Whether you call it diagnostic assessment or assessment for learning, determining what your students already know, understand, and can do before they start a new unit of study is a cornerstone activity of a differentiating teacher.

Start Where They Are: Differentiating for Success with the Young Adolescent
Karen Hume (2008)
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Introduction

Reading for information, reading to perform a task, and reading for literary experience trends illustrate that adolescent performance has been decreasing (Beers & Probst, 2016). In particular, significant performance gaps are more prevalent for students identified as learning an additional language (EAL), students with learning disabilities, boys in particular, and First Nations, Indigenous, and Metis youth (PISA, 2014; Reed, Wexler, & Vaughn, 2012). Adolescents and young adults have unique literacy demands when compared to younger students. In particular, adolescents and young adults who struggle in literacy tasks in our collegiates are often invisible or in crisis, and they may have had a history of failure in spite of existing interventions. As well, they have a narrower time frame to complete the required courses to ensure graduation.

The traditional notion of reading has been further complicated. The diversity of texts students need to independently navigate is increasing given its changing visual nature in society (Beers & Probst, 2016). Students and teachers report they require assessments of reading skills unique to their discipline, but also encompassing the essential skills needed across the content areas. Reading ability once based on sentence length and word frequency has been replaced with the notion of “text complexity” which considers criteria such as text structure, style, and knowledge demands specific to the topic and discipline (Hirsch & Hansel, 2013). Reading transcends the mere transmission of information. It fosters an imaginative dialogue between the text and the reader’s mind, helping people to think and explore ideas.

This assessment tool addresses that need and offers scaffolding for six key elements needed in comprehending text.

Secondary Literacy Assessment Matters (SLAM)

This assessment tool was developed in response to the previous year, 2015 where existing collegiate assessment practices were investigated. We found across our system we used a variety of assessment tools, but missing was a tool to look at the discipline reading challenges.

This assessment is based on the Strategic Content Literacy assessment developed by Alvermann, Gillis, & Phelps (2013). According to Gillis & Wig (2015) “the assessment measures students’ abilities to connect what they read to prior knowledge, summarize what they read, draw inferences, make intertextual connections, comprehend vocabulary terms that are explicitly and implicitly defined in the text, and think metacognitively” (p.455). This assessment package includes a framework of questions, rubrics, and directions to compliment teacher-created assessments of students’ abilities to read and comprehend discipline-appropriate text. The rubrics developed are based on the extensive work by Harvey & Goudvis (2016) and field testing from participating teachers. Our guide organization is influenced by the Ontario Comprehension Assessment (2008).

Since disciplines vary in the types of text that are read, questions may vary according to the content areas being assessed. For example, an English language arts question framework might be based on narrative text whereas social studies and science questions are typically based on expository text. Reading in mathematics is often challenging when based on problems to solve, and the framework requires readers to articulate their mathematical thinking as they solve given problems or equations. While questions depend on the discipline and on the kinds of cognitive processes a teacher wishes to assess, six key areas are assessed so student thinking is visible.

The following sections, describe how to construct and administer the SLAM assessment tool and analyze the student results, with adaptations for different content areas.
Implementing SLAM

Before the Assessment

- Plan to conduct the assessment early in the term with the most commonly used materials in your course. This is so you have time to plan explicit instruction and supports for the range of reading needs in your classroom. For information on text selection guidelines, turn to the following page.
- If working with other grade alike colleagues, choose a common date for students to complete the assessment. There are no “right” answers, but collaboratively reviewing student responses can further support specific student needs for responsive instruction or scaffolded text.
- Plan for an entire class block of time which is uninterrupted to ensure all students have time for completing the assessment and that you have time to share the purpose and instructions.
- Give the assessment to the whole class at the same time.
- Explain to students they will be reading a type of text typical in this course, and that by answering the questions about the text they will help you the teacher, learn more about their reading comprehension skills and strategies to understand information. This is not for marks, but to help you plan instruction and materials they will need so they develop as thinkers and readers of ideas in your content area.
- Distribute the reading text materials and copies of the response sheets to each student.
- Tell students how much time they have to complete the questions in class. Review the instructions. Answers may be written, sketched, jotted in point form, or students may respond orally when appropriate.
- Modelling ways to answer is recommended so that you get rich responses from students.

