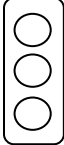
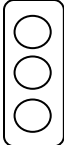
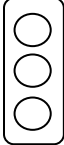
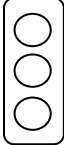


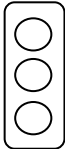
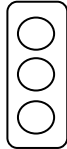
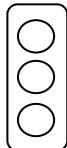
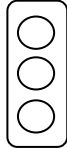
Dogs and People
RPA 1Grade P4
Assessment for Learning – I CAN Student Self-Assessment

Name: _____

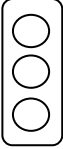
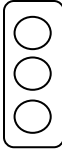
Date: _____

| Question | <u>I CAN</u> | I CAN | Correct? | Incorrect? | | | | | | | | | |
|----------|--|---|----------|--|---|---|---|---|---|---|--|--|--|
| 1 | Find figure C, which I know as a photograph or picture but what the author has labeled as a figure. Read the paragraph to the left of the figure. Re-read the question. Identify the correct answer choice. |  | | <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">S</td> <td style="text-align: center;">D</td> <td style="text-align: center;">T</td> </tr> <tr> <td style="text-align: center;">M</td> <td style="text-align: center;">K</td> <td style="text-align: center;">O</td> </tr> <tr> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> </tr> </table> | S | D | T | M | K | O | | | |
| S | D | T | | | | | | | | | | | |
| M | K | O | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| 2 | Identify main ideas and details that support them. Read the passage paragraph. Re-read the question. Then go back and match up the details that support the important word using details from one of the paragraphs and/or text features. Identify the correct answer choice. |  | | <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">S</td> <td style="text-align: center;">D</td> <td style="text-align: center;">T</td> </tr> <tr> <td style="text-align: center;">M</td> <td style="text-align: center;">K</td> <td style="text-align: center;">O</td> </tr> <tr> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> </tr> </table> | S | D | T | M | K | O | | | |
| S | D | T | | | | | | | | | | | |
| M | K | O | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| 3 | Find figure A, B, C, and D which I know as photographs or pictures but what the author has labeled as a figure. Re-read the question. Study the figures to determine what a dog is wearing. Identify the correct answer choice. |  | | <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">S</td> <td style="text-align: center;">D</td> <td style="text-align: center;">T</td> </tr> <tr> <td style="text-align: center;">M</td> <td style="text-align: center;">K</td> <td style="text-align: center;">O</td> </tr> <tr> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> </tr> </table> | S | D | T | M | K | O | | | |
| S | D | T | | | | | | | | | | | |
| M | K | O | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| 4 | Make inferences or draw conclusions based on what I read from the <u>whole</u> passage, including <u>paragraphs</u> and <u>text features</u> . Reread the question and underline the important word. Then go back and match up the details that support the important word using details from one of the paragraphs and/or text features. Reread the answer choices. Identify the correct answer choice. |  | | <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">S</td> <td style="text-align: center;">D</td> <td style="text-align: center;">T</td> </tr> <tr> <td style="text-align: center;">M</td> <td style="text-align: center;">K</td> <td style="text-align: center;">O</td> </tr> <tr> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> </tr> </table> | S | D | T | M | K | O | | | |
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Dogs and People
RPA 1Grade P4
Assessment for Learning – I CAN Student Self-Assessment

| Question | <u>I CAN</u> | I CAN | Correct? | Incorrect? | | | | | | | | | |
|----------|--|--|----------|--|---|---|---|---|---|---|--|--|--|
| 5 | <p>Underline the important specialized vocabulary word in the question. Go to the passage and locate the word in the sentence. Use the context of the sentence to help me understand the word. OR use the glossary and locate the word there. Read the definition of the word in the glossary. Then match the definition of the <u>glossary</u> to the correct answer choice.</p> |  | | <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">S</td> <td style="text-align: center;">D</td> <td style="text-align: center;">T</td> </tr> <tr> <td style="text-align: center;">M</td> <td style="text-align: center;">K</td> <td style="text-align: center;">O</td> </tr> <tr> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> </tr> </table> | S | D | T | M | K | O | | | |
| S | D | T | | | | | | | | | | | |
| M | K | O | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| 6 | <p>Make inferences or draw conclusions based on what I read from the <u>whole</u> passage, including <u>paragraphs</u> and <u>text features</u>. Reread the question and underline the important word. Then go back and match up the details that support the important word using details from one of the paragraphs and/or text features. Reread the answer choices. Identify the correct answer choice.</p> |  | | <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">S</td> <td style="text-align: center;">D</td> <td style="text-align: center;">T</td> </tr> <tr> <td style="text-align: center;">M</td> <td style="text-align: center;">K</td> <td style="text-align: center;">O</td> </tr> <tr> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> </tr> </table> | S | D | T | M | K | O | | | |
| S | D | T | | | | | | | | | | | |
| M | K | O | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| 7 | <p>Identify main ideas and details that support them. Read the passage paragraph. Re-read the question. Then go back and match up the details that support the important word using details from one of the paragraphs and/or text features. Identify the correct answer choice.</p> |  | | <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">S</td> <td style="text-align: center;">D</td> <td style="text-align: center;">T</td> </tr> <tr> <td style="text-align: center;">M</td> <td style="text-align: center;">K</td> <td style="text-align: center;">O</td> </tr> <tr> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> </tr> </table> | S | D | T | M | K | O | | | |
| S | D | T | | | | | | | | | | | |
| M | K | O | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| 8 | <p>Make inferences or draw conclusions based on what I read from the <u>whole</u> passage, including <u>paragraphs</u> and <u>text features</u>. Reread the question and underline the important word. Then go back and match up the details that support the important word using details from one of the paragraphs and/or text features. Reread the answer choices. Identify the correct answer choice.</p> |  | | <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">S</td> <td style="text-align: center;">D</td> <td style="text-align: center;">T</td> </tr> <tr> <td style="text-align: center;">M</td> <td style="text-align: center;">K</td> <td style="text-align: center;">O</td> </tr> <tr> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> </tr> </table> | S | D | T | M | K | O | | | |
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Dogs and People
RPA 1Grade P4
Assessment for Learning – I CAN Student Self-Assessment

