

# *Evaluating*



## SWBS

### Exit Slip

#### Objectives:

An informal measure of how well the students understood a topic or lesson.

Students learn to reflect on what they have read.

Students express how they are thinking about new information.

Students think critically about what they have read.

#### Method:

At the end of a reading or lesson ask the students to respond to the exit slip:

**Somebody      wanted      but      so.... (SWBS)**

State the prompt orally to the students.

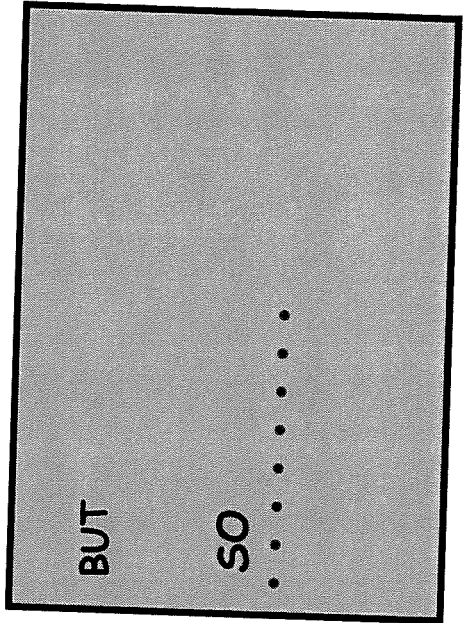
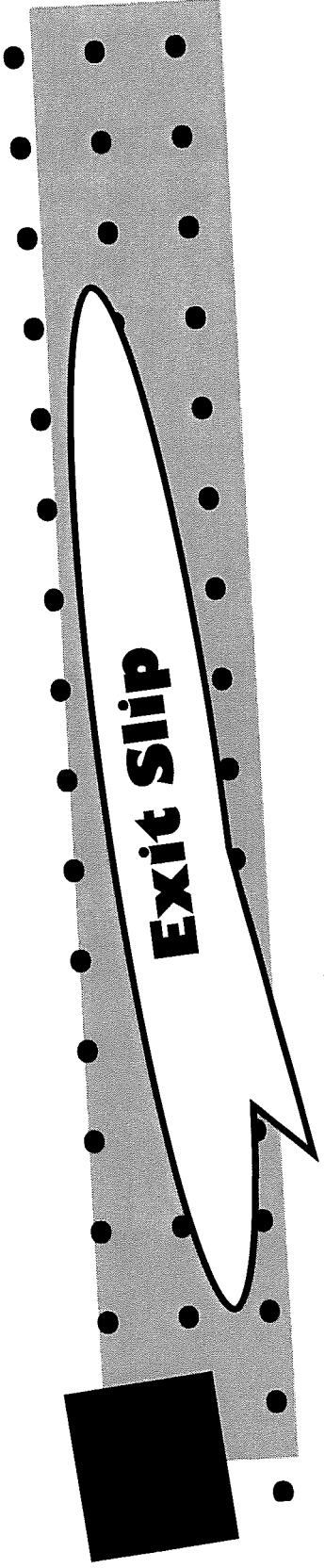
Distribute the exit slips to the students to write down their responses.

Review the exit slips to see how much they understand about the topic.

Collect the slips as part of portfolio assessment for each student.

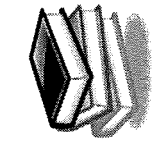
Evaluation:

Mark completed exit slip



SOMEBODY ▲

WANTED





► SOMEBODY

WANTED



BUT

SO

.....

A rectangular box with a grey background and a black border. It contains the word 'BUT' at the top, the word 'SO' in the middle, and a horizontal line of seven dots below 'SO'.

► SOMEBODY

WANTED



BUT

SO

.....

A rectangular box with a grey background and a black border. It contains the word 'BUT' at the top, the word 'SO' in the middle, and a horizontal line of seven dots below 'SO'.