During the Assessment

- After answering Question 1, instruct students to read the materials and independently answer the remaining questions.
- Resist the urge to teach and guide. You are gathering information about what students can do independently as readers.
- If students are persevering, but need more time than the class allows for, note the sections completed in the class time and allow extra time. Allowing extra time is a reasonable adaptation.

After the Assessment

- The rubric provides a commentary on the purpose of each question and reminds teachers to assess the quality of student thinking.
- Scores (0-3) are assigned in each of the component areas using the discipline’s rubric.
- Determine areas where students may need support to help plan for responsive instruction. Consider students who have component scores of **missing or little evidence**.
- A follow-up assessment can be given towards the end of the semester in order to gauge student growth in individual component areas. As much as possible a similar form of text to that of the first administration should be used.
Guidelines for Choosing Text

- Select a relatively self-contained piece of text that does not require an excessive amount of prior knowledge. (ex. an excerpt from a short story, the first page of a history or science text, a math word problem)
- Text should be read easily in about 20-30 minutes so it can be accomplished in one class. This should be no more than two pages. Present text in its original form whenever possible. Ensure photocopies are of good quality.
- The text sample should be used in the same time frame within the semester; provide examples of texts and create a criteria for what makes an effective text sample with participating teachers.
- Consider the kinds of questions important to comprehending that type of text. The selected reading should be representative of reading demands in the target discipline and, therefore, represent the sorts of text students will be required to read. (As outlined by Gillis & Wig, 2015. Strategic Content Literacy Assessment).

Possible follow-up assessment when there is difficulty
When a student struggles to read or respond, check student ability to decode text:
- have the student read,
- read aloud to the student and ask comprehension monitoring questions, or
- confer with teaching colleagues such as Resource and English as an Additional Language support teachers and
- check previous assessments.

Measure of fluency when assessing decoding skills
As students complete the assessment a teacher has the option of going to each student in turn and listening to the students’ oral reading. Students read one or two sentences of their choice, rate their fluency using a notation system of your choosing. A sample is provided below:

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pronunciation</strong></td>
<td>Stumbles over many words; mispronounces many</td>
<td>Mispronounces a few words</td>
<td>Accurate for all words</td>
</tr>
<tr>
<td><strong>Expression</strong></td>
<td>Expression is lacking—monotone is used for reading; phrasing is inappropriate</td>
<td>Expression is not appropriate throughout—phrasing is mostly appropriate</td>
<td>Appropriate expression throughout—phrasing is appropriate</td>
</tr>
<tr>
<td><strong>Rate</strong></td>
<td>Slow, halting, interferes with smooth reading of text</td>
<td>Too fast or too slow</td>
<td>Steady and appropriate</td>
</tr>
</tbody>
</table>

This takes only a few minutes with each student, and provides a teacher with specific information about how well the student can read aloud. This is particularly useful for those who may wish to conduct modified running records rather than a global rating of fluency.
### PRIOR KNOWLEDGE
**Things I know and have experienced**

What did you already know about the subject of this text or about this type of text before you read it today? How did this prior knowledge aid you in understanding this text?

### VOCABULARY
**Key words and terms**

What are 3 key words in the text? What makes each one important for understanding the text? List each term below and write a definition for each word using your own words and explain why you think it is important to your understanding of the text.

<table>
<thead>
<tr>
<th>Term 1:</th>
<th>Definition:</th>
<th>Importance:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 2:</td>
<td>Definition:</td>
<td>Importance:</td>
</tr>
<tr>
<td>Term 3:</td>
<td>Definition:</td>
<td>Importance:</td>
</tr>
</tbody>
</table>

What is a new word you encountered in the text and how would you define it? Explain how you know what it means based on the context it’s used in.

<table>
<thead>
<tr>
<th>Term:</th>
<th>Definition:</th>
<th>Explanation:</th>
</tr>
</thead>
</table>

### CONNECTIONS
**Connect to self, text, the world**

Identify connections you made with this text as you read. Include a text to self, a text to text, and text to world connection.

### INFERENCE
**What I see and think**

What is the purpose or intent of this text? How do you know?

