

Tool 1 Creating a Pre-Assessment

The following process can be used to create a pre-assessment for the beginning of any unit, before significant teaching has occurred. The results of the pre-assessment can be used to differentiate instruction and form groups.

1. Unpack the standard(s).
2. Create learning targets.
3. Sequence the learning targets from the least complex/difficult to the most complex/difficult.
4. Examine the first few learning targets. Ask yourself:
 - What is the prerequisite knowledge and skills students must have before accessing this new content?
 - What general academic and domain-specific vocabulary should students have mastered before accessing this new content?
5. Draft items that assess the prerequisite knowledge, skills, and vocabulary.

Here is the thinking of one co-teaching pair:

Standard: Determine the main idea of a text and explain how it is supported by key details; summarize the text. (CCSS RI 4.2)

Unpacked standard:

Determine the main idea of an informational text.

Explain how the main idea is supported by key details. (This implies determining which details are key versus which are of lesser importance.)

Summarize an informational text.

Possible learning targets, sequenced in order of complexity:

I know that the main idea of an informational text is the point the author is trying to make or what the author is trying to teach us about the subject.

I know that the main idea of a text is often stated clearly in a sentence or two.

I can identify key details from the text.

I can use key details from the text to determine the main idea.

I know that a summary contains only the most important details.

I can explain how the key details support the main idea.

I can use details and the main idea to write an accurate summary.

Prerequisite knowledge and skills required:

Students must understand how informational texts differ from other texts, especially narrative.

Students need to be able to differentiate between main ideas and key details. They need to know that a main idea is overarching and that details are subordinate to main ideas.

Students need to know that some ideas directly support the main idea and some are only loosely related.

Students need to understand that in a summary only the most important details are included.

Vocabulary that should have been mastered:

Informational text

Main idea

Detail

Summary

Items that assess prerequisite knowledge, skills, and vocabulary:

1. Which of the following types of text tells a story?
 - a. opinion
 - b. narrative (correct answer)
 - c. informational
2. Which of the following types of text explains something?
 - a. opinion
 - b. narrative
 - c. informational (correct answer)
3. What is the main idea of an informational text?
 - a. the lesson the reader is supposed to learn
 - b. what the text is mostly about (correct answer)
 - c. the author's opinion about something

4. What kinds of details appear in informational texts? Mark all that apply.
 - a. facts (correct)
 - b. setting
 - c. characters
 - d. examples (correct)
 - e. statistics (correct)
 - f. anecdotes (correct)
 - g. similes
5. What is a summary?
 - a. someone's opinion about a story
 - b. notes about a topic studied
 - c. a short version of an informational text (correct answer)



This resource can be found at <http://resources.corwin.com/coteachersplaybook>

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