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ABSTRACT

This packet is the first of five developed as a set of self-appraisal instruments with which teachers (and others) can systematically examine their instruction methods in communication skills. The packet contains forms for teachers, students, administrators, and parents addressing two levels of specificity: responses to the overall communication skills program and responses to a teacher's practices and policies within a single kind of class situation. The ten sections of this packet on responding to literature address the following: (1) background information, (2) types of inclusion, (3) purposes for literature study, (4) selecting literature for study, (5) prereading and previewing practices, (6) encountering the literature, (7) responding to literature, (8) the response environment, (9) evaluating students' knowledge about and understanding of literature, and (10) supporting the response to literature program. (HOD)

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Communication Skills

PCRP ASSESSMENT SURVEY I

Responding to Literature

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By Stephen M. Koziol, Jr.
University of Pittsburgh
for the
Pennsylvania Department of Education

Winter 1982 Working Edition

The Goals of Quality Education

This publication directly addresses the goal of communication skills.

The Planned Course

This assessment survey should assist those designing planned course in identifying objectives, content, expected levels of achievement and evaluation.

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PREFACE

This is the first of five survey packets developed for the purpose of gathering accurate, detailed data about instruction in communication skills in a single classroom or course. These packets were designed for language arts teachers, English teachers and all other teachers engaged directly in teaching communication skills as well as for their students, the parents of their students, and their administrators.

The five PCRП assessment surveys parallel the critical experiences of PCRП:

<u>Assessment Surveys*</u>	<u>PCRП</u>
Survey I - Literature	Response to Literature
Survey II - Written Composing	Oral and Written Composing
Survey III - Oral Composing	
Survey IV - Language Proficiency Development	Investigating and Mastering Language Patterns.
Survey V - Sustained Silent Reading	Sustained Silent Reading

Before a new curriculum is developed or an old one revised, those involved should have knowledge of the current operational curriculum at their school or district. One way to obtain that knowledge is through assessment surveys which are comprehensive, but not prescriptive. These surveys must be designed in a way that those who take the time to answer them find personal benefit in the activity and are confident that the completed forms will yield accurate and beneficial information to curriculum planners. For the individual respondent, these surveys are a vehicle for reflection and learning - actively involving them in the reconstruction of their instructional program in order to know and understand it better. With an understanding of what they are doing, what their expectations for student learning are, and how in practice they define their area of instruction, they should be able to evaluate their instructional programs and plan improvements.

Although the surveys are vehicles for individual teachers to examine and reflect upon their own curriculum design and instructional strategies, they are also valuable tools for schools engaged in long range planning for school improvement. If a school or district decides that its priority goal is communication skills, the use of these surveys with their staff can provide a base of data from which to proceed. Analysis of completed surveys should yield information concerning purposes, practices, emphases, use of materials, evaluation of students, and program support.

For further information about or assistance with these surveys, contact either of the following:

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*Each of the surveys has four separate forms, each for different respondents: teachers, students, administrators and parents.

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This is a working document to be used by the Department with schools and school districts across the Commonwealth. It is subject to further evaluation and revision based upon the outcomes of implementation activities.

REACHING FOR SCHOOL IMPROVEMENT: THE PCRP ASSESSMENT SURVEYS

School Improvement is the major educational effort for the 80's in Pennsylvania. As part of that effort considerable attention has already been focused on the assessment of students' skills or competencies including such statewide efforts as Project 81 and the EQA. At primarily local levels, curriculum revision emphasizing the content of the curriculum is an ongoing process of change reflecting current perceptions of what is and is not important for students to learn. While both of these kinds of efforts have the potential to influence the general pattern of education that children receive, they ignore to a large extent the most immediate influence on students' school learning, the classroom situation, and the person who substantially determines what happens there, the teacher.

Anyone familiar with elementary or secondary school teaching quickly realizes that John Donne's famous assertion that, "No man is an island entire of itself;" hardly describes the daily professional reality for most classroom teachers. How often do teachers have people visit their classrooms with the primary purpose of helping them improve as teachers, that is, to help develop and refine their skills as a language arts or English teacher? If the situation is typical, the answer is, "Never!" This is not to say that teachers have not been "observed" or "evaluated" by someone, for certainly some form of regular teacher observation and evaluation seems to be part of the operating procedure in nearly every school district. But observation and evaluation procedures are substantively different from "supervisory" strategies aimed at teacher improvement. What then are the means for helping classroom teachers improve what and how they do in the classroom?

The availability of professional journals and texts as well as various professional conferences and workshops provides two very important kinds of resources for teachers interested in improving their work in the classroom. Hopefully, these will continue to exist especially as ways for teachers to expand their views about successful teaching approaches. Yet, reliance on these kinds of resources alone will not likely alter significantly either the overall quality of instruction or the pattern of instruction for individual teachers. To change anything sensibly requires more than an idea about and a commitment to a new practice or policy; it also requires an understanding of the practices and policies already in place, an understanding of what will be replaced in classroom procedures, and an understanding of what the "new" pattern of instruction will be. That is, it is nonsensical to believe that one can introduce something new into instruction without eliminating something that already existed or that introducing a new policy does not alter the overall pattern of instruction. Indeed, a prevailing dilemma for most teachers wanting to introduce some change in instruction is determining what to remove from the existing pattern, when to introduce the new practice, and for whom and how.

