

Student Assessment

Objectives Tested

1. Find (identify) the **verb** in a sentence.
2. Identify the **verb** as past or present.

The purpose of this assessment is to determine whether or not students are achieving toward the two objectives above.

Assessment Materials

- One red pen or pencil for each student. (You can also use red dots.) The red dot is used for students to identify the verbs in the assessment items.
- One copy of the attached assessment.
- Data Analysis worksheet – to support using the data from the assessment for intervention and enrichment.

What to Do

1. In prior activities, students should have already learned how to mark a verb in a sentence. (Never expect a student to apply a new technique during any assessment.)
2. Read the directions with the students. Explain to students to go through the test and put a red dot over all of the verbs in the sentence.
3. The second objective can be tested on the next day if you'd like. Remind students to go through their sentences and write *past* or *present* next to each verb.

Collect the papers from all students and score them. You'll have two scores for each student – one score for each objective.

For each objective, students with a raw score of 12-15 have mastered – or at least are showing progress toward the objective. Students who achieve a raw score of 0-11 have not yet mastered the objective.

Place the names of students who have mastered and not yet mastered the objectives on the data analysis sheet. Once you've done this you'll have two instructional groups for each objective: students who mastered the objective and are ready for more challenging work with the objective, and students who have not yet mastered the objective and require intervention lessons.

Remember that any of the lessons should be tightly aligned to the actual objective.

Raw Score	Percent Score
15	100%
14	93%
13	87%
12	80%
11	73%
10	67%
9	60%
8	53%
7	47%
6	40%
5	33%
4	27%
3	20%
2	13%
1	7%
0	0%

Name _____

DIRECTIONS

Place a ● over the **verb** in each sentence.

Then tell if each verb you found is past tense or present tense.

EXAMPLE

 present Carlos plays soccer every day.

- | | |
|-----------------------------|-------------------------------|
| 1. I live in Virginia. | 10. He has a computer. |
| 2. We play football. | 11. We opened the door. |
| 3. My dog jumps high. | 12. They shouted at me. |
| 4. He is my friend. | 13. He burped after dinner. |
| 5. This is a good book. | 14. Mary danced in a musical. |
| 6. She giggled at the joke. | 15. That was a good lunch. |

7. James asked a question.

8. We waited for our bus.

9. I read magazines.

Find the **verb** in the sentence.

number correct	
number possible	Percent correct

Identify the **verb** as past or present.

number correct	
number possible	Percent correct

Data Analysis

Tested Objective

Identify the **verb** in a sentence.

Students Who <i>Do Not Yet</i> Show MASTERY Students answered 0-11 items correctly.	Students Who Show MASTERY Students answered 12-15 items correctly.
Intervention and Reinforcement Ideas <ul style="list-style-type: none">• Provide additional presentations (lessons) to show students how to find the verb in a sentence.• Have students make sentences using word cards. Don't forget to have students identify the verbs with the ● symbol. Use the label cards as well. Use regular and irregular verbs.	Extension and Enrichment <ul style="list-style-type: none">• Have students find verbs in sentences that have more than one verb.• Have students build as many sentences as they can using a different verb in each sentence.

Data Analysis

Tested Objective

Identify each **verb** as past or present.

Students Who <i>Do Not Yet</i> Show MASTERY Students were correct in 0-11 items.	Students Who Show MASTERY Students were correct in 12-15 items.
Intervention and Reinforcement Ideas <ul style="list-style-type: none">• Provide additional presentations (lessons) to show students how to determine if a verb is past or present.• Give students a set of verb cards. Ask students to sort the words by past and present verbs.• Give students sentences with present verbs. Have them turn these into sentences with past tense verbs.• Give students a verb. Have the students use the verb in the present tense in a sentence. Then have the students use the word in the past tense in a sentence.	Extension and Enrichment <ul style="list-style-type: none">• Have students find present and past tense verbs in sentences.• Have students find future tense verbs.• Have students build as many sentences as they can using a different verb in each sentence.• Have students build sentences that have MORE than one regular verb in a sentence.

Answer Sheet

Name _____

DIRECTIONS

Place a ● over the **verb** in each sentence.

Then tell if each verb you found is past tense or present tense.

EXAMPLE

 present Carlos plays soccer every day.

1.  present
I live in Virginia.

10.  present
He has a computer.

2.  present
We play football.

11.  past
We opened the door.

3.  present
My dog jumps high.

12.  past
They shouted at me.

4.  present
He is my friend.

13.  past
He burped after dinner.

5.  present
This is a good book.

14.  past
Mary danced in a musical.

6.  past
She giggled at the joke.

15.  past
That was a good lunch.

7.  past
James asked a question.

Find the **verb** in the sentence.

number correct	
number possible	Percent correct

Identify the **verb** as past or present.

number correct	
number possible	Percent correct

8.  past
We waited for our bus.

9.  present
I read magazines.