## Somebody/Wanted/But/So Read Aloud - Reading Response

<b>Read Aloud Selection Title #</b>			
<b>5:</b>			
<b>Somebody</b> <small>(character /who)</small>	<b>Wanted</b> <small>(goal/motivation)</small>	<b>But</b> <small>(problem/conflict)</small>	<b>So</b> <small>(solution/resolution)</small>
<b>Read Aloud Selection Title #</b>			
<b>6:</b>			
<b>Somebody</b> <small>(character /who)</small>	<b>Wanted</b> <small>(goal/motivation)</small>	<b>But</b> <small>(problem/conflict)</small>	<b>So</b> <small>(solution/resolution)</small>
<b>Read Aloud Selection Title #</b>			
<b>7:</b>			
<b>Somebody</b> <small>(character /who)</small>	<b>Wanted</b> <small>(goal/motivation)</small>	<b>But</b> <small>(problem/conflict)</small>	<b>So</b> <small>(solution/resolution)</small>
<b>Read Aloud Selection Title #</b>			
<b>8:</b>			
<b>Somebody</b> <small>(character /who)</small>	<b>Wanted</b> <small>(goal/motivation)</small>	<b>But</b> <small>(problem/conflict)</small>	<b>So</b> <small>(solution/resolution)</small>

## Comparing Texts

### Objectives:

Make connections between background knowledge and the text.

Increase their engagement and motivation with text.

### Method:

Pre-select two texts that share common ideas that can be easily contrasted.

### **Good texts to choose:**

**Animal books**

**Fairytales**

**Historical fiction or non fiction**

Have the students read the texts or the teacher reads the text out loud.

Write down on the board all the key ideas or main points in the writing.

Have the students put them into a Venn diagram for differences and similarities.

Have a discussion based on what the students found in the Venn diagram.

Evaluation:

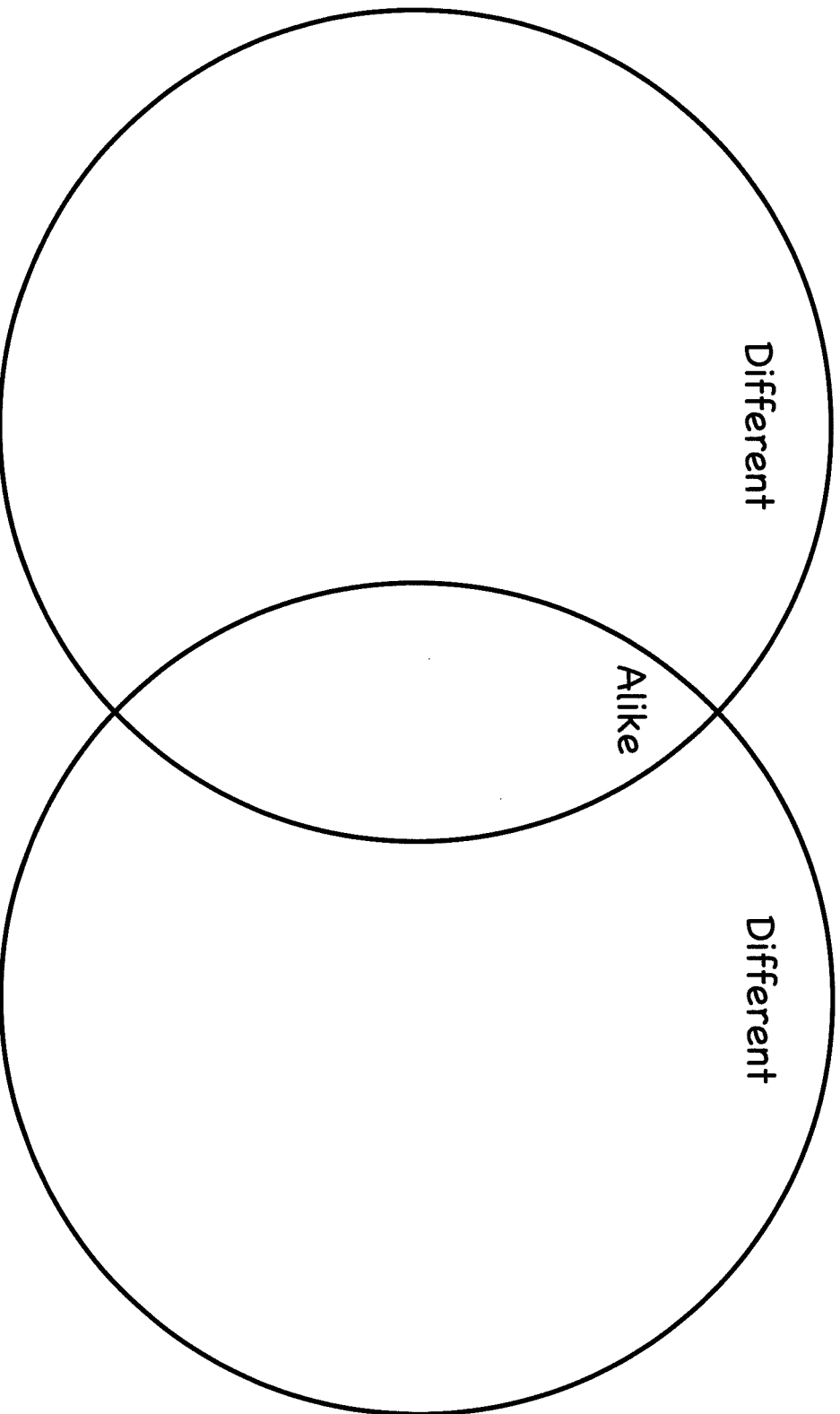
Completion of Venn diagram



Name: \_\_\_\_\_

Topic: \_\_\_\_\_

Topic: \_\_\_\_\_



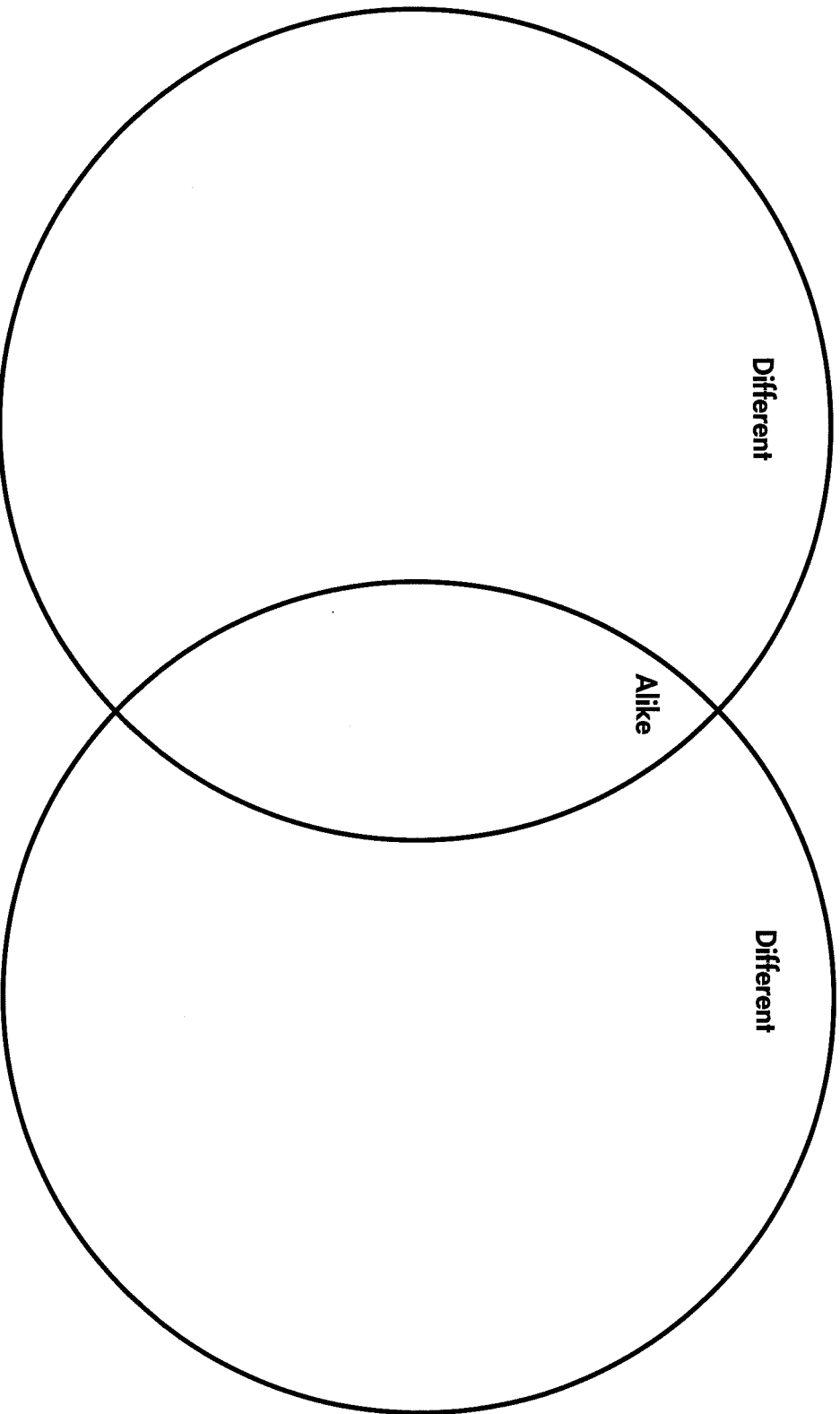
**INSTRUCTIONS:** Have students write the two topics being compared on the lines above. Then have them write details that tell how the topics are different in the outer circles. Have them write details that tell how the topics are alike where the circles overlap.