These latter kinds of determinations almost necessarily need to be made at a local level within a school, at a specific grade, or by the teacher within a particular class. To begin these determinations systematically, however, still requires an understanding of what already is in place, i.e., what the existing practices and policies are for the individual teacher or for all the language

arts and English teachers working with a particular grade level or at a particular school. A fundamental problem at this stage, however, is how to obtain a comprehensive view of current practices and policies in any class.

Operationally, there are two basic means for obtaining detailed information about classroom practices and policies: (1) from a skilled observer recording what happens, and (2) from the teacher directly through a self-report process. Historically, neither of these has been very successful. Direct observation is time consuming and very expensive, and both of these factors have limited the frequency with which this approach has been used and the overall meaningfulness of information obtained. Teacher self-report is more practical but suffers from consistently low reliability. That is, as carried out, the self-report process has generally shown that teachers are not very good at accurately describing what they do. It is important to note, however, that underlying both of these approaches is the lack of any comprehensive mechanism to observe or report practices and policies specific to the teaching of language arts or English. Observers have had to rely on general observational instruments such as the Flanders Interaction Analysis and teachers in the self-report process have usually been asked to characterize only their overall pattern of instruction rather than the specific practices and policies in particular classes.

It was with these problems clearly in mind that the Pennsylvania Department of Education began a project dealing with the delineation of practices and policies in communication skills instruction. Specifically, the intent was to have developed a set of self-appraisal instruments with which teachers and others involved with influencing the quality of communication skills instruction could examine systematically what they were doing as part of or in support of that instruction.

1. Selecting the Audience

One of the first decisions made was to develop separate instruments for each of four key audiences - the classroom teacher, students, school administrators, and parents.

As noted at the beginning of this section, sensible strategies for school improvement must begin with an understanding of what is already happening within individual classrooms. While the availability of materials, the existence of curricular goals, and the presence of competency tests as well as the attitudes and approaches taken by parents and administrators each can influence the overall nature and quality of instruction, it is the classroom teacher who plays the pivotal role in determining what kinds of learning opportunities will be available in the classroom.

While it is certainly true that communication skills teachers play the crucial role in determining what happens within the walls of their classrooms, it is also true that students, administrators, and parents can and probably ought to be supportive of teachers' instructional efforts.

The PCR Assessment Surveys represent a direct effort to provide administrators and parents with a means to consider the extent to which they do or could play constructive roles in the Reading and Communication Arts Program in

their schools. The student surveys also represent a direct effort to provide communication skills teachers with means for validating their own perceptions.

Activities listed on the student response forms were carefully selected from the longer detailed teacher forms to represent a thorough sampling of the various categories in each critical experience domain. Students respond on the forms only in terms of the frequency with which the activity occurred in their class during the year.

Everyone views events and processes from particular points of view; at times, everyone sees what he/she wants to see not necessarily what is. The compatibility of the teacher and student response forms (i.e., that they use the same type of response format and that the content on the student form is tied to that on the teacher form) enables teachers to validate their own perceptions about what is happening in their classrooms. When the teacher's perceptions of his/her classroom activities and students' perceptions of those behaviors are reasonably consistent, that teacher can be confident in the accuracy (or validity) of his/her self-perceptions. When those perceptions are drastically different, the validity of the teacher's or the students' perceptions becomes open to question. Lack of validation, however, does not mean that the teacher is doing something wrong. It means only that the teacher and the students differ considerably in their perceptions about what has been going on in the class and that further examination and reflection is needed.

Thus, although the teacher self-report instrument is by far the most comprehensive, the student, the administrator and the parent surveys reflect a set of practical and important supportive behaviors and, indirectly at least, encourage the inclusion of those potentially influential groups in the overall school improvement process.

Rigorous self-examination is seldom either a pleasant or a simple process. Yet, the encouragement of such behavior on a regular basis by those directly influencing classroom instruction appears to be a crucial ingredient for continuing school improvement.

2. Specifying the Purpose

A second decision was that the self-appraisal instruments were to be descriptive rather than prescriptive or evaluative. With the teacher form, for example, the intent was that, whether the instrument was to be used by the teacher alone, by the teacher as part of a group at a grade level or school, or by the teacher in conjunction with the supervisory efforts of a department chairperson, principal, or curriculum coordinator, it was to describe classroom practices and policies not dictate them. It was to provide an information base for teachers from which they could make intelligent decisions about the nature of their classroom instruction. In that sense, the responses in themselves do not direct change. Rather, the motive for change must come when teachers decide that the existing pattern of instruction is either internally inconsistent or is inconsistent with what they perceive to be the appropriate priorities or values for that class or school. A basic "GIVEN" is that those priorities or values will differ from class to class, teacher to teacher,

school to school, and district to district. Thus, the assessment surveys provide a base of information from which decisions can be made at the individual class, school, and/or district level.

3. Relationship to PCR²

A third key decision was to coordinate the self-appraisal process at least conceptually with the existing framework of the Pennsylvania Comprehensive Reading/Communication Arts Plan (PCR²). Although the new self-appraisal instruments are not in any way direct assessments of PCR² or restricted to teachers implementing PCR², the idea of the four critical experiences (Respond to Literature, Composing: Oral and Written, Sustained Silent Reading, and Developing Language Proficiency) provided the organizing base for the new self-appraisal instruments.