### SUMMARY
**The main idea**

Summarize the most significant ideas in this text in a written or visual form.

### METACOGNITIVE
**Thinking about my thinking and ways I learn**

What part of this process challenged you the most? What specific step(s) did you take to overcome that challenge?

What came most easily to you in this process? What did you find yourself doing – specifically – that enabled you to do this with ease?
Instructions: You will be reading a sample of the upcoming materials that we will be using in class. Read the following history text and then record your thoughts on this sheet. Your thinking is important so be sure to answer as completely as possible. Your responses may be written, sketched, or jotted down in point form.

<table>
<thead>
<tr>
<th>PRIOR KNOWLEDGE</th>
<th>What did you already know about the subject of this text or about this type of text before you read it today?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>How did this prior knowledge aid you in understanding this text?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VOCABULARY</th>
<th>Choose what you think are the three most significant terms to understand this text. Explain what each of them means, and why it is important for understanding this text.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1:</td>
<td>Definition:</td>
</tr>
<tr>
<td>Term 2:</td>
<td>Definition:</td>
</tr>
<tr>
<td>Term 3:</td>
<td>Definition:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CONNECTIONS</th>
<th>Identify and explain what you learn about history by reading this text.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Identify and explain what you learn about the work of historians in this text.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INFERENCE</th>
<th>Are the ideas and information in this text biased? Provide evidence from the text to support your answer.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>SUMMARY</th>
<th>Summarize the text’s key ideas and the connections between them in a paragraph, jot notes, diagram, sketch, concept map or graphic organizer form.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>METACOGNITIVE</th>
<th>What was the most challenging concept for you to understand in this text? Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pick two of the questions/sections in this assessment. For each one, describe the steps you took and the things you did to answer the question. Did you use any methods or strategies? If so, explain them below.</td>
</tr>
<tr>
<td></td>
<td>How confident are you about the quality of the answers you gave to these questions? Explain.</td>
</tr>
</tbody>
</table>
### SLAM Student Response Sheet—SCIENCE

**Student Name__________________________________ School ______ Class _______ Date ____________**

**Instructions:** You will be reading a sample of the upcoming materials that we will be using in class. Read the following science text and then record your thoughts on this sheet. Your thinking is important so be sure to answer as completely as possible. Your responses may be written, sketched, or jotted down in point form.

| **PRIOR KNOWLEDGE** | What did you already know about the subject of this text before reading it today?  
What did you already know or your previous experiences help you to understand this text? |
|----------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| **VOCABULARY**       | Identify 3 key terms that are important to your understanding of the text. Write a definition for each of them below and explain how you know what each means.  
Term 1: ___________________
Definition: 
Explanation:  
Term 2: ___________________
Definition: 
Explanation:  
Term 3: ___________________
Definition: 
Explanation: |
| **CONNECTIONS**      | What is the importance of this knowledge for scientists? Society? You?  
Scientist:  
Society:  
You:  |
| **INFERENCE**        | What is a significant question that this text raises for you, but doesn’t directly answer? What do you think the answer is? Why?  |
| **SUMMARY**          | Summarize the key ideas of the text. |
| **METACOGNITIVE**    | What is the most difficult concept in this text to understand? What strategies did you use that would you recommend to help someone else understand it?  
What did you notice yourself doing as you read to understand this text?  
How has this text deepened or broadened your scientific thinking? |
SLAM Student Response Sheet—MATHEMATICS

Student Name ___________________________ School __________ Class __________ Date __________

Instructions: You will be reading a sample of the upcoming materials that we will be using in class. Read the following math text and then record your thoughts on this sheet. Your thinking is important so be sure to answer as completely as possible. Your responses may be written, sketched, or jotted down in point form.

Choose one problem and answer the following questions. Solve each problem using a two-column thinking chart—problem on one side, explanation for mathematical reasoning on the other.