| <u>Question</u> | <u>I CAN</u> | I CAN | Correct? | Incorrect? | | | | | | | | | |
|--|--|--|----------|--|---|---|---|---|---|---|--|--|--|
| <p style="text-align: center;">Open Response Part A</p> | <p>Identify main ideas and details that support them. Re-read the question. Then go back and match up the details that support the important word using details from one of the paragraphs and/or text features. Identify the correct answer choice.</p> |  | | <table border="1" style="width: 100%; text-align: center;"> <tr> <td>S</td> <td>D</td> <td>T</td> </tr> <tr> <td>M</td> <td>K</td> <td>O</td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </table> | S | D | T | M | K | O | | | |
| S | D | T | | | | | | | | | | | |
| M | K | O | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| <p style="text-align: center;">Open Response Part B</p> | <p>Rewrite one of my answers to part A again as my answer to part B. Then I will use the words, “this is because...”. Next, I will use the words, “In paragraph ___ the author wrote.... and cite an example the author shared from the passage. Finally, I will write ...”I know this means...”and explain what I know.</p> |  | | <table border="1" style="width: 100%; text-align: center;"> <tr> <td>S</td> <td>D</td> <td>T</td> </tr> <tr> <td>M</td> <td>K</td> <td>O</td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </table> | S | D | T | M | K | O | | | |
| S | D | T | | | | | | | | | | | |
| M | K | O | | | | | | | | | | | |
| | | | | | | | | | | | | | |

I CAN-Self Assessment Protocol:

1. Work with students to understand what they had to do on the assessment for each question.
2. Have students fill out the third column, titled “I CAN” and color code how they feel they can – 1st circle – Yes, not a problem; 2nd circle- I am a little unsure; 3rd circle – I don’t think I can show mastery of this strategy.
3. Students take the test.
4. Share the answers with students. Have students self-assess if they got the question correct or incorrect.
5. If incorrect, work with students to determine if they go the question incorrect because of a simple mistake (SM), because they did not know how to use the strategy (DK).
6. Next, re-teach the strategy and ask students if they would like to take the question over.

Dogs and People
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Assessment for Learning – I CAN Student Self-Assessment

Keeping Track of My Learning

Name _____

Teacher _____ Grade _____

| RPA Number | My MCQ Goal | My MCQ Actual | My MCQ Retake Score | My ORQ Goal | My ORQ Actual | My ORQ retake Score |
|------------|-------------|---------------|---------------------|-------------|---------------|---------------------|
| 1 | | | | | | |
| 2 | | | | | | |
| 3 | | | | | | |

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Name _____

Teacher _____ Grade _____

RPA Number

| | | |
|---|---|---|
| 1 | 2 | 3 |
|---|---|---|

Specific ORQ strategies I am going to do or use to meet my goals

How I plan to improve my ORQ strategies next time

Dogs and People
RPA 1Grade P4
Assessment for Learning – I CAN Student Self-Assessment

Name _____

Teacher _____ Grade _____

RPA Number

| | | |
|---|---|---|
| 1 | 2 | 3 |
|---|---|---|

Specific MCQ strategies I am going to do or use to meet my goals

How I plan to improve my MCQ goal/strategies next time

Dogs and People
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Assessment for Learning – I CAN Student Self-Assessment

| | Open Response Question | |
|---------|--|---------|
| Student | I CAN objective... | Teacher |
| | Correctly answer all parts of each question part with a correct label. | |
| | Provide a well-organized text based answer from the passage. | |
| | Lift and copy an example the author gives as a detail to support the author’s thinking from the passage and cite what paragraph I found it in. | |
| | Use the following graphic organizers in my response for the power verb that I circled. Identify, list, tell, name, give, use, define – T chart Describe – Topic with feature 1, feature 2, feature 3, and feature 4 using a 4 bubble-web. Explain – Answer, Because, Example, I Know (ABEK) using a 4 column t-chart. Compare/Contrast – Tell what is the same then tell what is different using a box and T-chart | |
| | Box the number word. Give the number of items the test maker wants in my response. | |
| | Underline the rest. Use the underlined words in my restatement of the question in the first part of my answer. | |
| | Reread my answer(s) and double check to see if they make sense. | |