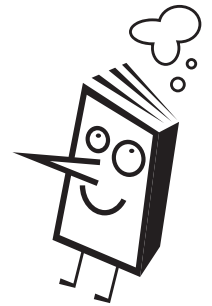


Assessment

For Children in Grades 1–8



When to Use this Assessment

This assessment has two parts. You should do the first assessment **before** the children have experienced the *AfterSchool KidzLit* program, and then do the follow-up assessment **after** children have been exposed to the program at least twice a week for 6 months. To see results, it is important that you facilitate the program as written and complete all five parts of the Five-part Process with the children.

We do not recommend assessing children before the first grade.

How to Use this Assessment

You can use this assessment to measure both social and academic growth; there is an assessment for each. The Assessment Questionnaire measures how children feel about reading and working together. The Comprehension Questionnaire measures children’s reading comprehension and vocabulary. Complete either or both assessments for each child by simply following the directions below.

Note that you can implement the Assessment Questionnaire with the whole group, a small group, or with individual children.

For the initial assessment

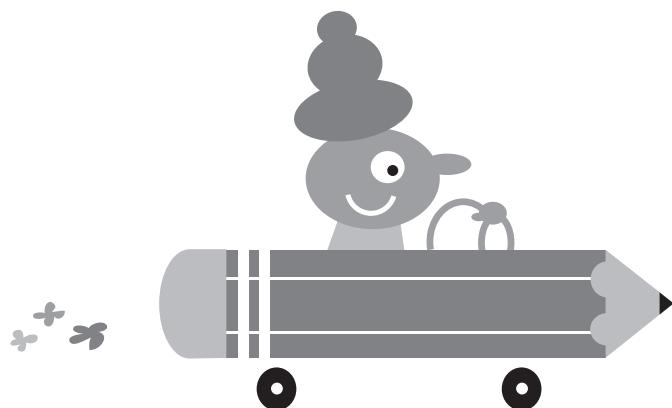
1. Print one Assessment Record Sheet (see page 3) for each child being assessed.
2. Print one each of the Assessment Questionnaire and the appropriate grade-level Comprehension Questionnaire (if doing both) for each child being assessed.
 - Comprehension Questionnaire for Grades 1–2: pages 5–6
 - Comprehension Questionnaire for Grades 3–5: pages 7–8
 - Comprehension Questionnaire for Grades 6–8: pages 9–10
3. Choose an appropriate *AfterSchool KidzLit* book and guide to use for the initial assessment. Facilitate the Five-part Process for the guide that accompanies the book you chose, including introducing the cool words.

4. Once you've completed the Five-part Process, complete the Assessment Questionnaire and appropriate grade-level Comprehension Questionnaire with each child. Make sure to:
 - Review the cool words from the read-aloud.
 - Ask each child the questions and record his or her answers or have older children fill the forms out themselves.
 - Use the rubrics to score the answers.
 - Write any additional observations you noticed in the summary section of the assessment.
5. Fill out the Assessment Record Sheet for each child; file each assessment in a safe place to access for the follow-up assessment.

For the follow-up assessment (several months later)

1. Use the Assessment Record Sheet for each child from the initial assessment.
2. Using the same book and guide from the initial assessment, facilitate the Five-part Process.
3. Ask the child the questions from the Assessment Questionnaire and grade-level Comprehension Questionnaire again.
4. Complete the Assessment Record Sheet; compare scores and summary observations.

Write any additional observations you noticed in the summary section of the assessment that you noticed when comparing your scores.





Assessment Record Sheet

Child's name: _____ Name of observer: _____

Child's age: _____ Name of book: _____

Date of first assessment: _____ Date of follow-up assessment: _____

Approximate number of times child has experienced *AfterSchool KidzLit* activities between assessments: _____

Scoring Information

First assessment scores

Assessment Questionnaire: _____

Comprehension Questionnaire (total): _____

Summary of first assessment

Record your overall observations of the things you noticed about the child during the assessment.

Follow-up assessment scores

Assessment Questionnaire: _____

Comprehension Questionnaire (total): _____

Summary of follow-up assessment

Record your overall observations of the things you noticed about the child during the assessment.

Summary of comparison

Record your overall observations of the differences you noticed since the first assessment.



Assessment Questionnaire

Date: _____		Grade level: _____	
Child's name: _____			
Leader's name: _____			
	Not at all	A little	A lot
How much do you enjoy being read to?			
How much do you enjoy reading yourself?			
How much do you like writing?			
How much do you like learning new words and what they mean?			
	Not very good	So-so	Very good
How good are you at reading?			
How good are you at understanding what you read?			
How good are you at remembering new words and what they mean?			
How good are you at writing?			
How good are you at working with partners or in a group?			
When you work in a group, how good are you at listening to others?			
How good are you at helping others with work they're doing?			
	Not very comfortable	So-so	Very comfortable
How comfortable are you talking in a group?			
How comfortable are you sharing stories from your life with others?			

Scoring rubric

Indicator	Score
Most answers in the right column	3
Most answers in the middle column	2
Most answers in the left column	1



Comprehension Questionnaire For Grades 1-2

1. Ask the following and record the child's answer below.

Q What happened in this story? Tell me as much as you remember.