Name: \_\_\_\_\_

**INSTRUCTIONS:** Write in the two topics you are comparing. Write details that tell how the topics are different in the outer circles. Write details that tell how the topics are alike where the circles overlap.

Topic: \_\_\_\_\_

Topic: \_\_\_\_\_



## Cause and Effect

### Objectives:

Identify the major event of a story or text.

Recognize how the major event changes the story or text.

### Method:

Pre- select a text to read to the students or have the students read.

Identify the major causes or the major problems in the story. You can identify these before you read so that the students are looking for the effects or you can identify them at the end of the story and have the students look for both during reading.

Have the students record the causes/problems of the story into the organizer.

Discuss what the effects of each cause or problem was in the development of the story or text.

Record the effects on the organizer.

### Evaluation:

Completion of organizer

Name: \_\_\_\_\_

Topic: \_\_\_\_\_

Cause



Effect

Cause



Effect

Cause



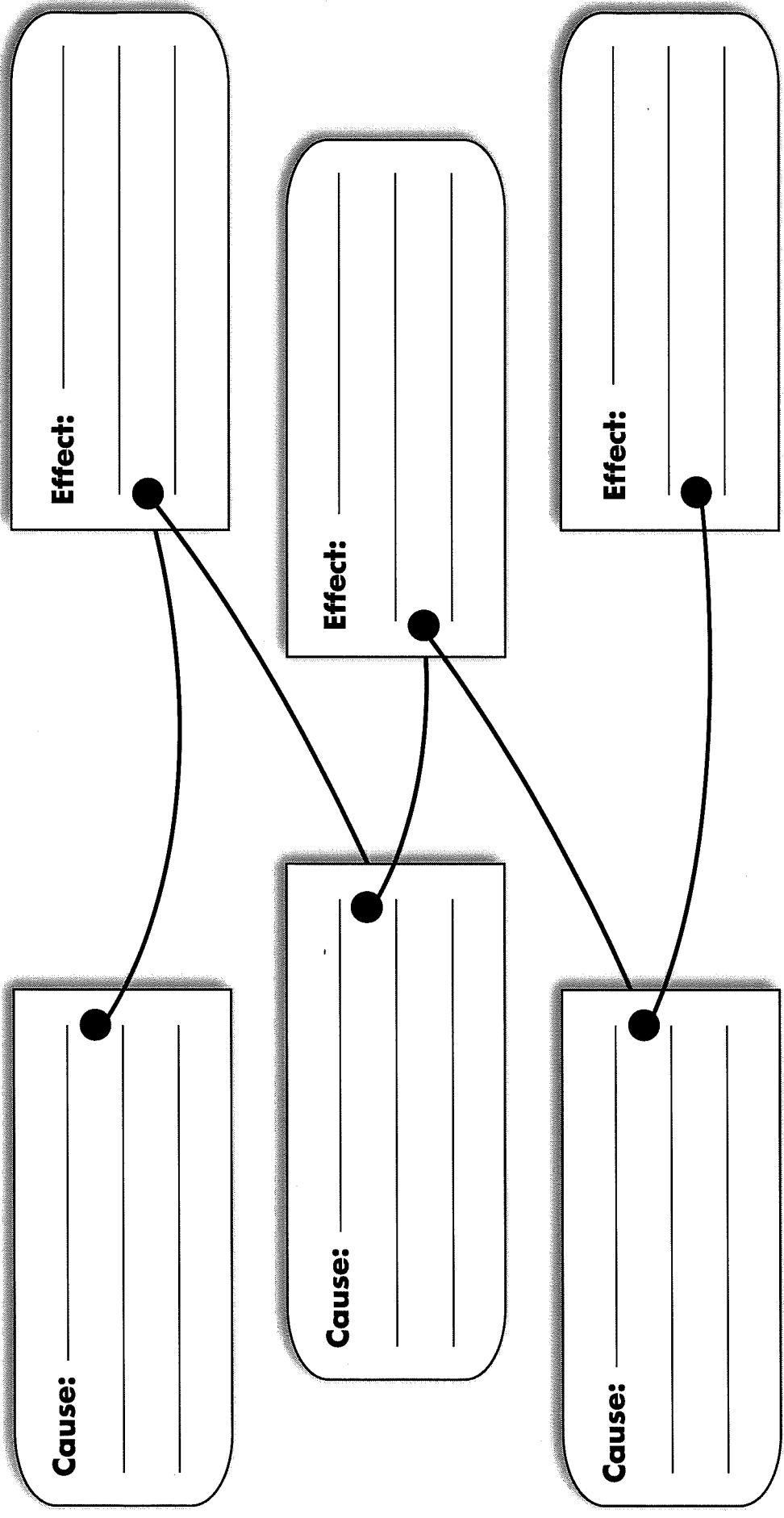
Effect

**INSTRUCTIONS:** Have students draw or write causes in the left boxes and their effects in the right boxes.

Name: \_\_\_\_\_

**INSTRUCTIONS:** Write the causes and effects in the correct sequence in the boxes below in order to show how one event effects another.

**Book Title:** \_\_\_\_\_



Name: \_\_\_\_\_

**INSTRUCTIONS:** As you read, list causes in the left column and their effects in the right column.

**Topic:** \_\_\_\_\_

Cause	Effect
_____ _____ _____	_____ _____ _____
_____ _____ _____	_____ _____ _____
_____ _____ _____	_____ _____ _____
_____ _____ _____	_____ _____ _____

## Fact and Opinion

### Real and Make believe

#### Objectives:

Identify what is real and not real in a text.

Learn how to pick out facts that are real and not real.

#### Method:

Pre-select a text for the students to read.

Go over the definitions for fact and opinion and real or make believe.

What does each word mean?

Read the text to the students or have them read the text.

Make a list of the things we learned from the text and discuss which facts are and which are opinions or what we know is a real and what is make believe.

Record information onto organizers and discuss why we need to know the difference between both.

#### Evaluation:

Completion of organizers

Name: \_\_\_\_\_

Real

Make-Believe

**INSTRUCTIONS:** Have students draw or write about three things in the book that are real. Then have them draw or write about three things in the book that are make-believe.



Name: \_\_\_\_\_

**INSTRUCTIONS:** List one fact or opinion from the book in each row (1–4). Explain your thinking in the “Why?” box.

	Fact	Opinion	Why?
1			
2			
3			
4			

Name: \_\_\_\_\_

Book Title: \_\_\_\_\_

Fact	Opinion

**INSTRUCTIONS:** Have students write the book title on the line above. Then have them list facts and opinions from the book in each column.