

## Post-Assessment: Grade 2

# A Time With A Relative

### Teacher Directions and Writing Prompt

**READ all** of these instructions before giving this test in order to make the necessary preparations.

1. Collect the necessary materials:

**Read a variety of titles on the theme of *relatives sharing time together* prior to the testing day. *Please share them with your team!***

A few suggested titles are:

A Birthday Basket for Tia (Silver Burdett)  
Cousins Are Cozy (Silver Burdett-Poem)  
I Go With My Family To Grandmas (Levinson, Riki)  
Henry and Mudge and the Careful Cousin (Rylant, Cynthia)  
Aunt Flossie's Hat (Silver Burdett)  
Truman's Aunt Farm (Silver Burdett)  
A Day With Wilbur Robinson (Joyce, William)  
The Berenstain Bears and the Week at Grandmas (Berenstain, Stan)  
Kevin's Grandma (Williams, Barbara)  
Uncle Vova's Tree (Palacco, Patricia)  
My Great-Aunt Arizona (Houston, Gloria)  
Miss Rumphius (Cooney, Barbara)

**Consider titles from any classroom or library resource.**

- Pencils
- Familiar lined paper.
- Allow approximately **1 1/2 hours** to get through all the activities.
- **Students may use Words Plus** at the teacher's discretion. Electronic spellers may not be used.
- Remember: This assessment is to provide information about individual performance. There is to be **no additional help from the teacher** during the assessment.

This is a three-part test:

**Section One: Listening and Whole Group Discussion**

**Section Two: Partner or Small Group Discussion**

### **Section Three: Independent Writing**

**Although the sections listed refer only to the final writing assessment, teachers are encouraged to read several books during the testing window and to discuss them with their classes on the days prior to administering the final writing assessment. The actual writing topic in Section Three is not to be discussed or written about until the final day of the assessment.**

## **SCRIPT AND NOTES FOR SECOND GRADE WRITING ASSESSMENT**

### **SECTION ONE - Listening and Whole-Group Response**

**SAY:**

*"I have read you several stories about relatives sharing time together." (Teacher can briefly review stories read previously.) Today we are going to brainstorm some ideas about you and a relative sharing time together.*

The teacher will direct the class in a whole-group brainstorming and clustering activity about sharing time with a relative:

**SAY:**

*"Think about a time you and a relative were together. Let's write some of your memories on the board." (Teacher may remind students that a relative could be a parent, grandparent, cousin, aunt, uncle, etc. Students should think of something that really happened.)*

(Allow 5-10 minutes for discussion.)

### **SECTION TWO - Partner or Small Group Discussion**

The teachers should decide before the assessment whether to have the discussion as partners or small groups.

**SAY:**

*"I want you to share your memories with your group, (partner). Be sure to tell who was there, where you were, and what happened. You can also describe your feelings and words that were said."*

(Allow 5-7 minutes for discussion.)

### **SECTION THREE - Independent Writing**

- Have the students clear their desks except for the testing paper, a pencil, and a book to read if they finish early. Please do not allow students to illustrate stories.

- Direct students to write their name, school name and teacher's name on the back of the paper.
- Before your students begin to write, inform them that they will be allowed 30 minutes for independent writing.
- Explain to them that teachers cannot assist in any way.
- The list/cluster should be removed while children write.

**SAY:**

*"You may now write about a time you shared with a relative. Be sure to write who was there, where you were, and what happened. You can also describe your feelings and include words that were said."*

(Allow 30 minutes for independent writing.)

Teachers should collect papers, making sure student's name, school and teacher's name are written on the back.