4. Focus of Instruments .

A fourth decision was to strive to make the instruments comprehensive rather than cursory. One ramification of that decision was the realization that a single general instrument was out of the question. There was simply no way to elicit a detailed description of instructional policies and practices in each of the four broad PCR²-related areas across grade levels through a single instrument without having that instrument absurdly long. As a result, it was decided to develop five separate assessment surveys, one each for Responding to Literature: Written Composing: Oral Composing; Developing Language Proficiency; and Sustained Silent Reading. Separate forms for elementary teachers and secondary teachers were not developed because, quite surprisingly, there was no sound empirical base upon which to determine that certain kinds of practices and policies would be restricted to one level or the other. Thus, the resulting detailed teacher forms for each area, while still lengthy, are available for use by elementary and secondary teachers of communication skills. Moreover, if there is the opportunity for researchers to compare response patterns from teachers across grade levels, and/or across schools, we may finally begin to get a much greater understanding of the overall patterns of communications skills experiences for children as they move through our schools. That is, we may be able to extend our current understanding based largely on inference from curriculum guides, textbook use, and informal teacher comment with more concrete details about instructional decision-making and in-class behaviors.

5. Straight Forward Language

As work on the various PCR² Assessment Surveys progressed, a number of operational decisions were made about format and approach. Foremost, I believe, was the decision to make every effort to be jargon-free. This was no trivial matter nor has it been particularly easy to accomplish. To a certain extent, every profession has a technical vocabulary relatively unique and special to that profession. Competent individuals in that profession are expected to know, understand, and use that vocabulary. The problem is determining what indeed is part of the on-going professional vocabulary and what is

professional-like jargon. In any case, efforts were made to keep the language in the surveys specific and straightforward with a full awareness that lack of conciseness was a possible companion.

6. The Two Layers of Specificity

Although earlier self-appraisal efforts had asked teachers to respond about their general classroom practices, the decision made with the PCRP Assessment Surveys was to have each teacher respond in terms of a specific teaching assignment. At the beginning of each survey, the teacher is asked to specify a typical recent grade level assignment and to identify what general type of student grouping procedure (e.g., academic, vocational, heterogeneous, etc.) characterized that assignment. All subsequent responses on the survey are then in terms of his/her practices and policies in the kind of class identified. Thus, there are two separate layers of specificity:

- . Responses are focused on behaviors specific to clearly identified aspects of the overall communication skill program (i.e., Responding to Literature, Written Composing, etc.).
- . Responses are focused on a teacher's practices and policies within a single kind of class situation.

Each of the detailed teacher forms is subdivided into sections related to what appear to be distinct components of instruction in that area. In PCRP Survey I: Practices and Policies in Responding to Literature, for example, there are ten main sections:

- I. Background Information
- II. Types of Inclusion
- III. Purposes for Literature Study
- IV. Selecting Literature for Study
- V. Pre-reading and Pre-viewing Practices
- VI. Encountering the Literature
- VII. Responding to Literature
- VIII. The Response Environment
- IX. Evaluating Students' Knowledge About and Understanding of Literature
- X. Supporting the Response to Literature Program

Completing all ten sections of the survey takes approximately 25-30 minutes. While it seems sensible to complete an entire survey at one time, completing individual sections permits a teacher to focus on special sections at different times during the year. For example, an 8th grade teacher especially concerned about using a variety of prereading activities might complete Section V of PCRP Survey I after each unit of instruction in each class as a means for monitoring both the variety and the frequency of these kinds of activities while another teacher working with 5th grade students might focus attention on the range of students' opportunities to respond to literature and use Section VII of the survey as a weekly check or guide. Once again, there is no one way for teachers to use the Assessment Surveys. The main thing is that they are available for teachers to use constructively as part of a systematic self-improvement process.

In contrast to most self-appraisal surveys, the PCR Assessment Surveys also include an organizational structure within each section as well as within each survey. In PCR Assessment Survey II: Practices and Policies in Written Composing, for example, Section V: Pre-writing Activities including 18 separate items reflecting five major clusters of writing activities: (1) Verbal Interactive Strategies such as leading a discussion with students about a topic and leading a "brainstorming" session about a range of writing topics; (2) Model and Form Strategies such as presenting students with professional examples or using other students' work as models; (3) Self-generated Notes Strategies such as using sustained writing or journal writing activities; (4) Direct Experience Strategies such as taking students on guided field trips or using dramatic enactment situations; and (5) Mediated Experience Strategies such as using films or movies about a topic or relying on students' extensive reading. It is important to note here that the range of items in each section does not mean that every teacher should be using every kind of activity or procedure. Rather, the array of items provides a perspective from which the teacher can decide whether the pattern of practices and policies in that area is reasonable for the kind of class identified and whether that pattern is consistent with perceived school and district goals and priorities.

7. Defining Response

Finally, it was decided that the common practice of having individuals respond to items with simple yes/no indications was insufficient. It does seem to matter whether a practice or policy is done once or twice a year or don-regularly. As a result, individuals are asked to respond to most of the items in terms of the frequency with which they do that kind of behavior in the kind of class identified. Specifically, teachers are directed to respond to items as follows:

- ✓ 0 = Never - means that this is not something done in the type of class identified
- 1 = Infrequently - means that the behavior is done no more than 3 or 4 times a year
- 2 = Sometimes - means that the behavior is done at least 5 or 6 times a year but not as a regular practice
- 3 = Regularly - means that the behavior is done throughout the year as a regular practice

The student, the administrator and the parent forms include a similar response format. Once again, this kind of response format in itself makes no judgment about whether an indicated frequency is or is not "good." That kind of judgment must be made by the individual according to perceived priorities, values, and goals set at the local level.

