

STANDARDS-BASED DIFFERENTIATED ASSESSMENTS

Includes self-grading digital format

R.7

R.8

R.9



DISCREETLY LEVELED WITH SYMBOLS:

● 2ND GRADE ▲ 3RD GRADE ● 4TH GRADE ■ 5TH GRADE

Name: _____ Date: _____


The Town Mouse and the Country Mouse
adapted from *Aesop's Fables*

A Town Mouse once visited a relative who lived in the country. For lunch, the Country Mouse served wheat stalks, roots, and acorns, with a dash of cold water to drink. The Town Mouse ate very little, only nibbling some of this and a little of that. He didn't want to be rude, so he ate the simple food only to be polite.

After the meal the friends had a long talk, or rather the Town Mouse talked about his life in the city while the Country Mouse listened. They then went to bed in a cozy nest in the bushes. They slept in quiet and comfort until morning. In his sleep, the Country Mouse dreamed he was a Town Mouse with all the fancy things that come with city life that his cousin had described for him. The next day, the Town Mouse asked the Country Mouse to go home with him to the city. He gladly said yes.

When they reached the mansion where the Town Mouse lived, they found leftovers from a fine banquet on the table in the dining room. There were meats, jellies, pastries, and delicious cheeses. There were the most tempting foods that a mouse can imagine. But just as the Country Mouse was about to nibble a dainty bit of pastry, he heard a cat meow loudly and scratch at the door. In great fear the mice scurried to a hiding place, where they lay quite still for a long time, hardly daring to breathe. At last they went back to the feast. Just then, the door opened and in came the servants to clear the table, followed by the house dog.

The Country Mouse stopped in the Town Mouse's den only long enough to pick up his bag and umbrella. "You may have nice things that I do not," he said as he hurried away, "but I prefer my plain food and simple life in the country. I have peace and security there."



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Answer these questions about The Town Mouse and The Country Mouse. R7

What part of the story is shown in the illustration?
The mice are eating at Country Mouse's house. You can see the wheat on the ground and they are sitting on branches.

Is this the Town Mouse or the Country Mouse? How do you know?
This is the Town Mouse. He has on fancy clothes. He is talking.

How does the illustration add to the story? (How does it help the reader?)
It shows the setting (where the Country Mouse lives) and also what the mice look like.

Choose another scene from the story and create an illustration:
drawings will vary but should be accurate


▲ 17 © jivey

Answer these questions about The Town Mouse and The Country Mouse. R7

What part of the story is shown in the illustration?
The Town Mouse came to visit the Country Mouse.

How does the picture contribute to the meaning of the story?
The picture helps us see the differences in their clothing. It also shows what they were eating and what Country Mouse's house looked like. It shows the Town Mouse talking and Country Mouse listening, too.

Is this the Town Mouse or the Country Mouse? How do you know?
This is the Town Mouse. He has on fancy clothes. He is talking.



Choose another scene from the story and create an illustration:
drawings will vary but should be accurate

■ 67 © jivey

4 LEVELS
OF EVERY
PASSAGE

3 LEVELS
OF

QUESTIONS ARE ADJUSTED WHEN GRADE LEVEL
EXPECTATIONS ARE DIFFERENT FOR THE STANDARDS

QUESTIONS

WAYS TO USE THIS RESOURCE

- ✓ pre-assessments
- ✓ formative assessments
- ✓ whole group mini-lessons
- ✓ independent practice
- ✓ homework
- ✓ small group remediation
- ✓ re-assessing
- ✓ progress monitoring
- ✓ standards-based grading
- ✓ assign digital Google Forms

The tablet screen shows a Google Form titled "court system?". The form contains a table with 5 rows and 3 columns. The first column lists various aspects of the court system, and the next two columns provide "no" and "yes" options. Below the table, there are three multiple-choice questions, each worth 1 point. The first question asks "What does the chart NOT prove?". The second question asks "What evidence is shown on the chart that supports the claim that having a President also affects how laws were passed?". The third question asks "Why did the author create a chart instead of writing paragraphs?".

court system?	no	yes
President of the United States	no	yes
changes to the document	all 13 states had to agree to changes	2/3 of the Congress must agree
state representation	1 vote per state, no matter the size	2 votes per state (Senate) and based on population (House)
passing laws	9/13 had to agree	50% of Congress agrees, plus President

What does the chart NOT prove? * 1 point

☐ Our government has changed over the years.

☐ Changes were never made to government documents.

☐ There were many differences between the Articles of Confederation and the United States Constitution.

☐ It took a long time to approve a government document.

What evidence is shown on the chart that supports the claim that having a President also affects how laws were passed? * 1 point

Your answer

Why did the author create a chart instead of writing paragraphs? * 1 point

MIX & MATCH IDEAS

Answer these questions about Creating a Government.

R.7

What information can be inferred from the painting ONLY?

Name: _____ Date: _____

Creating a Government

In 1775, the Revolutionary War began. The war was between the thirteen American colonies and England. The colonies wanted to be free from England's rule. In 1776, the Declaration of Independence was signed. America was its own country. All of the colonies These states formed the United States of America.

