Quick check: reading

Student ID: _____ Date: _____ Grades 3-8

Teacher: use relevant prompts only. Check each skill with two demonstrations. Read aloud or provide access supports as needed; record supports. Allow about 8-12 minutes.

The garden plan

The class planned a garden near the playground. At first, they chose the sunniest spot. After a rainstorm, water collected there for two days. They revised the plan and moved the beds to higher ground. Mina suggested a rain barrel to conserve water. The class could store rainwater and use it during dry weeks instead of turning on the hose. Students also chose native flowers after learning that these plants could grow with less extra water. Their final design used what they had observed to solve problems before planting began.

1. Text evidence

A. Why did the class move the garden beds? Use a detail from the passage. B. What can you infer about how the class makes decisions? Support your inference with a different detail.

2. Central idea

A. State the central idea in one sentence. B. Explain how two details support that idea.

3. Word meaning

A. What does revised mean here? Name a clue. B. What does conserve mean here? Name a clue.

Quick check: mathematics

Student ID: _____ Date: _____ Grades 3-8

Teacher: use skills aligned to current instruction. Allow models, oral explanations, or written work. Record any prompts and supports.

4. Compare fractions

A. Which is greater: 3/4 or 5/8? Explain or model your answer. B. Which is greater: 2/3 or 3/5? Explain or model your answer.

5. Multiplicative reasoning

A. Six teams each need 4 markers. How many markers are needed? Show your reasoning. B. A recipe uses 3 cups of oats for 12 bars. How many cups are needed for 20 bars? Show your reasoning.

6. Interpret data

Pages read: Week 1 = 20, Week 2 = 30, Week 3 = 25, Week 4 = 15.

A. How many pages were read across all four weeks? B. How did the number change from week 2 to week 3? Explain using the data.

Extension: replace numbers or tasks to match your lesson. Change the success criterion before checking, and use comparable tasks at reassessment.

Teacher scoring and task notes

Use evidence to choose the next lesson. Keep groups flexible.

One shared observation scale

0: Not yet demonstrated on the two demonstrations. Plan an explicit model and a fresh check.

1: Partial success, only one demonstration successful, or prompting needed. Plan guided practice.

2: Both demonstrations meet the criterion independently. Plan application, extension, or monitoring.

Blank: Not checked, absent, or not applicable. Collect evidence before grouping for this skill.

Sample responses and criteria

Text evidence

A: Water stayed in the original spot for two days, so they moved to higher ground. B: The class uses observations/information to solve problems; support may cite changing the location, saving rainwater, or choosing native flowers. Accept other defensible inferences with relevant evidence.

Central idea

A: The class used observations to design a garden that solved water-related problems. B: Connect two details, such as moving beds after standing water, storing rainwater, or choosing plants needing less water. Accept equivalent wording.

Word meaning

Revised: changed or improved; clue: they moved the beds. Conserve: save or use less; clue: storing rainwater rather than turning on the hose. Both meanings and useful clues are required.

Compare fractions

3/4 > 5/8 because 3/4 = 6/8. 2/3 > 3/5 because 10/15 > 9/15. Accept accurate number lines, area models, or other valid reasoning.

Multiplicative reasoning

A: 24 markers, for example 6 x 4. B: 5 cups, for example 3/12 = 1/4 cup per bar, then 20 x 1/4. Both correct answers and matching reasoning are required.

Interpret data

A: 90 pages. B: A decrease of 5 pages, from 30 to 25. Both statements should match the data.

Choose relevant skills for your grade and lesson. These short original tasks are examples, not standardized measures or a complete reading/math assessment. Record language and access supports and confirm needs through classroom work.

Class skill-check record

Class/cycle: _____ Check date: _____

Use anonymous IDs. Write skill names over S1-S6; enter 0, 1, 2, or leave unchecked cells blank. Use a second page for more than 20 students.

S1: _____ S2: _____ S3: _____

S4: _____ S5: _____ S6: _____

Student ID	S1	S2	S3	S4	S5	S6	Evidence / supports

0 = not yet demonstrated 1 = partial / prompted 2 = independent on both demonstrations

Store and print according to district policy. Keep any ID key separately.

Small-group instruction plan

Group/cycle: _____ Focus skill: _____

Student IDs and evidence for grouping

Goal and success criterion: students will...

Model: what will you show and explain?

Guided practice: prompts, examples, and access supports

Independent check: fresh task and evidence to collect

Session dates and materials

Reassessment date and decision rule: continue, fade, reteach, or extend?

Keep groups temporary. Recheck the skill and decide the next instructional step.

Follow-up and reassessment

Class/cycle: _____ Focus skill: _____

Record a new task, evidence, and access supports. Use the same 0/1/2 scale. Keep the baseline for comparison; decide the next instructional step.

Student ID: _____ Baseline: ___ Date: _____ New score: ___

Task / evidence / supports:

Next instructional action: Next check date:

Student ID: _____ Baseline: ___ Date: _____ New score: ___

Task / evidence / supports:

Next instructional action: Next check date:

Student ID: _____ Baseline: ___ Date: _____ New score: ___

Task / evidence / supports:

Next instructional action: Next check date:

Student ID: _____ Baseline: ___ Date: _____ New score: ___

Task / evidence / supports:

Next instructional action: Next check date:

Possible actions: reteach with a new model; continue guided practice; fade support and monitor; extend or apply; gather more evidence. Compare like tasks before concluding a skill is secure.

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