# Pre- and Post-Assessment Guide

Introduction:

The importance of assessment in the reading and writing programs lies in reinforcing differentiated instruction by using the assessment results to plan for Instruction according to students' needs.

When does the teacher use these assessment tools?

In line with best practices, the teacher implements the same assessment using the same tools two times during the Summer School program:

1. **Pre-Assessment** is implemented at the beginning of the Summer School program (1st week). This is the diagnostic assessment that teachers rely on to detect students' gaps in prerequisite acquisition, then customize instruction and provide in-class support accordingly.
2. **Post Assessment** is implemented at the end of the Summer School program (last week). This is the final assessment that teachers can use to track students' progress.
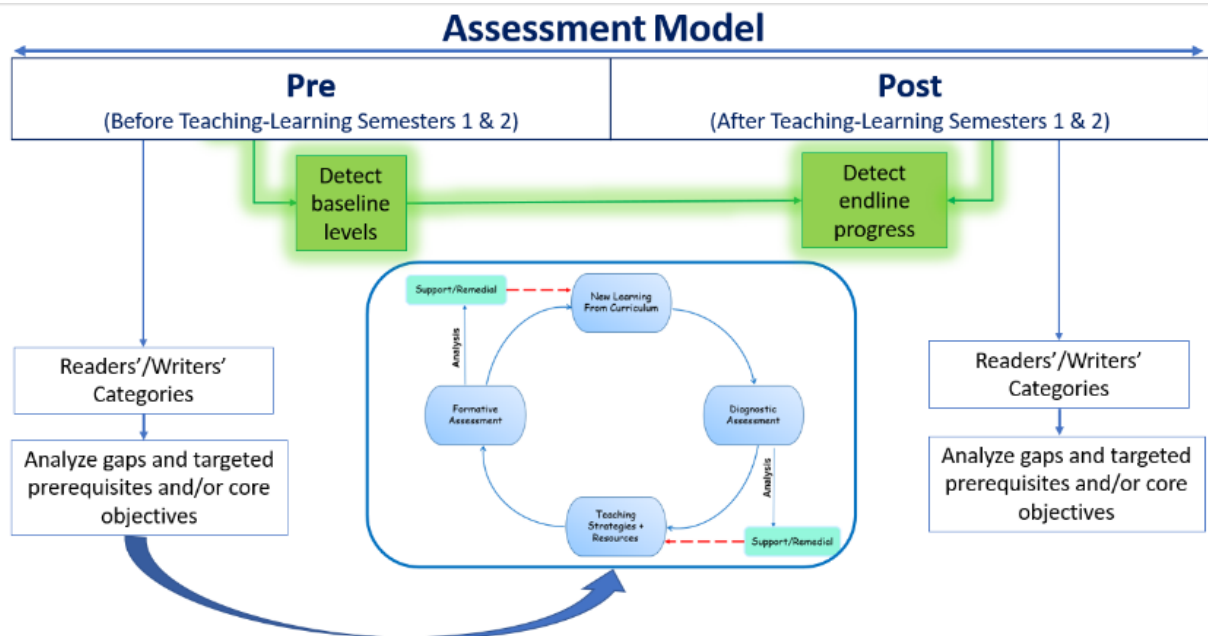
Assessment Tools:

The assessment tools include a reading assessment with 2 texts and a total of 20 questions, and a writing assessment including 2 prompts, from which the students choose one to write an essay about.

The duration of each of these assessments should be 1 hour, and it is recommended to implement them on two separate days.

Reading Comprehension Assessment Form:

Structure:

The pre- and post- reading comprehension assessment tools which will be used in the summer school program consist of 2 reading texts for each grade level (7A and 7B for Grade 7 and 8A and 8B for Grade 8), with 10 multiple-choice questions on each text.

The topics that are covered in these texts were based on the themes in each grade's National textbook. The questions following each reading text are divided into three different thinking levels: 4 comprehension questions, 4 analysis questions, and 2 evaluation questions.

Written Communication Assessment Form:

Structure:

Each writing assessment tool consists of 2 prompts which are about the same themes as the ones in the reading comprehension assessment tools.

For each of the pre- and post-assessments, students can choose to write either a narrative essay or an expository essay. A statement is given to the students to reflect on before they start writing the essay.

Implementation Steps:

Teachers use the same form designated for the grade level they teach for both pre- and post-assessments to track their students' progress. The teacher typically finishes implementing the whole test over the course of one week.

1. The teacher distributes all the assessment forms (student's copy) to all the students to answer at the same time and in written form.
2. The teacher collects the papers and grades them based on the answer key (reading) or scoring rubric (writing).
3. The teacher records the results in the "SLP- English Writing Data Collection Sheet" and "SLP-English Reading Data Collection Sheet".

4. Based on the results of the assessments, the teacher classifies the students into 4 groups using the readers' and writers' categories.

