Postassessment Sample Responses

Following are sample responses for each question, at a range of levels. These samples will help students notice if they have done similar work in their responses, and thus will be a helpful part of their self-assessment. These can also serve as mentor texts to help your students to identify specific ways they can lift their work to the next level. For postassessments (Units 1 and 2), we provide sample responses for one level above grade level, in addition to the levels provided in the preassessments.

Question	Approaching Level 2	Level 2	Level 3	Level 4
1. What kind of person is Becca? *Inferring About Characters and Other Story Elements: Character Traits*	***NOTE to teacher:*** *Compare your students' work to level 2. If it does not meet level 2 work, then consider it to be "Approaching level 2."*	Becca is grumpy that she has to sell her toys. *Responses at this level often confuse traits with feelings, as the example does. Even if the reader supports the feeling with a description of what a character does, says, or thinks, this response still qualifies as level 2 as long as the reader hasn't supplied an enduring trait but has instead cited just the character's current feeling. Students could supply a trait, especially if the trait is explicitly named in the text, but not support the trait.*	Becca is smart because she figures out a way to not sell her toys. If she charges $30 dollars for even just a yo-yo, no one will buy her toys and she can keep them. *Or* Becca is the kind of person who stays grumpy for a long time. Her mother wants her to help with the tag sale but she just stays grumpy. *Responses at this level tend to identify a character trait and to provide evidence to support this thinking.*	At first I thought that Becca is the sort of person who stays grumpy for a long time. She didn't really help with the yard sale because she was so grumpy. Then I realized that deep down, she is probably sad because her family is moving. She is giving up her friends and her life, really. *Responses at this level tend to show how characters are complicated. They discuss more than one trait and/or motivation. Students also use and discuss details from different parts of the text to support their answers.*

Question	Approaching Level 2	Level 2	Level 3	Level 4
2. What do you think will happen in the rest of the story? What makes you think this? *Envisioning/Predicting*		I think Becca will sell the bunny to the girl for less money. *Or* I think Becca won't sell the bunny because she doesn't want to give up her toys. *Predictions at this level tend to describe what will happen next in the story, but don't give much detail. When the text is referenced, it is in a general way. These responses may not draw on the most important information about the characters or the events.*	I think Becca will sell the bunny to the girl for less money, like maybe for two dollars. I think this because Becca tells her that sometimes they drop the price at the end of the day. *Predictions at this level tend to be more detailed than those at level 2. Readers use knowledge of specific things that occurred in the text to predict what will happen next in greater detail. They may include what the character will think, say, or do, and can give reasons for their predictions.*	I think Becca will sell the bunny to the girl for less money because I think she is starting to change. She didn't feel bad when she told the boy that the yo-yo was $30.00. Then she was just grumpy about everything. But now she feels guilty when the little girl doesn't have enough money. I think that losing the bunny isn't really such a big deal to Becca anyway. It's moving that makes her sad. So I think she will let the girl buy the bunny. *Predictions at this level draw on knowledge of the character's traits and motivations, the story's events, and/or it's setting. Students also predict based on their understanding of how stories tend to go.*
3. Summarize the story "The Yard Sale." *Retelling/Summary/Synthesis*		Becca doesn't want to sell her toys at the garage sale but then a little girls wants the bunny and Becca changes her mind. *Responses at this level show that students are telling major events of the story in order. There may not be any sense of character motivation/theme, but the plot is there. Or the summary goes on and on, including many unimportant details.*	Becca has to move so her mom tells her to sell her toys at the yard sale. That's a problem! Becca charges so much that no one buys her stuff. But then a girl really wants the bunny and doesn't have enough money. Becca feels bad and makes the bunny be cheaper. Then she makes all her toys cheaper. *Responses at this level tend to include story elements— characters and their traits, important events in sequence, setting, and problems and solutions. The summary is brief, highlighting important things.*	This story teaches that it's not things that matter. When Becca has to move and sell her toys, at first she is sad and tries to find a way to keep the toys. She charges so much that a little girl can't afford the toy bunny she really wants. But then Becca remembers it's not toys that matter. *Responses at this level briefly recap the whole story, including key story elements. Students may organize their summary chronologically, using sequence words, or they may use a problem/ solution or cause/ effect structure. Students will often write about the big theme or idea the story teaches.*

Question	Approaching Level 2	Level 2	Level 3	Level 4
4. Reread the last two sentences of the story (lines 73–74): *Becca found a label and wrote 50¢. Then she tied the label to the yo-yo and waited for the next customer.* Why do you think the author decided to end the story this way? *Analyzing Author's Craft*		The author ended it this way because now Becca will sell her other toys for cheap. *Responses at this level tend to refer to one central part of the text in which the craft technique plays out instead of considering the connection to more of the text. Students may notice that the author is "showing, not telling" feelings. Responses tend to be literal.*	I think the author ended the story with Becca circling back to the yo-yo that was $30 and making it 50 cents to show that Becca changed. *Responses at this level note what choices the author makes and why the author wrote that way (because . . .). These responses may also include why the author's choice is important to the story.*	I think the author ended the story with Becca circling back to the yo-yo that was $30 and making it 50 cents to show that Becca changed. The author could have had the yo-yo be $1 in the beginning. But she's trying to show that Becca is changing in a big way. *Responses at this level name one or more craft techniques used by the author, as well as the goals the author is trying to achieve. Students may attempt to explain the significance of the craft choice—perhaps in an effort to explain something more about a character or to say what the story is really about.*