancies that existed between the student’s scoring of the checklist, and the teacher’s observations, and come to a final tally.

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| --- | --- |
| 4/4 | Student is proficient at making an inference |
| 3/4 | Student is showing progress at making an inference |
| <2/4 | Student has not grasped the concept. |