<table>
<thead>
<tr>
<th>PRIOR KNOWLEDGE Things I know and have experienced</th>
<th>What information have we been provided? This information may include numerical values, symbols, operations, formulas, diagrams, etc. What experience do you have in solving this type of problem?</th>
</tr>
</thead>
<tbody>
<tr>
<td>VOCABULARY Key words and terms</td>
<td>What are the key words or symbols in the word problem that identify an operation? List the key words and symbols below. Using the highlighter provided, highlight the important information in the word problem. Use your pen to draw a line through any information that is not relevant to the problem you are asked to solve.</td>
</tr>
<tr>
<td>CONNECTIONS Connect to self, text, the world</td>
<td>What operations are needed to solve this problem?</td>
</tr>
<tr>
<td>INFERENCE What I see and think</td>
<td>What I see and think</td>
</tr>
<tr>
<td>SUMMARY The main idea</td>
<td>What are we trying to determine? Show the steps that you would use to explain how to do this to a friend. Show this in point form or use sketches to help your explanation.</td>
</tr>
<tr>
<td>METACOGNITIVE Thinking about my thinking and ways I learn</td>
<td>What was the most challenging part of this process for you? Why? Explain a strategy that you use to help you move through the task? What step did you find the easiest? Why?</td>
</tr>
</tbody>
</table>
### SLAM: English Language Arts Rubric

<table>
<thead>
<tr>
<th>Missing (0)</th>
<th>Little Evidence (1)</th>
<th>Some Evidence (2)</th>
<th>Strong Evidence (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PRIOR KNOWLEDGE</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Things I know</td>
<td></td>
<td>Student made a connection to prior knowledge but did not explain relevance to question or text at hand.</td>
<td>Student identifies and clearly explains connections to one or more kinds of prior knowledge.</td>
</tr>
<tr>
<td><strong>VOCABULARY</strong></td>
<td></td>
<td>Student did not select OR accurately define key terms.</td>
<td>Student identified 3 key terms.</td>
</tr>
<tr>
<td>Key words</td>
<td></td>
<td>Student accurately defined some key terms, but had difficulty with terms that were not explicitly defined in the text.</td>
<td>Student accurately defined all key terms identified whether implicitly or explicitly defined in the text.</td>
</tr>
<tr>
<td><strong>Making CONNECTIONS &amp; INFERENCING</strong></td>
<td></td>
<td>Student did not summarize the key ideas accurately or completely OR did not differentiate between the important and unimportant information.</td>
<td>Student accurately explains the purpose or intent of the text and supports it with relevant text information or relevant and accurate prior knowledge.</td>
</tr>
<tr>
<td></td>
<td>Student did not accurately identify the purpose or intent of the text and did not support it.</td>
<td>Student did not summarize the key ideas accurately, but did not include relevant details OR included unimportant details and ideas.</td>
<td>Text to text, text to self and text to world connections were identified.</td>
</tr>
<tr>
<td></td>
<td>Student made incomplete text to self, text to text, or text to world connections.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student summarized some of the key ideas accurately, but did not include relevant details OR included unimportant details and ideas.</td>
<td></td>
</tr>
<tr>
<td><strong>SUMMARY</strong></td>
<td></td>
<td>Student summarized key ideas accurately and completely.</td>
<td></td>
</tr>
<tr>
<td>The main idea</td>
<td></td>
<td>Summary demonstrates understanding of key ideas through the inclusion of relevant textual evidence.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Summary is composed in student’s own words.</td>
<td></td>
</tr>
<tr>
<td><strong>METACOGNITIVE</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ways I learn</td>
<td>Student struggled to explain their method of cognition/understanding and did not identify specific strategies used.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student explains their method of cognition/understanding, but did not identify specific strategies used.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student effectively explains their method of cognition/understanding and identified specific strategies used.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### PRIOR KNOWLEDGE
- Activates and Connects
  - Understands purpose of text and visual features
  - Uses features to gain information
  - Merges thinking with new information and reacts to it
  - Connects background knowledge to learn new information

### VOCABULARY
- Understands Vocabulary
  - Uses context to infer meaning of unfamiliar words and concepts
  - Interprets deeper meaning of language
  - Understands words specific to particular content areas, general academic terms, word parts, etc.

