

DOMAIN ASSESSMENT 2

Classic Tales

Domain Assessment 2

This end-of-domain assessment evaluates each student's application of the language arts objectives targeted in *Classic Tales*. This assessment is designed to be administered individually to each student in the class over a period of several days. Teachers may find it convenient to pull students into a quiet corner of the classroom individually, perhaps during learning center or snack time. Teachers who wish to assess the student's storytelling more frequently than is outlined in the *Classic Tales* Teacher Guide, or with different stories than are presented here, may use the *Classic Tales* Domain Record Form 2 to assess any fictional story that students have heard several times.

Assessment of Fictional Storytelling

Objectives Assessed

- ✓ With prompting and support, sequence illustrations of five story events.
(STD RL.P.2)
- ✓ With prompting and support, retell, dramatize or illustrate a story that has been read aloud, including character(s), setting (time, place), the plot (central idea) of the story, the sequence of events, and an ending.
(STD RL.P.2, RL.P.3, W.P.11)

Materials

- **Image Cards DA1-1 and DA1-2** of “The Gingerbread Man”
Assessment from *Classic Tales* Domain Assessment 1
- **Image Cards DA2-1, DA2-2, and DA2-3** of “The Three Pigs”
- *Classic Tales* **Domain Record Form 2:** “The Three Little Pigs”
- Storytelling Assessment Form
- Audio recorder (*optional*)

Demonstration

Use images from **Image Cards DA1-1** and **DA1-2** of “The Gingerbread Man” to demonstrate the assessment activity. Put the illustrations on the table in mixed-up order and say, “These illustrations tell the story of ‘The Gingerbread Man,’ but they are not in the right order. I’m going to put the pictures in the right order to tell the story. Listen and see if you remember this story.” (Pick up the illustrations and then put **Image Card DA1-1b** on the table to the left hand side.) “This is the first picture—it shows the old woman baking the Gingerbread Man. She’s going to be really surprised when he jumps out of the pan!” (Put **Image Card DA1-1a** on the table to the right of the first illustration.) “This is the next picture. It shows the Gingerbread Man running away from the cow.” (Put **Image Card DA1-2b** on the table to the right of the second illustration.) “And this is the next picture—it shows the Gingerbread Man running away from the cat. This is the last picture—it shows the clever fox eating the Gingerbread Man! See, I put all the pictures in order to tell the story.”

Note: *The student should be familiar with and have repeatedly heard the particular story that he/she is being asked to sequence.*

Story Sequencing

Put images from Image Cards **DA2-1**, **DA2-2**, **DA2-3** on the table, mix them up and say, “These illustrations tell the story of ‘The Three Pigs’ but they are not in the right order.” (Put **Image Card DA2-1a** on the left hand side of the table.) Then point to **Image Card DA2-1a** and say, “This is the story of ‘The Three Little Pigs’. Once upon a time, there were three little pigs who lived with their mother. They were all grown up, so they left their house to go out on their own. These other pictures show what happened next, but they’re not in the right order—they’re all mixed up. I want you to show me what happened next.” Encourage the student to continue putting pictures in order by asking, “And then what happened next?”

Story Retelling

Ask the student to retell the story of “The Three Little Pigs.” You may want to use an audio recorder to record the student’s story. Say, “I want you to try and tell me the story now. Tell who the story is about, where it happens, and what happens at the beginning, in the middle, and at the end of the story. You can look at the pictures on the cards to tell me about the story.”

If the child pauses or has difficulty retelling the story, you may prompt the student by asking one or two questions. For example, if he names only one character, you may ask, “Who else was the story about?” etc. However, this assessment focuses on whether or not the child is able to organize and retell the story on his own, so do not ask a series of questions to elicit the retelling.

Scoring

Use the *Classic Tales Domain Record Form 2: “The Three Little Pigs”* to record each student’s performance on this assessment.

DOMAIN RECORD FORM 2

"The Three Little Pigs"

Objectives

- ✓ With prompting and support, sequence illustrations of five story events.
(STD RL.P.2)
- ✓ With prompting and support, retell, dramatize or illustrate a story that has been read aloud, including character(s), setting (time, place), the plot (central idea) of the story, the sequence of events, and an ending.
(STD RL.P.2, RL.P.3, W.P.11)

Key to Domain Record Form 2

Not Yet

Student does not yet demonstrate this skill, knowledge or behavior.

- **Sequencing:** Cannot sequence any Image Cards correctly.
- **Retelling:** Does not identify characters, a beginning, or an ending.

Progressing

Student sometimes demonstrates this skill, knowledge or behavior, but not on a consistent basis.

- **Sequencing:** Correctly sequences any two Image Cards.
- **Retelling:** Identifies two out of three: characters, a beginning, and/or an ending.

Ready

Student consistently and independently demonstrates this skill, knowledge or behavior

- **Sequencing:** Correctly sequences three Image Cards.
- **Retelling:** Identifies characters, a beginning, and/or an ending.

Date	Student	Sequencing			Retelling			Elements Check box when included in retelling
		Not Yet	Progressing	Ready	Not Yet	Progressing	Ready	
								<input type="checkbox"/> Character <input type="checkbox"/> Setting <input type="checkbox"/> Beginning <input type="checkbox"/> Middle <input type="checkbox"/> Ending
								<input type="checkbox"/> Character <input type="checkbox"/> Setting <input type="checkbox"/> Beginning <input type="checkbox"/> Middle <input type="checkbox"/> Ending
								<input type="checkbox"/> Character <input type="checkbox"/> Setting <input type="checkbox"/> Beginning <input type="checkbox"/> Middle <input type="checkbox"/> Ending
								<input type="checkbox"/> Character <input type="checkbox"/> Setting <input type="checkbox"/> Beginning <input type="checkbox"/> Middle <input type="checkbox"/> Ending
								<input type="checkbox"/> Character <input type="checkbox"/> Setting <input type="checkbox"/> Beginning <input type="checkbox"/> Middle <input type="checkbox"/> Ending
								<input type="checkbox"/> Character <input type="checkbox"/> Setting <input type="checkbox"/> Beginning <input type="checkbox"/> Middle <input type="checkbox"/> Ending
								<input type="checkbox"/> Character <input type="checkbox"/> Setting <input type="checkbox"/> Beginning <input type="checkbox"/> Middle <input type="checkbox"/> Ending

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Teacher Guide

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