8. Final Thoughts

I have attempted here to describe some of the background leading up to the development of the PCRPA Assessment Surveys and some of the main features of the surveys themselves. In particular, responses from teachers completing initial drafts of the detailed teacher surveys have been very encouraging.

Not only does it appear that completing the survey nurtures self-examination, but it also seems that the surveys provide for teachers very detailed catalogues of an extensive range of teaching activities organized into clear and understandable categories. In a very real sense, each survey is a framework for helping teachers understand how parts of various strategies and approaches interrelate and a basis for helping them integrate new ideas and techniques into a coherent instructional pattern.

II. ADMINISTERING THE TEACHER SURVEYS

The Teacher Surveys in each of the five domains of PCRCP are lengthy; each takes between 25 and 30 minutes to complete.

Any in-person administration to a group of teachers is preferable to an independent or self-administered use of a survey because: (1) questions about the meaning of particular items can be dealt with immediately; and (2) teachers can be reminded at several times to keep a single class in mind when they respond to items. This latter point is extremely important since it is the focused context that makes this kind of survey process meaningful and reasonably accurate. This does not preclude individual or self-administration nor is it intended to minimize the value of completing a survey for the individual. It is simply to indicate that group administration is more efficient, especially when there is interest in group, school, or district patterns of instruction.

When dealing with questions about individual items, it is useful to clarify what a term or a procedure means generally, including the use of an example or illustration. However, extended definitions or examples or biased explanations (i.e., explanations which clearly reveal that the person administering the survey either approves of or disapproves of the activity) should be avoided.

It is helpful to remind teachers while they are completing Sections 1 and 2 that they should focus on their practices in a single class-section during the year and that they should not be concerned that their "estimates" of time allocation will not be exact. The recording of a reactive impression about time seems to yield rather accurate estimates. In general, it is helpful to have the teachers respond quickly to items throughout the survey rather than spend time pondering how many times exactly they used an activity during the year. The focused nature of the domains, the focus on activities within a particular class section, and the emphasis on rapid response contribute to an accurate self-report system.

A frequently asked question from teachers taking the survey deals with multi-purpose activities -- i.e., what do I do when I have my students doing oral projects in literature study -- is that oral composing or response to literature time? or When I use literature to stimulate writing, do I count that as literature study time or writing instruction time? If activities involve effort in more than one domain, it is perfectly reasonable to tabulate that effort in each domain. As a result, it is possible to have the estimate of time devoted to different domains of instruction in English/language arts exceed 100 percent for the sum of the five PCRCP domains. In a very real sense, the presence of multi-purpose activities is a good indicator of the teacher's sensitivity to and skills in the integrating of learning activities within the curriculum.

III. ASSESSMENT SURVEY I: TEACHER RESPONSE FORM
Responding to Literature

I. BACKGROUND INFORMATION

1.01 Name _____

1.02 Number of Years Teaching Experience _____

1.03 Highest Degree Attained _____

1.04 If you teach Language Arts or English to students at more than one grade level, please select only one as the basis for your responses on this survey. Grade Level _____

For all remaining questions, answer in terms of a "specific" class at the grade level you have identified.

1.05 Type of Class: Academic (also, high, advanced, college preparatory, etc.)

Low Ability (also, slow, remedial, non-college preparatory, etc.)

Vocational (also, business, technical, etc.)

Heterogeneous (also, mixed ability, regular, general, random, etc.)

1.06 For the type of class you have identified, what is the average length of a class period in Language Arts/English? (NOTE: If you also teach reading, DO NOT include time set aside formally for Beginning, Developmental, or Remedial Reading Instruction.)
_____ minutes per day

1.07 About how much time does your class spend in literature study during your Language Arts/English class period? (check one)

less than 1 hour per week

about 1 hour per week (or about 10-15 minutes per day)

about 1 and 1/2 hours per week (or about 15-20 minutes per day)

about 2 hours per week (or about 25 minutes per day)

more than 2 hours per week

II. Please estimate how many selections you typically include each year as part of your literature study program for the type of class you have identified.

Type of Literary Selection	Number of Required Selections						
	0	1	2-3	4-6	7-10	11-15	16+
poems (including rhymes and song lyrics)							
one-act or "short" plays							
short films or video programs							
short stories							
novels							
feature length films or video programs							
full-length plays							
biographies or autobiographies							
newspaper, articles, or essays							

DIRECTIONS FOR COMPLETING THE REMAINDER OF THE SURVEY.

You will be asked to respond to a number of statements relating to many different aspects of practices and policies within your literature curriculum. Please use the following key in making your responses:

- 0 = Never -- means that this is not something that you do in the type of class identified.
- 1 = Infrequently -- means that while this is something you may do during the year, you do not do it very frequently (3 or 4 times a year or less), at least in the type of class you have identified.
- 2 = Sometimes -- means that this is something you may do a least 5 or 6 times during the year but not on any regular or consistent basis in the type of class you have identified.
- 3 = Regularly -- means that this is something that you do as a regular or consistent part of your teaching in the type of class you have identified.

III. Purposes for Literature Study

The following items relate to your perceptions about the purposes of the literature curriculum. Indicate the extent to which you see each as a prominent part of the literature curriculum for the type of class you have identified.

(0 = Never; 1 = Infrequently; 2 = Sometimes; 3 = Regularly)

In carrying out my literature program, I have as an important goal that my students will

- ____ 1. gain insight into the feelings and emotions of a wide range of people similar to themselves.