The Cake

Emily wanted to make a delicious chocolate birthday cake. Today was her son's birthday! She wanted Conner's birthday to be extra special. Conner's aunt and grandmother were in town, too. Emily pulled out all of the ingredients for a cake recipe she had found online. Right about that time, her mother walked in. "Oh, you need more than two eggs! All good cakes have three eggs." Emily added one more egg to her mixture, even though the recipe only called for two eggs.

As she stirred the batter, Conner's aunt walked in. "Oh, that batter is too thick! Add a cup of water, and it'll help." Emily's recipe didn't call for water, but she added it anyway.

Emily realized she should have followed the recipe instead of everyone else's advice when she saw Conner take a bite of his birthday cake.

Answer these questions about The Cake.

Who is in the picture?

What do you learn in the picture that is not stated in the story?

How does the picture help you understand the story?

Creating a Government

Which statement is true?

rewriting the Articles of Confederation.

Constitutional Convention.

no windows.

the painting with the passage?

George Washington was the President of the Constitutional Convention. He kept the meetings orderly.

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ONE FICTION AND ONE NONFICTION PASSAGE TO ASSESS ONE STANDARD

Answer these questions about Baseball and Babe Ruth.

R.9

How are the two passages different?

a. One is informational and one is fiction.

b. One article explains the game and one gives an opinion.

c. One is nonfiction and the other is a memoir.

d. One article is a _____

Name: _____ Date: _____

Using information from many of the balls _____

Which passage do you think is difficult to hit? _____

How are the two passages different? _____

Baseball

A baseball field is a square, but it is usually called a "diamond." There is a base at each corner of the diamond: first base, second base, third base, and home plate. In the middle of the diamond is a pitcher's mound. While a batter stands on the home plate with a bat, ready to swing, the pitcher from the other team throws a ball to him. Outside of the diamond, behind the bases, is the outfield. This is where the hitter aims to hit the ball to allow him time to run to at least first base. Players from the other team are waiting in the outfield to catch the ball. If they catch the ball before it hits the ground, the batter is out. There is also a foul line to the left and right of the field. If a batter hits the ball over the foul line, he cannot run to first base. There is a wall around the field. If the batter hits the ball over the wall, it is a home run. This gives his team an automatic point.

Baseball

George Herman Ruth Jr., nicknamed Babe Ruth, is one of the most infamous stars in sports history. He hit 54 home runs in 1920, making him a celebrity player of the New York Yankees team. In 1921, he broke his own record when he hit 59 home runs, then in 1922 he did it again when he hit 60 home runs! Only four other players have been able to break Babe Ruth's single season record. Roger Maris, another Yankees player, hit 61 home runs in 1961. Sammy Sosa beat the record a few times between 1998 and 2001. Mark McGwire broke the record in 1998 when he hit 70 home runs, but Barry Bonds beat him in 2001 with 73 home runs. Despite four other players breaking his single-season home run record, Babe Ruth will always remain a legend. He hit many home runs at a time when others weren't.

Baseball

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PAIRED TEXTS TO ASSESS ONE STANDARD

MIX & MATCH IDEAS

ASSESS GRADE LEVEL
SKILLS WITH A
LOWER-LEVEL TEXT
TO ASSESS MASTERY
OF STANDARDS
RATHER THAN ABILITY
TO READ WITH YOUR
STRUGGLING READERS

2nd grade level text

ONE PASSAGE WITH ALL STANDARDS

3rd grade level questions

Baseball

Name: _____ Date: _____

A baseball field is a square, but it is also called a "diamond."

Babe Ruth

Name: _____ Date: _____

George Herman Ruth Jr. was also called Babe Ruth. He is one of the biggest stars in sports history. He hit 54 home runs in 1920. This made him a famous player of the New York Yankees team. In 1921, he broke his own record. He hit 59 home runs! Then in 1927, he broke his record again. He hit 60 home runs! Only four other players have broken Babe Ruth's record in a single season. Roger Maris, another Yankees player, hit 61 home runs in 1961. Sammy Sosa beat the record a few times between 1998 and 2001. Mark McGwire set a new record in 1998 when he hit 70 home runs. Barry Bonds beat McGwire in 2001 with 73 home runs. Even though four other players have broken his home run record in one season, Babe Ruth will be a legend. He hit many home runs at a time when others were not.

stands
er team
The
wants
first
outfield
the
the left
he foul
rd the
is a

© jivey

Answer: these questions about Baseball and Babe Ruth.

R9

How are the two passages different?

a. One is ir
b. One art
c. One is n
d. One art

Using inform
many of th

Which pass
difficult to

How are th

Answer: these questions about Babe Ruth.

R8

Sequence these home run hitters in order of when they hit more than 50 home runs:

_____ Barry Bonds
_____ Roger Maris
_____ Mark McGwire
_____ Babe Ruth

Why was Babe R

What was the a

How are th

Answer: these questions about Baseball.

R7

Based on the diagram, which statement is true?

a. The pitcher's mound is behind second base.
b. The pitcher's mound is behind third base.
c. The pitcher's mound is between first and third base.
d. The pitcher's mound is between third base and home plate.

