*2nd Grade, Quarter 3*

*Formative Assessment*

This assessment is meant to measure progress towards the following standards:

* RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
* RL.2.3 Describe how characters in a story respond to major events and challenges.
* RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

Students will identify the definitions for “challenge” and “respond” (RI.2.2). Students are then asked two open answer questions. The first has students tell how a character responded. The second asks students to give the cause of character’s actions (the challenge the character faced). The final question asks students to determine the central message of the story (RL.2.2).

Directions for Giving the Assessment:

Students should spend 10 minutes independently reading the passage (Lexile 550) and answering the questions on this assessment. Encourage students, especially struggling readers, to think about strategies they have for reading difficult passages/texts.

After 10 minutes, please read the passage and questions aloud for the class. If asked, continue to read aloud any portion of the passage or question. While we know that *read aloud* is not an allowable accommodation on the reading portion of high-stakes testing, the purpose of this assessment is to measure reading comprehension…not independent reading comprehension.

Please give this assessment to your students on Wednesday, January 27th. We will discuss it during your GPLC on Wednesday, February 9th.

What does “challenge” mean?

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

* 1. To tell the lesson that the author wants me to learn.
	2. The time and place in which the story takes place.
	3. An interesting or difficult problem or task
	4. How you answer or react to a challenge
1. What does “respond” mean?
	1. To tell the lesson that the author wants me to learn.
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	4. How you answer or react to a challenge

Changing Our Street

There were many people driving down our street. It was on the way to work for many people. They drove too fast, and my mother was worried because she thought they might hurt someone. She called the alderman’s office. She had called them before when there was a problem.

The alderman came to look at our street, and he agreed it was a problem. Then, he went back to his office. The following day someone came to our street with a camera. I saw them there all day, taking pictures of the street.

One week later, workers came to put a stop sign at the corner so that cars would have to stop there. My mother felt very good about that. She told me, “See what one phone call can do?” But the cars still were going too fast. They would drive fast and then stop quickly, so it still was dangerous. “We need to make another call,” I said.

This time I called the alderman’s office myself. The next week workers came again, but this time they came in a big truck. They drew lines on the street and then they poured concrete where the lines were. They worked all day long.

At the end of the day, we had a way to slow the cars down. We had speed bumps. Someone invented speed bumps. When you drive on a street and get to a speed bump you have to slow down. If you don’t slow down, your car has a problem. It starts to rock up and down. So you need to be very careful.

1. How did the alderman respond the first time he heard that the cars were speeding through the neighborhood?

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1. Why did the workers put speed bumps into the street?

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1. What is the central message of the passage?
2. Don’t give up until you reach your goals.
3. Friendship is important.
4. Calling the alderman’s office makes streets safer.
5. Cars drive too fast.
6. What does “challenge” mean?

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

* 1. To tell the lesson that the author wants me to learn.
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	1. To tell the lesson that the author wants me to learn.
	2. The time and place in which the story takes place.
	3. An interesting or difficult problem or task
	4. How you answer or react to a challenge
2. How did the alderman respond the first time he heard that the cars were speeding through the neighborhood?

*The alderman responded by sending people to take pictures of the street. They then put up stop signs.*

1. Why did the workers put speed bumps into the street?

*The workers put speed bumps into the street because the stop sign did not slow the cars down enough to make everyone safe.*

1. What is the central message of the passage?
2. Don’t give up until you reach your goals.
3. Friendship is important.
4. Calling the alderman’s office makes streets safer.
5. Cars drive too fast.