### Making CONNECTIONS & INFERENCING
- Infers Meaning and Makes Connections
  - Merges background knowledge
  - Uses text evidence to infer answers to questions
  - Uses text evidence to infer big ideas and themes
  - Makes connections: text to self, text to text, and text to world

### SUMMARY
- Summarizes and Synthesizes
  - Pulls out information relating to key ideas and paraphrases it briefly and accurately
  - Merges thinking to identify key ideas and get the gist
  - Distinguishes between the gist and reader’s personal response
  - Creates a summary response that merges accurate text information with reader’s written response

### METACOGNITIVE
- Monitors Comprehension
  - Rereads and reads on to clarify thinking, clear up confusion
  - Stops and uses fix-up strategies when meaning breaks down
  - Stops to ask questions, to wonder about information
  - Reads with questions in mind; uses variety of strategies to answer
  - Poses lingering questions about information and forms big questions to expand thinking

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Revised February 2017
**SLAM: History Rubric**

<table>
<thead>
<tr>
<th>Prior Knowledge</th>
<th>Vocabulary</th>
<th>Making Connections &amp; Inferencing</th>
<th>Summary</th>
<th>Metacognitive Ways I Learn</th>
</tr>
</thead>
<tbody>
<tr>
<td>Things I know</td>
<td>Key words</td>
<td></td>
<td>The main idea</td>
<td></td>
</tr>
<tr>
<td>Made few connections to prior knowledge and/or experiences</td>
<td>Student did not select OR accurately define key terms</td>
<td>Student did not accurately identify the purpose or intent of the text and did not support it</td>
<td>Student did not summarize the key ideas accurately or completely OR did not differentiate between the important and unimportant information</td>
<td>Struggles to explain their method of cognition/understanding and did not identify specific strategies used</td>
</tr>
<tr>
<td>Provides generalized connections to prior knowledge and/or experiences</td>
<td>Student accurately defined some key terms, but had difficulty with terms that were not explicitly defined in the text</td>
<td>Student identified a realistic purpose or intent but did not support it or student identified an unrealistic purpose or intent of the text and supported it</td>
<td>Student summarized some of the key ideas accurately, but did not include relevant details OR included unimportant details and ideas</td>
<td>Explains their method of cognition/understanding, but did not identify specific strategies used</td>
</tr>
<tr>
<td>Provides precise evidence of prior knowledge and/or experiences</td>
<td>Student identified 3 key terms</td>
<td>Student accurately explains the purpose or intent of the text and supports it with relevant text information or relevant and accurate prior knowledge</td>
<td>Student summarized key ideas accurately and completely</td>
<td>Effectively explains their method of cognition/understanding and identified specific strategies used</td>
</tr>
</tbody>
</table>

**Prior Knowledge**
- Activates and connects
  - Understands purpose of text and visual features
  - Uses features to gain information
  - Merges thinking with new information
  - Connects background knowledge to learn new information

**Vocabulary**
- Understands Vocabulary
  - Uses context to infer meaning of unfamiliar words and concepts
  - Interprets deeper meaning of language
  - Understands words specific to particular content areas, general academic terms, word parts, etc.

**Making Connections & Inferencing**
- Infers Meaning and Makes Connections
  - Merges background knowledge
  - Uses text evidence to infer answers to questions
  - Uses text evidence to infer big ideas and themes
  - Makes connections: text to self, text to text, and text to world

**Summary**
- Summarizes and Synthesizes
  - Pulls out information relating to key ideas and paraphrases it briefly and accurately
  - Merges thinking to identify key ideas and get the gist
  - Distinguishes between the gist and reader’s personal response
  - Creates a summary response that merges accurate text information with reader’s written response

**Metacognitive Ways I Learn**
- Monitors Comprehension
  - Rereads and reads on to clarify thinking, clear up confusion
  - Stops and uses fix-up strategies when meaning breaks down
  - Stops to ask questions, to wonder about information
  - Reads with questions in mind; uses variety of strategies to answer
  - Poses lingering questions about information and forms big questions to expand thinking

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CSM: Content Reading Matters DRAFT COPY FOR REVIEW Revised February 2017
# SLAM: Science Rubric