- ___ 2. come to a better understanding of their own ideas, beliefs, and feelings.
- ___ 3. come to realize the origin and development of time-tested values of our society.
- ___ 4. gain knowledge about important "major" authors and poets.
- ___ 5. develop an extensive vocabulary.
- ___ 6. develop a lasting enjoyment of literature as a pleasurable experience.
- ___ 7. learn how to read any kind of text with care and accuracy.
- ___ 8. learn the elements of plot structure.
- ___ 9. gain an understanding of the role that literature has played in our culture.
- ___ 10. develop the ability to read any kind of reading material more quickly and with greater understanding.
- ___ 11. develop an understanding of the attitudes and values of people from a broad range of circumstances and cultures.
- ___ 12. enhance their personal abilities to feel, perceive, enjoy and value.
- ___ 13. become aware of how our literary styles and conventions have developed through the centuries and how that development was related to societal changes.
- ___ 14. develop an awareness of how other people think and feel about basic human issues and experiences.
- ___ 15. develop their critical thinking skills.
- ___ 16. develop an appreciation of our literary heritage as it relates to our societal and cultural development.
- ___ 17. develop an understanding of the characteristics of various literary genre and forms.
- ___ 18. enhance their understanding of the people in our society who come from different ethnic and racial backgrounds.
- ___ 19. enhance their understanding of why they sometimes act in certain ways at certain times.
- ___ 20. gain an understanding of the nature and use of specific literary devices.

IV. Selecting the literature that students are to respond to

For the type of class you have identified, indicate the extent to which each of the following reasons influences your selection of the literature that most students in the class are assigned to respond to.

(0 = Never; 1 = Infrequently; 2 = Sometimes; 3 = Regularly)

I include a work in the curriculum because the selection

- 21. is one that many students have copies of or that I hear students talking about.
- 22. is or has been on recent national "best seller" lists.
- 23. is one area booksellers indicate that many teenagers are buying.
- 24. will, in my judgment, help my students better understand their own feelings and values.
- 25. will, in my judgment, help my students to make important personal decisions.
- 26. will, in my judgment, help my students better understand the people and issues that they have to deal with.
- 27. represents realistic life situations for many of my students.
- 28. ~~is within the reading ability range of my students.~~
- 29. deals with a high-interest topic for most of my students.
- 30. deals with topics which I feel will help my students grow as thinking/feeling people.
- 31. will communicate to students important aspects of our cultural heritage or literary tradition.
- 32. deals with issues or themes directly related to our focus of study.
- 33. exemplifies the effective use of certain literary devices or aspects or a specific literary form.
- 34. will help my students understand people different from themselves by age, sex, race, ethnic origin, or social class background.
- 35. provides my students with an opportunity to encounter literature by an author of their own race or ethnic origin.
- 36. contains characters from the same racial or ethnic background as students in my class.

- ___ 37. deals with important current societal issues.
- ___ 38. deals with vital ethical or moral issues.
- ___ 39. reflects important aesthetic values.
- ___ 40. is representative of a specific literary trend or period.
- ___ 41. is recommended by professional journals.
- ___ 42. is required according to the district curriculum guide.
- ___ 43. is recommended by other teachers in my school.
- ___ 44. is recommended by parents in the community.
- ___ 45. is one that my students have asked to study.
- ___ 46. is in an available school text.
- ___ 47. is available in the school and/or local library.

V. Pre-reading and pre-viewing practices.

For the type of class or the grade level you have identified, indicate the extent to which you do any of the following prior to having students read, hear, or view a literary selection.

(0 = Never; 1 = Infrequently; 2 = Sometimes; 3 = Regularly)

A. Before doing anything with a selection, I

- ___ 48. reread or review the selection ahead of time each year.
- ___ 49. seek out information related to the author and/or the selection.
- ___ 50. seek out information about related media (paintings, films, music, etc.) directly associated with the selection, its themes, and/or its moods.
- ___ 51. estimate the level of difficulty of the selection in relation to what I understand to be the comprehension abilities of most of my students.
- ___ 52. present to the students background information about the author, the selection or other aspects related to the selection.
- ___ 53. review with students information about literary devices which are used in the selection.
- ___ 54. have students do research outside of class, either individually or in groups, about background information concerning the author or other aspects related to the selection.

- ___ 55. have students read prepared background information about the author, the selection, or other aspects related to the selection.
- B. Before my students have direct contact with the selection, I
- ___ 56. identify key words or phrases from the selection to be introduced to students prior to reading, hearing, or viewing.
- ___ 57. conduct whole-class discussion on ideas or themes that students will encounter in the selection.
- ___ 58. have students in small groups discussing ideas or themes they will encounter in the selection.
- ___ 59. give students "study" or response guidelines to aid them during the reading, listening, or viewing of the selection.
- ___ 60. have students, individually or in small groups, participate in values clarification exercises related to ideas and themes in the selection.
- ___ 61. use creative dramatics or improvisational exercises to stimulate students' thinking about issues, feelings and/or ideas in the selection.
- ___ 62. have students respond to pictures, films, recordings, etc. which are related to aspects of the selection.
- ___ 63. have students examine and talk about concrete objects related to aspects of the selection.
- ___ 64. use impression or memory writing exercises to stimulate students' thinking about aspects related to the selection.

