



TOOL // Grade 2 Summative Reading – Level 14/15

What is it used for?

The tool provides an independent opportunity for students to demonstrate their ability to understand a story at this level.

How do you use it?

After a teaching/learning cycle, where multiple opportunities have been provided to support students in understanding how to respond and show their understanding of text in read aloud, shared and guided reading times, the students are given the short text to read and respond to independently. The teacher assesses the students' work using a rubric. The assessment provides sound assessment of learning data as well as highlights next steps for learning. The assessment is shared with parents and debriefed with students so they understand how they can improve. If a student requires extra support the teacher can scribe the written responses or allow students just to use point form responses.

How do you adapt it to other subjects and topics?

At least 3 times a term, students complete a similar assessment using text at their independent reading level. This provides valid evidence for reporting.

The Sad Giant

The people in the little village were planning a fall fair. A huge giant lived on the hill nearby. He was their good friend.

The people in the village really wanted the giant to come to the fair. He always came to the fair and made it fun.

But the giant was too sad to go this year. His very best friend had moved away. He missed him. Now, the giant spent his time alone and sad.

The people in the village were sad, too. They missed the giant. The people in the village wanted to make the giant feel better. They made a plan. They all worked together to have a party for him. He had such a good time he forgot to be sad. He saw that he had lots of friends.

The day of the fair came. The people in the village smiled and clapped when they saw the giant.

The giant was happy. He knew he had the best friends a giant could ever have.



The Sad Giant

Tell about the setting of this story.

Who are the characters in this story?

What was the problem in this story? How was it solved?

Why did the giant think he had the best friends?

What connections can you make to the giant or the people in this story? How does it help you understand them?

Use these letters and make a word with the letters below: sm, dr, st, fl

____eam

____ake

____ay

____oke

	Level 4	Level 3	Level 2	Level 1
Knowledge and Understanding	Identifies all key details about the setting and characters Clearly identifies the problem and details how it was solved	Identifies most key details about the setting and characters Identifies the problem and generally explains how it was solved	Identifies some key details about the setting and characters Identifies a somewhat appropriate problem but unclearly explains how it was solved	Identifies one or two general pieces of information about the setting and characters Identifies a problem but not the central one explanation of solution is limited
Thinking	Makes highly appropriate connections to characters and events in the story to their own experiences and tells how they help them understand the story Clearly with text supports explains giant's feelings	Makes appropriate connections to characters and events in the story to their own experiences and tells generally how they help them understand the story Generally, explains giant's feelings with some reference to text	Makes a simple connection to characters or events in the story to their own experiences unclearly links to how that helps them understand the story Explains giant's feelings very simply unclear reference to text	Makes a connection to a character or event in the story but not one that is linked to deepening their understanding Identifies giant's feeling
Communication	Correctly uses all four blends to create new words	Correctly uses 3 blends to create new words	Correctly uses 2 blends to create new words	Correctly uses 1 blend to create new words

Reading Making Connections Gr. 2 Level 14/15