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Class</th>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>PRIOR KNOWLEDGE</th>
<th>Missing (0)</th>
<th>Little Evidence (1)</th>
<th>Some Evidence (2)</th>
<th>Strong Evidence (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Things I know</td>
<td>□ Student made a connection to prior knowledge but did not explain relevance to question or text at hand</td>
<td>□ Student makes a connection to prior knowledge and explains relevance to question or text at hand</td>
<td>□ Student identifies and clearly explains connections to one or more kinds of prior knowledge</td>
<td></td>
</tr>
<tr>
<td>VOCABULARY</td>
<td>□ Student did not select OR accurately define key terms</td>
<td>□ Student accurately defined some key terms, but had difficulty with terms that were not explicitly defined in the text</td>
<td>□ Student identified 3 key terms</td>
<td></td>
</tr>
<tr>
<td>Key words</td>
<td>□ Student can generate a relevant question but has difficulty creating a hypothesis</td>
<td>□ Student can generate a significant question and form a hypothesis that requires further development</td>
<td>□ Student can generate a significant question in response to the text, and provide a hypothesis (educated guess) that articulates the scientific reasoning. [standards of thought: breadth and depth] (To what extent is the student “thinking like a scientist?”)</td>
<td></td>
</tr>
<tr>
<td>Making CONNECTIONS &amp; INFERENCING</td>
<td>□ Student did not summarize the key ideas accurately or completely OR did not differentiate between the important and unimportant information</td>
<td>□ Student summarized some of the key ideas accurately, but did not include relevant details OR included unimportant details and ideas</td>
<td>□ Student summarized key ideas accurately and completely</td>
<td></td>
</tr>
<tr>
<td>The main idea</td>
<td>□ Student struggled to explain his/her method of cognition/understanding and did not identify specific strategies used</td>
<td>□ Student explained their method of cognition/understanding, but did not identify specific strategies used</td>
<td>□ Student effectively explains their method of cognition/understanding and identified specific strategies used</td>
<td></td>
</tr>
<tr>
<td>METACOGNITIVE</td>
<td>□ Student struggled to explain his/her method of cognition/understanding and did not identify specific strategies used</td>
<td>□ Student explained their method of cognition/understanding, but did not identify specific strategies used</td>
<td>□ Student effectively explains their method of cognition/understanding and identified specific strategies used</td>
<td></td>
</tr>
</tbody>
</table>

**PRIOR KNOWLEDGE**
- Activates and Connects
  - Understands purpose of text and visual features
  - Uses features to gain information
  - Merges thinking with new information and reacts to it
  - Connects background knowledge to learn new information

**VOCABULARY**
- Understands Vocabulary
  - Uses context to infer meaning of unfamiliar words and concepts
  - Interprets deeper meaning of language
  - Understands words specific to particular content areas, general academic terms, word parts, etc.

**Making CONNECTIONS & INFERENCING**
- Infers Meaning and Makes Connections
  - Merges background knowledge
  - Uses text evidence to infer answers to questions
  - Uses text evidence to infer big ideas and themes
  - Makes connections: text to self, text to text, and text to world

**SUMMARY**
- Summarizes and Synthesizes
  - Pulls out information relating to key ideas and paraphrases it briefly and accurately
  - Merges thinking to identify key ideas and get the gist
  - Distinguishes between the gist and reader’s personal response
  - Creates a summary response that merges accurate text information with reader’s written response

**METACOGNITIVE**
- Monitors Comprehension
  - Rereads and reads on to clarify thinking, clear up confusion
  - Stops and uses fix-up strategies when meaning breaks down
  - Stops to ask questions, to wonder about information
  - Reads with questions in mind; uses variety of strategies to answer
  - Poses lingering questions about information and forms big questions to expand thinking
SLAM: Mathematics Rubric