VI. Encountering the literature.

The following items relate to the context in which students encounter the literary selections they are to study. Indicate the extent to which you include each policy or practice for the type of class you have identified. (0 = Never; 1 = Infrequently; 2 = Sometimes, 3 = Regularly)

As part of my responding to literature program, I

- ___ 65. have all students respond to the same selection(s).
- ___ 66. have students choose from a limited variety of related selections.
- ___ 67. give students the opportunity to choose the literature they will study on the basis of their own interests.
- ___ 68. provide time in class for students' independent reading.
- ___ 69. read silently along with students during sustained silent reading periods.

- ___ 70. talk about various books or films as a means of interesting students in them for in-school independent reading or viewing or for enjoyment or study outside of school.
- ___ 71. read opening pages or beginning chapters of stories orally to students as a means of interesting students in them for in-school independent reading or for reading at home.
- ___ 72. read all or parts of selections orally to students in the classroom.
- ___ 73. have students read all or parts of selections orally in the classroom.
- ___ 74. have students prepare ahead of time for the oral reading of selections in the classroom.
- ___ 75. have students read along silently as they listen to recordings of selections.
- ___ 76. have students do required reading or viewing while in the classroom.
- ___ 77. have students do required reading or viewing outside of the classroom.
- ___ 78. move around the classroom monitoring their progress while students are reading silently in class.
- ___ 79. move around volunteering assistance as necessary while students are reading silently in class.

VII. Responding to literature.

For the type of class you have identified, indicate the extent to which you have students participate in any of the following activities after they have encountered selections included in the curriculum.
(0 = Never; 1 - Infrequently; 2 = Sometimes; 3 = Regularly)

I have students

- ___ 80. listen to lectures or explanations by me about the selection and its meaning.
- ___ 81. respond in recitation sessions with me as the recitation leader.
- ___ 82. participate in teacher-led discussions about the meaning of the selection.
- ___ 83. participate in open-ended classroom discussions about the selection and its meaning.
- ___ 84. work in small groups to discuss questions related to the selection.

- ___ 85. answer in writing specific study guide questions involving analysis of the selection.
- ___ 86. complete exercises in individualized learning activity packages (either commercial or ones that I have made).
- ___ 87. develop personalized vocabulary lists from the selection.
- ___ 88. write personal reactions to the selection in a journal or diary.
- ___ 89. write letters to characters or friends about aspects of the selection.
- ___ 90. write essays of interpretation or analysis on the selection.
- ___ 91. write original stories, plays, or poems either individually or in groups, related to the selection.
- ___ 92. have students individually or in groups prepare variations on the story by changing characters, incidents, setting, etc.
- ___ 93. do outside research, either individually or in groups, on topics related to the selection.
- ___ 94. prepare and do choral reading, reader's theatre or chamber theatre presentations for others in the class.
- ___ 95. do oral presentations, either individually or in groups, on topics related to the selection (e.g., oral reports, panel discussions, debates, etc.).
- ___ 96. dramatize scenes from the selection.
- ___ 97. participate in role play situations related to issues or problems in the selection.
- ___ 98. develop film strips, film, or video presentations based on selections they have read or heard.
- ___ 99. view feature or full-length films based on the selection they have read or heard.
- ___ 100. view film strips or slide presentations related to the selection they have read or heard.
- ___ 101. create or select, either individually or in groups, responses to the selection incorporating other media (e.g., illustrations, paintings, music, etc.).
- ___ 102. engage in cross-disciplinary activities related to the selection with students and teachers in other subject areas.

VIII. The response environment.

For the type of class you have identified, indicate the extent to which each of the following items describes the context in which students respond to a literary selection.

(0 = Never; 1 = Infrequently; 2 = Sometimes; 3 = Regularly)

In the various ways that I try to elicit individual responses to a selection (e.g., through writing assignments, in discussion, etc.), I

- ___ 103. actively encourage students to discover how people or events in the selection connect directly to each student's real or imagined experiences or feelings.
- ___ 104. actively encourage students to participate vicariously in the experiences of one or more of the characters in the selection.
- ___ 105. emphasize the accurate perception of details within the selection.
- ___ 106. emphasize the identification of literary devices as they are used within the selection.
- ___ 107. carefully guide students through coherent analyses of the selection.
- ___ 108. actively encourage students to develop logical and consistent interpretations of the literary selection.
- ___ 109. emphasize the evaluation of the selection according to established aesthetic criteria.
- ___ 110. emphasize the evaluation of the selection according to personal affective criteria.

IX. Evaluating students' knowledge and understanding of literature.

For the type of class you have identified, indicate the extent to which you use any of the following means to evaluate your students' knowledge and understanding of literature.

(0 = Never; 1 = Infrequently; 2 = Sometimes; 3 = Regularly)

As part of the way I evaluate students' abilities in literature, I

- ___ 111. have students answer orally specific questions about details in the selections dealt with in class.
- ___ 112. have students answer questions orally about ideas, themes, etc. in the selections dealt with in class.
- ___ 113. have students answer in writing specific questions about details in the selection dealt with in class.
- ___ 114. have students answer in writing questions about ideas, themes, etc. in the selections dealt with in class.

- ___ 115. have students answer orally or in writing questions about details in selections not previously dealt with in class.
- ___ 116. have students answer orally or in writing questions about ideas, themes, etc. in selections not previously dealt with in class.
- ___ 117. structure questions which elicit specific, defined responses.
- ___ 118. structure questions which permit more than one type of appropriate response.
- ___ 119. have students respond to selections dealt with in class through related activities such as dramatic portrayals, film or video presentations, craft projects, etc.
- ___ 120. have students respond to selections not dealt with in class through one or more related activities.
- ___ 121. have students write unstructured responses to selections dealt with in class.
- ___ 122. have students write unstructured responses to selections not dealt with in class.
- ___ 123. hold individual conferences with students about the reading or viewing they have done.
- ___ 124. have students create their own literary selections paralleling those studied in the class.