How does the diagram add to the article?

What part of the baseball field is discussed in the article, but is not pictured in the diagram?

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PUSH YOUR
ADVANCED
READERS WHILE
STILL ASSESSING
GRADE LEVEL
SKILLS WITH A
HIGHER-LEVEL
TEXT

Name: _____
Date: _____

Belling The Cat


adapted from Aesop's Fables

The mice once called a meeting to decide on a plan to free themselves of their enemy, the cat. At least they wished to find some way of knowing when she was coming, so they might have time to run away. Something had to be done, for they lived in such fear of her claws that they hardly dared stir from their dens by night or day.

Many plans were discussed, but none of them was thought good enough. At last, a very young mouse got up and said: 'I have a plan that seems very simple. I think it will be successful. All we have to do is to hang a bell about the cat's neck. When we hear the bell ringing we will know immediately that our enemy is coming.'

All the mice were surprised that they had not thought of such a good plan before. But in the midst of the rejoicing over their good fortune, an old mouse arose and said: 'I will say that the plan of the young mouse is very good. But let me ask one question: Who will bell the cat?'

*It is one thing to say that something should be done,
but quite a different matter to do it.*



82

5th grade level text

Name: _____ Date: _____

Belling The Cat

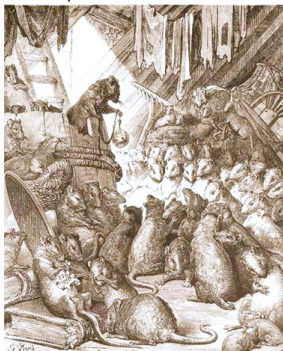
adapted from Aesop's Fables

The mice once called a meeting to decide on a plan. They wanted to be free of their enemy, the cat. At least they wished to find some way of knowing when she was coming, so they might have time to run away. Something had to be done. They lived in such fear of her claws that they hardly left their dens at night or in daytime.

Many plans were discussed, but none of them seemed good enough. At last, a very young mouse got up and said: "I have a plan that seems very simple. I think it will be successful. All we have to do is to hang a bell around the cat's neck. When we hear the bell ringing we will know immediately that our enemy is coming."

All the mice were surprised that they had not thought of such a good plan before. But in the middle of the rejoicing over the good idea, an old mouse arose and said: "I will say that the plan of the young mouse is very good. But let me ask one question: Who will bell the cat?"

It is one thing to say that something should be done, but quite a different matter to do it.



Answer these questions about **Belling The Cat** and **The Plan**.

How are the main characters similar?

Answer these questions about **Belling The Cat**.

What is the th _____

a. Greed _____

b. Loyalty _____

c. Determin _____

d. Fear _____

How does the _____

Name: _____ Date: _____

How are the p _____

a. Both incl _____

b. Both incl _____

c. Both incl _____

d. Both incl _____

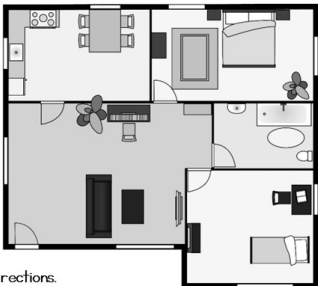
What does the _____

It _____

What is told in _____

The Plan

Tonight's the night. I'm going to eat all of the dog biscuits in the cabinet in the kitchen. I will wait until my boy is asleep. I will crawl out of my bed, which is between my boy's bed and his desk. I will creep into the living room and hide behind the sofa. Then, when I'm sure no one heard me, I will run quietly across the living room. I will sit between the plant and the piano to make sure I don't hear anyone coming. Then I will sneak into the kitchen. I will push a chair over to the counter by the stove. I can jump up on the chair, then hop up onto the counter. Those dog biscuits will be all mine!



Follow the directions.

Draw the speaker of the story in his boy's room.

What does the map show? _____

BUY THE BUNDLE & SAVE!

STANDARDS-BASED ASSESSMENTS BUNDLE

24 FICTION
PASSAGES

24 NONFICTION
PASSAGES

DIFFERENTIATED
FOR GRADES 3-5

Your year will be set with assessments for
EVERY reading standard in fiction and nonfiction!

I love how **easy** it was to
differentiate for all students.
Thank you very much for this
resource. I could see how much
time and effort was put into this.
You saved me hours of planning!

*check
it out!*

Miss Nguyen, 3rd Grade Teacher

FABULOUS FEEDBACK

Used this resource with my **targeted intervention groups** to prepare for state testing! This was PERFECT. The passages were **engaging** and truly **prepared them** for what was to come on the actual BIG test. Thank you for taking the time to create amazing resources like this!

Amanda N., 3rd Grade Teacher

With a **multi-level classroom**, I love how easy it is to **differentiate** for my students with a **wide range of abilities**.
Thank you!

Emmalee P., 3rd / 4th / 5th Grade Teacher

I loved this resource because it provided me with **useful data** and the students were **fully engaged**. There were multiple levels making **differentiation** a breeze.

Maureen L., 4th Grade Teacher