After allowing sufficient time for the child to respond, you may use one or more of the following prompts to help the child respond more completely:

- How did the story begin?
- Where did the story take place?
- Who are the main characters?
- What is an important problem in the story?
- What are the most important things that happen in the story?
- How is the problem solved?
- How does the story end?

Scoring rubric

Indicator	Score
Refers to most ideas from "What's the Story?" in the <i>AfterSchool KidzLit</i> guide (for example: main character(s), setting, plot, problem and solution, main idea, etc.); includes the main events from the beginning, middle, and end of the story; shares the events in a logical sequence; requires minimal or no prompting.	4
Refers to some of the ideas from "What's the Story?"; includes some of the main events from the beginning, middle, and end of the story; shares most events in a logical sequence; requires some prompting.	3
Shows limited understanding of the major ideas in "What's the Story?"; includes few events from the beginning, middle, or end of the story; includes inaccurate or irrelevant details; requires considerable prompting.	2
Shows very little understanding of the story; provides little evidence of a beginning, middle, or end; provides few details, or details that are unrelated to the story; not able to elaborate on the story, even with prompting.	1



Comprehension Questionnaire *(continued)*

2. Ask the following and record the child's answer below.

Q What words do you like or want to remember from the story?

Scoring rubric

Indicator	Score
5 or more words	4
3-4 words	3
1-2 words	2
0 words	1

3. Ask the following and record the child's answer below.

Q What are some ideas this book made you think about? What's an important idea you think the author wants you to remember about this book?

Scoring rubric

Indicator	Score
Clearly expresses one or more of the big ideas from the guide.	3
Provides a logical response that is related to the story.	2
Gives no response, or response is unrelated to the story.	1



Comprehension Questionnaire For Grades 3–5

1. Before reading the story, say, “After I finish reading this book, I’ll ask you to retell it to me.”
2. After reading, ask:

Q What happened in this story? Tell me as much as you remember.

Use prompts such as, “Tell me more” or “Can you remember anything else?” if the retelling is incomplete.

Scoring rubric

Indicator	Score
Refers to most ideas from “What’s the Story?” in the <i>AfterSchool KidzLit</i> guide (for example: main character(s), setting, plot, problem and solution, main idea, etc.); includes the main events from the beginning, middle, and end of the story; shares the events in a logical sequence; requires minimal or no prompting.	4
Refers to some of the ideas from “What’s the Story?”; includes some of the main events from the beginning, middle, and end of the story; shares most events in a logical sequence; requires some prompting.	3
Shows limited understanding of the major ideas in “What’s the Story?”; includes few events from the beginning, middle, or end of the story; includes inaccurate or irrelevant details; requires considerable prompting.	2
Shows very little understanding of the story; provides little evidence of a beginning, middle, or end; provides few details, or details that are unrelated to the story; not able to elaborate on the story, even with prompting.	1



Comprehension Questionnaire *(continued)*

3. Ask the following and record the child's answer below.

Q What words do you like or want to remember from the story?

Scoring rubric

Indicator	Score
5 or more words	4
3-4 words	3
1-2 words	2
0 words	1

4. Ask the following and record the child's answer below.

Q What are some ideas this book made you think about? What's an important idea you think the author wants you to remember about this book?

Scoring rubric

Indicator	Score
Clearly expresses one or more of the big ideas from the guide.	3
Provides a logical response that is related to the story.	2
Gives no response, or response is unrelated to the story.	1



Comprehension Questionnaire For Grades 6–8

1. Before reading the story, say, "After I finish reading this book, I'll ask you to retell it to me."
2. After reading, ask:

Q What happened in this story? Tell me as much as you remember.

Use prompts such as, "Tell me more" or "Can you remember anything else?" if the retelling is incomplete.

Scoring rubric

Indicator	Score
Demonstrates thorough understanding of the text and includes character(s), setting, plot, problem, and solution from "What's the Story?" in the <i>AfterSchool KidzLit</i> guide; includes at least one of the "Big Ideas" in the guide; includes all the main events in sequence without prompting; connects the text to personal experience and/or background knowledge.	4
Refers to some of the ideas from "What's the Story?"; includes some of the main events from the beginning, middle, and end of the story; shares most events in a logical sequence; requires some prompting.	3
Shows limited understanding of the major ideas in "What's the Story?"; includes few events from the beginning, middle, or end of the story; includes inaccurate or irrelevant details; requires considerable prompting.	2
Shows very little understanding of the story; provides little evidence of a beginning, middle, or end; provides few details, or details that are unrelated to the story; not able to elaborate on the story, even with prompting.	1



Comprehension Questionnaire *(continued)*

3. Ask the following and record the child's answer below.

Q What words do you like or want to remember from the story?

Scoring rubric

Indicator	Score
5 or more words	4
3-4 words	3
1-2 words	2
0 words	1

4. Ask the following and record the child's answer below.

Q What are some ideas this book made you think about? What's an important idea you think the author wants you to remember about this book?

Scoring rubric

Indicator	Score
Clearly expresses one or more of the big ideas from the guide.	3
Provides a logical response that is related to the story.	2
Gives no response, or response is unrelated to the story.	1