<table>
<thead>
<tr>
<th>Prior Knowledge</th>
<th>Missing (0)</th>
<th>Little Evidence (1)</th>
<th>Some Evidence (2)</th>
<th>Strong Evidence (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Things I know</td>
<td>Student made a connection to prior knowledge but did not explain relevance to question or text at hand</td>
<td>Student makes a connection to prior knowledge and explains relevance to question or text at hand</td>
<td>Student identifies and clearly explains connections to one or more kinds of prior knowledge</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Missing (0)</th>
<th>Little Evidence (1)</th>
<th>Some Evidence (2)</th>
<th>Strong Evidence (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key words</td>
<td>Student did not accurately identify the important information and key words/symbols that identify an operation needed to solve the problem</td>
<td>Student was able to partially identify the important information and key words/symbols that identify an operation needed to solve the problem</td>
<td>Student was able to identify all important information and key words/ symbols that identify an operation needed to solve the problem</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Making Connections &amp; Inferencing</th>
<th>Missing (0)</th>
<th>Little Evidence (1)</th>
<th>Some Evidence (2)</th>
<th>Strong Evidence (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operations and steps needed to solve the problem</td>
<td>Student was unable to correctly identify the operations and steps needed to solve the problem</td>
<td>Student was partially able to identify the operations and steps needed to solve the problem</td>
<td>Student was able to effectively identify the operations and steps needed to solve the problem</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summary</th>
<th>Missing (0)</th>
<th>Little Evidence (1)</th>
<th>Some Evidence (2)</th>
<th>Strong Evidence (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The main idea</td>
<td>Summary does not accurately identify what needs to be determined in the problem.</td>
<td>Summary attempts to identify what needs to be determined in the problem.</td>
<td>Summary accurately identifies what needs to be determined in the problem.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Metacognitive</th>
<th>Missing (0)</th>
<th>Little Evidence (1)</th>
<th>Some Evidence (2)</th>
<th>Strong Evidence (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ways I learn</td>
<td>Student struggles to explain their method of cognition/understanding and did not identify specific strategies used</td>
<td>Student explains their method of cognition/understanding, but did not identify specific strategies used</td>
<td>Student effectively explains their method of cognition/understanding and identified specific strategies used</td>
<td></td>
</tr>
</tbody>
</table>

PRIOR KNOWLEDGE
Activates and Connects
- Understands purpose of text and visual features
- Uses features to gain information
- Merges thinking with new information and reacts to it
- Connects background knowledge to learn new information

VOCA UB LARY
Understands Vocabulary
- Uses context to infer meaning of unfamiliar words and concepts
- Interprets deeper meaning of language
- Understands words specific to particular content areas, general academic terms, word parts, etc.

Making CONNECTIONS & INFERENCE Ncing
Infers Meaning and Makes Connections
- Merges background knowledge
- Uses text evidence to infer answers to questions
- Uses text evidence to infer big ideas and themes
- Makes connections: text to self, text to text, and text to world

SUMMARY
Summarizes and Synthesizes
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- Stops to ask questions, to wonder about information
- Reads with questions in mind; uses variety of strategies to answer
- Poses lingering questions about information and forms big questions to expand thinking
## Analyzing our Student Work

<table>
<thead>
<tr>
<th>PRIOR KNOWLEDGE</th>
<th>Missing</th>
<th>Little evidence</th>
<th>Some evidence</th>
<th>Strong evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Things I know and have experienced</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VOCABULARY</th>
<th>Missing</th>
<th>Little evidence</th>
<th>Some evidence</th>
<th>Strong evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key words and terms</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CONNECTIONS</th>
<th>Missing</th>
<th>Little evidence</th>
<th>Some evidence</th>
<th>Strong evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connect to self, text, the world</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INFERENCE</th>
<th>Missing</th>
<th>Little evidence</th>
<th>Some evidence</th>
<th>Strong evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>What I see and think</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SUMMARY</th>
<th>Missing</th>
<th>Little evidence</th>
<th>Some evidence</th>
<th>Strong evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>The main idea</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>METACOGNITIVE</th>
<th>Missing</th>
<th>Little evidence</th>
<th>Some evidence</th>
<th>Strong evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thinking about my thinking and ways I learn</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Analyzing our Student Work (cont.)

Questions to consider about students in my class

- Reflect on students with scores of **missing or little evidence** in more than one category.

  What have I done in response to students’ needs in the identified areas since the last SLAM assessment administration? Include differentiated text, instructional strategies, collaboration with the EAL, resource teacher, or instructional coach, etc.

  What can I do in response to students’ needs in the areas identified in this SLAM assessment administration? Include differentiated text, instructional strategies, etc.

- Reflect on students with scores of **strong evidence** in more than one category.