Reading Comprehension Assessment Answer Keys

7A

Type of Question	Question Number and Answer
Comprehension	Q1: d
	Q2: c
	Q3: b
	Q4: b
Analysis	Q5: d
	Q6: a
	Q7: c
	Q8: c
Evaluation	Q9: d
	Q10: d

7B

Type of Question	Question Number and Answer
Comprehension	Q1: d
	Q2: c
	Q3: d
	Q4: b
Analysis	Q5: c
	Q6: a
	Q7: b
	Q8: a
Evaluation	Q9: a
	Q10: d

8A

Type of Question	Question Number and Answer
Comprehension	Q1: b
	Q2: c
	Q3: a
	Q4: c
Analysis	Q5: b
	Q6: b
	Q7: b
	Q8: c
Evaluation	Q9: c
	Q10: a

Type of Question	Question Number and Answer
Comprehension	Q1: a
	Q2: c
	Q3: a
	Q4: b
Analysis	Q5: d
	Q6: d
	Q7: d
	Q8: b
Evaluation	Q9: d
	Q10: d

Reading Comprehension Rubric/ Readers Categories

Students can be classified into categories based on the total score *(appearing in the last row in green).*

The table below illustrates some possible combinations, however, other combinations might be possible.

In this case, the teacher can estimate in which category she/he needs to put the student based on the total score and her/his performance in class.

Question Levels	Beginner	Intermediate	Proficient	Advanced
Comprehension	0-2	2-3	3-4	4
Analysis	0-1	2-3	3-4	4
Evaluation	0	0	1	2
Totals	0-3	4-6	7-9	10

Writing Rubric/ Writers Categories

Narrative Writing Rubric

Criteria / Writers Categories	Advanced	Proficient	Intermediate	Beginner
Content				
Purpose	Engages the reader with a clear purpose throughout the whole story or experience.	Engages the reader with a somewhat clear purpose during most parts of the story or experience.	Attempts to engage the reader but the story lacks clarity of purpose.	Fails to engage the reader effectively and lacks a clear purpose.
Narrative Voice/tone	Establishes a distinctive narrative voice that effectively conveys the tone of the story or experience.	Establishes a narrative voice that conveys the tone of the story or experience.	Attempts to establish a narrative voice but lacks consistency or clarity in conveying tone.	Fails to establish a narrative voice, resulting in a narrative that feels impersonal or incoherent.
Narrative elements	Develops story or experience covering all narrative elements (characters, setting, plot, theme) with depth and relevance, and effectively capturing the reader's interest.	Develops story or experience covering most narrative elements with relevance.	Presents some elements of a story or experience but lacks depth or relevance in storytelling.	Offers little to no narrative elements or lacks relevance in storytelling.

Organization				
Structure	Organizes ideas into a 4-paragraph essay (introduction, 2 body paragraphs, and conclusion) with each paragraph fulfilling its function effectively, and while using indentation appropriately.	Organizes ideas into a 4-paragraph essay (introduction, 2 body paragraphs, and conclusion) with most paragraphs fulfilling their respective function effectively.	Organizes ideas into a 3-paragraph essay (introduction, 1 body paragraph, and conclusion) with one or two paragraphs fulfilling their respective function.	Lacks a clear and logical structure, with significant deficiencies in the introduction, body paragraphs, or conclusion.
Order of Ideas	Develops ideas in a chronological order effectively revealing plot and character development throughout the narrative.	Develops ideas in chronological order revealing plot development throughout the narrative.	Attempts to follow a chronological order of ideas but fails to reveal plot and character development.	Lacks a coherent or consistent order of ideas resulting in confusion or hindering understanding..
Thesis statement	Writes a thesis statement that is clear, well-developed, and relevant to the topic.	Writes a thesis statement that is clear and relevant to the topic.	Writes a thesis statement that is somewhat clear, or somewhat relevant to the topic.	Writes an irrelevant thesis statement or does not include a thesis statement.
Transitions	Uses transitions to connect ideas effectively and in full alignment with the thesis statement and essay genre.	Uses transitions to connect ideas in partial alignment with the thesis statement and essay genre.	Attempts to use transitions to connect ideas but makes errors.	Fails to use transitions correctly, resulting in unclear progression of ideas.
Language and Conventions				
Grammar and spelling	Makes few if any errors in grammar and spelling.	Makes some errors in grammar and spelling.	Makes many errors in grammar and spelling.	Makes a number of errors that renders the essay incomprehensible.

Word Choice	Uses formal language with vocabulary relevant to both theme and genre effectively.	Uses formal language with vocabulary relevant to either theme or genre.	Uses informal language with vocabulary relevant to either theme or genre.	Language is informal and lacks relevant vocabulary.
Capitalization and Punctuation	Demonstrates correct use of capitalization and punctuation effectively, enhancing readability.	Uses capitalization and punctuation with some errors that do not impact readability.	Shows some correct use of capitalization and punctuation, but with errors or inconsistencies that impact readability.	Lacks correct use of capitalization and punctuation, resulting in significant readability issues.
Handwriting	Exhibits clear and neat handwriting enhancing readability and presentation.	Exhibits legible handwriting.	Shows some attempt at clear and neat handwriting but with inconsistencies or inadequacies that impact readability and presentation.	Lacks clear and neat handwriting, resulting in significant readability and presentation issues.