X. Supporting the Response to Literature Program

For the type of class you have identified, indicate the extent to which you do any of the following as a means of supporting the literature program.

(0 = Never; 1 = Infrequently; 2 = Sometimes; 3 = Regularly)

As part of the way I help support the overall literature program I

- ___ 125. make recommendations about worthwhile literature to the school and/or community librarians.
- ___ 126. make recommendations to parents about literature of potential interest to them and/or to their children.
- ___ 127. inform parents about what students are assigned to read, hear, or view.
- ___ 128. inform parents about presentations at local stage or film theatres or on television and radio that relate to the literature program.
- ___ 129. encourage parents to read literature orally to their children frequently, especially during the preschool and primary grade years.

- ___ 130. encourage parents to demonstrate their own value of and enjoyment for written literature by setting aside specific reading periods at home for all members of the family.
- ___ 131. encourage parents to talk with their children about both in-school assignments as well as the children's independent reading and viewing.
- ___ 132. encourage parents to support a variety of ways of having their children respond to literature (e.g., verbally, through dramatization, through making illustrations, by making models, etc.).
- ___ 133. inform parents about ways that they can increase the amount and variety of literary selections available for family use at home.
- ___ 134. indicate my willingness to participate in training programs designed to aid parents and other community representatives develop skills (e.g., in oral reading, story telling, dramatization, etc.) which can support the literature program.
- ___ 135. inform school administrators about classroom needs related to the literature program.
- ___ 136. participate in teacher development opportunities (e.g., within the district, at local, state-wide, or national professional meetings, through college courses, etc.) to enhance my teaching abilities in the responding to literature area.
- ___ 137. seek out ways to integrate the responding to literature program with other aspects of my own program and with other programs in the school.

IV ASSESSMENT SURVEY I: FOR THE TEACHER RESPONSE FORM The Tabulation Guide Outline

Each of the PCRP Assessment Surveys for Teachers is intended to represent a comprehensive listing of behaviors in a particular domain of the Reading and Communication Arts Curriculum. In the examination of the vast array of potential teacher activities, it was evident that, in a number of instances, individual behaviors were closely related in form and function. The framework of those forms and functions, then, was useful in organizing the presentation of items in the individual surveys and provides a coherent base for making sense of the data available from these surveys.

Each of the Tabulation Guides identifies major Sections of each Survey. Section 1 in all cases includes items which ask for general background information. Other Sections in the surveys then focus on the broad but important dimensions of instruction in each of the survey domains. Within Sections, items are clustered into Factors according to the extent to which they have functional similarity or contribute to illuminating a single classroom feature. Although the labels for Factors are quite arbitrary, they are intended to describe the essential functions or features of the two or more behaviors included within them. For example, Factor 5 in the Responding to Literature Survey has the label, Transmit Cultural Tradition. There are many who see the transmitting of a cultural tradition as one of the major reasons for including literature in the school curriculum. Items 3, 9, 13, and 16 in the Responding to Literature Survey are purpose statements reflecting that particular kind of orientation to literature study. The teacher's responses on items 3, 9, 13, and 16, therefore, can be clustered together and identified as a general indicator of that teacher's commitment to the "transmitting of a cultural tradition" as a central purpose for literature study in his/her class.

The Tabulation Guide Outline is presented here only to assist individuals or groups in extending their self-reflection on their teaching practices and policies in particular domains within the Reading and Communication Skills Curriculum. The analysis of responses by Factors or Sections according to the Outline is not mandatory but can help to highlight patterns of decision-making and practice within a single class, by teachers at a particular grade level, by teachers in a particular school, or by teachers throughout a district. Further details about carrying out these kinds of analyses are provided in the section, "Tabulating Individual and Group Data."

Section I. Background Information

- Factor 1. Teacher Background (items 1.01-1.03)
- Factor 2. Class Identification (items 1.04-1.05)
- Factor 3. Allocated Instruction Time (items 1.06-1.07)

Section II. Types of Inclusion

Factor 4. Number of Selections x Type of Selection

Section III. Purposes for Literature Study

Factor 5. Transmit Cultural Tradition (items 3, 9, 13, 16)

Factor 6. Literary Knowledge (items 4, 8, 17, 20)

Factor 7. Personal Growth (items 2, 6, 12, 19)

Factor 8. Social Development (items 1, 11, 14, 18)

Factor 9. Cognitive Skills (items 5, 7, 10, 15).

Section IV. Selecting the Literature for Study

Factor 10. Popularity (items 21-23)

Factor 11. Relevance (items 24-27)

Factor 12. Readability (items 28-29)

Factor 13. Curricular Objectives (items 30-40)

Factor 14. Outside Recommendation (items 41-45)

Factor 15. Availability (items 46-47)

Section V. Pre-reading and Pre-viewing Practices

Factor 16. Preteaching Preparation (items 48-51)

Factor 17. Background Information (items 52-55)

Factor 18. Directed Reading: Verbal (items 56-59)

Factor 19. Directed Reading: Associational (items 60-64)

Section VI. Encountering the Literature

Factor 20. Student Choice (items 65-67)

Factor 21. Independent Reading (items 68-71)

Factor 22. Oral Reading (items 72-74)

Factor 23. Silent Reading/Viewing (items 75-79)