  What have I done in response to students’ needs in the identified areas since the last SLAM assessment administration? Include differentiated text, instructional strategies, collaboration with the EAL, resource teacher, or instructional coach, etc.

  What can I do in response to students’ needs in the areas identified in this SLAM assessment administration? Include differentiated text, instructional strategies, etc.

Questions to consider about students across grade 10 disciplines in our school

- Look across subject areas within your buildings. Are there similarities among student responses across disciplines? Share your experiences with the assessment and responses with your school colleagues.
SLAM: Sample Student Profile Information

Student Name ___________________________ Class ___________________ Date ______________________

After the reading assessment:

What other classes are you taking this semester? Last semester?

<table>
<thead>
<tr>
<th>Period 1</th>
<th>Period 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period 2</td>
<td>Period 2</td>
</tr>
<tr>
<td>Period 3</td>
<td>Period 3</td>
</tr>
<tr>
<td>Period 4</td>
<td>Period 4</td>
</tr>
<tr>
<td>Period 5</td>
<td>Period 5</td>
</tr>
</tbody>
</table>

1. What is your favorite class? Why?

2. What is your least favorite class? Why?

3. What is your favorite time at school during the day? Why?

4. Thanks for answering the questions on this reading article.
   Are there things you have read and know about this topic that the reading and questions don’t take into account?

   What questions do you wish you would have been asked?

5. Check the types of text you prefer to read or learn from?
   - Magazines
   - Blogs
   - Music lyrics or poetry
   - Graphic novels
   - Websites
   - Text book
   - Newspapers
   - Novels
   - Teacher-made materials
6. Do you consider yourself:
   - □ an avid reader (reads daily for enjoyment or knowledge)
   - □ reluctant (reads, only when required to)
   - □ dormant (reads when there is free time and no distractions)
   - □ avoidant (will find any way to avoid or learn another way rather than reading)

7. How do you learn about the content for this class? (Connections beyond and to the class)
   - □ Teacher directed
   - □ On your own
   - □ With a friend or family member
   - □ In a Resource or EAL class, or with a hired tutor
   - □ Other ____________________________

8. Are there experiences that have prepared you for this class?
   - □ No, because:

   - □ Yes, the following things:

9. What previous school experiences should teachers be aware of so they can support and enhance your success in this class?
Learning Strategies in Action

The chart below represents a collection of strategies related to each of the 6 components of the SLAM literacy assessment. Explicit teaching of strategies is important as students continue to develop their ability to navigate increasingly complex text independently. The list is not meant to be exhaustive, but a place to start when responding to identified student need in your discipline area. Strategies will continue to be added to this document.

| PRIOR KNOWLEDGE | KWL- Holt Interactive Graphic Organizers Web Site
| Things I know and have experienced | Anticipation Guide Teaching Reading in the Content Areas If not me, then who? (p. 75)
| **True False?” Teaching Reading to English Language Learners: Differentiated Literacies.** (p. 155) |

| VOCABULARY | Frayer Model for Key Vocabulary Teaching Reading in the Content Areas If not me, then who? (p.103)
| Key words and terms | Metaphor and Analogy Teaching Reading in the Content Areas If not me, then who? (p. 131)
| Concept Definition Map Teaching Reading in the Content Areas If not me, then who? (p. 93)
| List of unknown words. Students create a simple definition. |
| Textbook Scavenger Hunt |
| Socratic Dialogues |

| CONNECTIONS | MINE (My Experience + Ignite & Nurture + Exploration Teaching Reading to English Language Learners: Differentiated Literacies. (p. 148). |
| Connect to self, text, the world |

| INFERENCE | What I see and think |

| SUMMARY | Summarization- Teaching Reading in the Content Areas If not me, then who? (p. 193)
| The main idea | Pairs Reading and Summarizing- Teaching Reading in the Content Areas If not me, then who? (p. 135)
| Story Retelling. Teaching Reading to English Language Learners: Differentiated Literacies. (p. 167). |

| METACOGNITIVE | Metacognitive Reading Awareness Inventory Teaching Reading in the Content Areas If not me, then who? (p. 219)
| Thinking about my thinking and ways I learn |
References


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