Expository Writing Rubric

Writers Categories / Criteria	Advanced	Proficient	Intermediate	Beginner
Content				
Purpose	Effectively and clearly informs readers about the topic.	Clearly informs readers about the topic.	Attempts to inform readers about the topic, but lacks clarity.	Fails to inform readers about the topic.
Tone	Maintains an objective and straightforward tone throughout the essay.	Maintains an objective and straightforward tone in most parts of the essay.	Tone is generally objective but may exhibit occasional lapses into personal opinions or emotions.	Tone is subjective, biased, or emotional, detracting from the objectivity of the essay.
Support	Provides sufficient and relevant support, with information, evidence, explanations, or descriptions about the topic.	Provides some relevant support, with information, evidence, explanations, or descriptions about the topic.	Presents some support about the topic but lacks detail.	Offers little to no relevant support about the topic.
Organization				
Structure	Organizes ideas into a 4-paragraph essay (introduction, 2 body paragraphs, and conclusion) with each paragraph fulfilling its function effectively, and while using indentation appropriately.	Organizes ideas into a 4-paragraph essay (introduction, 2 body paragraphs, and conclusion) with most paragraphs fulfilling their respective function effectively.	Organizes ideas into a 3-paragraph essay (introduction, 1 body paragraph, and conclusion) with one or two paragraphs fulfilling their respective function.	Lacks a clear and logical structure, with significant deficiencies in the introduction, body paragraphs, or conclusion.

Order of Ideas	Develops ideas in a genre-and-theme-relevant order (such as logical order, cause and effect, compare and contrast, or problem-solution) effectively.	Develops ideas in a genre- or theme-relevant order (such as logical order, cause and effect, compare and contrast, or problem-solution).	Attempts to follow a relevant order of ideas but lacks coherence or consistency in one or more sections.	Lacks a coherent or consistent order of ideas resulting in confusion or hindering understanding..
Thesis statement	Writes a thesis statement that is clear, well-developed, and relevant to the topic.	Writes a thesis statement that is clear and relevant to the topic.	Writes a thesis statement that is somewhat clear, or somewhat relevant to the topic.	Writes an irrelevant thesis statement or does not include a thesis statement.
Transitions	Uses transitions to connect ideas effectively and in full alignment with the thesis statement and essay genre.	Uses transitions to connect ideas in partial alignment with the thesis statement and essay genre.	Attempts to use transitions to connect ideas but makes errors.	Fails to use transitions correctly, resulting in unclear progression of ideas.
Language and Conventions				
Grammar and spelling	Makes few if any errors in grammar and spelling.	Makes some errors in grammar and spelling.	Makes many errors in grammar and spelling.	Makes a number of errors that renders the essay incomprehensible.
Word Choice	Uses formal language with vocabulary relevant to both theme and genre effectively.	Uses formal language with vocabulary relevant to either theme or genre.	Uses informal language with vocabulary relevant to either theme or genre.	Language is informal and lacks relevant vocabulary.
Capitalization and Punctuation	Demonstrates correct use of capitalization and punctuation effectively, enhancing readability.	Uses capitalization and punctuation with some errors that do not impact readability.	Shows some correct use of capitalization and punctuation, but with errors or inconsistencies that impact readability.	Lacks correct use of capitalization and punctuation, resulting in significant readability issues.
Handwriting	Exhibits clear and neat handwriting enhancing readability and presentation.	Exhibits legible handwriting.	Shows some attempt at clear and neat handwriting but with inconsistencies or inadequacies that impact readability and presentation.	Lacks clear and neat handwriting, resulting in significant readability and presentation issues.

Scoring the Writing Assessment

Writers Categories / Criteria	Advanced	Proficient	Intermediate	Beginner
Content				
Purpose	1.75-2	1.25- 1.75	0.75-1	0 – 0.75
Tone	0.75-1	0.5-0.75	0.25- 0.5	0 – 0.25
Support	1.75-2	1.25- 1.75	0.75-1.25	0 – 0.75
Organization				
Structure	1.75-2	1.25- 1.75	0.75-1.25	0 – 0.75
Order of Ideas	1.75-2	1.25- 1.75	0.75-1.25	0 – 0.75
Thesis statement	0.75-1	0.5-0.75	0.25-0.5	0 – 0.25
Transitions	0.75-1	0.5-0.75	0.25-0.5	0 – 0.25
Language and Conventions				
Grammar and spelling	0.75-1	0.5-0.75	0.25-0.5	0 – 0.25
Word Choice	0.75-1	0.5-0.75	0.25-0.5	0 – 0.25
Capitalization and Punctuation	0.75-1	0.5-0.75	0.25-0.5	0 – 0.25
Handwriting	0.75-1	0.5	0.5	0 – 0.25
Total	12.25-15	8.5- 12	5- 8.25	0-4.75