Section VII. Responding to Literature

Factor 24. Verbal Interactions About Literature (items 80-84)

Factor 25. Writing Tasks (items 85-93)

Factor 26. Oral Composing Tasks (items 94-97)

Factor 27. Related Media Activities (items 98-102)

Section VIII. The Response Environment

Factor 28. Engagement/Involvement (items 103-104)

Factor 29. Literary Perception (items 105-106)

Factor 30. Literary Interpretation (items 107-108)

Factor 31. Evaluation (items 109-110)

Section IX. Evaluating Student's Knowledge About & Understanding of Literature

Factor 32. Classroom-Based Assessment (items 111-114)

Factor 33. Application-Based Assessment (items 115-116)

Factor 34. Structuring Questions (items 117-118)

Factor 35. Personalized Responses (items 119-124)

Section X. Supporting the Response to Literature Program

Factor 36. Making recommendations (items 125-126)

Factor 37. Parent Assistance (items 127-134)

Factor 38. Professional Development (items 135-137)

V. TABULATING RESPONSES FROM THE TEACHER SURVEY

1. Tabulating Responses on an Individual Survey

Tabulating responses on one of the surveys may be very helpful for the individual teacher. Each of the surveys is rather lengthy and detailed. The tabulation Guides are especially helpful in directing the teacher's attention to patterns in his/her responses on the survey. Key to the tabulation of responses are the Tabulation Guide Outlines described in the preceding part of this manual.

A. Using the Tabulation Guide for a Single Survey

- Step 1. Using the appropriate Tabulation Guide Outline, record the numerical responses (i.e., 0, 1, 2, or 3) for each item within each Factor.
- Step 2. Obtain the Sum for the numerical values for responses on each item in a Factor.
- Step 3. Divide that sum by the number of items in that Factor. The resulting score (or Mean) should be between 0.0 and 3.0.

B. Sample Calculation for One Factor

In order to get a general picture of his/her responses on the Responding to Literature Survey, a 10th grade teacher decided to tabulate his/her responses. For Factor 5, Transmit Cultural Tradition, the teacher proceeded as follows:

Step 1.	<u>Items in Factor 5</u>	<u>Response</u>
	3	2
	9	1
	13	2
	16	1

Step 2. $2 + 1 + 2 + 1 = 6$

Step 3. 6 divided by $4 = 1.5$, the Mean for Factor 5.
(See Part III. for further details.)

II. Tabulating Group Responses on a Teacher Survey

Although each Assessment Survey serves a very important self-analysis function for the individual teacher, each of the surveys also may be used to obtain a general profile for a specific group as well -- e.g., the literature instruction practices of all 11th grade college preparatory teachers, or the written composing instruction practices of all 4th and 5th grade teachers, or the supportive behavior of parents for the oral

composing component of the 7th grade program, etc. What will be a meaningful "group" must be determined at the local school level.

A. Tabulating Responses in Section 1

The items in Section 1 of the Teacher Survey relate to background or contextual aspects of the group under consideration. The most useful calculation is a simple average for the group on the one or more items which are of interest.

B. Tabulating Responses in Section 2

The items in Section 2 of the Teacher Survey provide information on how time is spent (or general content choices) within the domain of the survey. Tallying the number of responses in each box or cell of the charts will yield a frequency distribution for a group of teachers. That distribution reflects the pattern(s) of responses by the group(s) of teachers.

C. Tabulating Responses for Section 3 Through Section 10

Items in Section 3 through Section 10 on each Survey may be examined separately or in clustered groups called Factors. As explained in the introduction to the Tabulation Guide Outlines, a Factor is a label placed upon a group of items that are closely related in form or function. For example, on the Written Composing Survey, Factor 3 is called Verbal Interactive Strategies because each of the four items included within it (items 23, 24, 25, and 26) represent classroom behaviors in which some kind of verbal interchange between teacher and students or among students is carried out as a prewriting strategy.

D. Calculating Group Means for Individual Items

Step 1. Record the numerical response for each person in the group. Recall that each person has placed a 0, 1, 2, or 3 in the space to the left of each item listed. If no response is listed on an individual survey, record a 0 for that person on that item.

Step 2. Add the numerical response values for the group.

Step 3. Divide that sum by the number of individuals in the group. The resulting Mean score should fall between 0.0 and 3.0.

E. Sample Calculation for Group Mean on an Individual Item

Let us assume that we want to see how all junior high school teachers as a group respond to items on the Written Composing Survey. There are 10 junior high teachers. On item 23, the extent to which they led class discussions on topics before having students write on the topics, they responded as follows:

Step 1.	Teacher	Responses on item 23
	1	1
	2	1
	3	2
	4	2
	5	3
	6	2
	7	2
	8	3
	9	1
	10	1

Step 2. $1+1+2+2+3+2+2+3+1+1 = 18$

Step 3. 18 divided by $10 = 1.8$, the Mean Response of this group on item 23. (See Part III. for further details.)

F. Calculating Group Means for Factors

Recall that a Factor is a cluster of individual items that are related in form or function. The group Means for Factors then can provide more direct insight into the groups' practices in a broad but clearly defined aspect of instruction. To calculate the group mean for a Factor, first complete the calculations for the group on individual items, then proceed as follows:

Step 1. Record the calculated group means for each of the items in the Factor.

Step 2. Add these mean scores together.

Step 3. Divide the sum by the number of items in the Factor. The resulting Mean score should fall between 0.0 and 3.0.

G. Sample Calculation for Group Mean on a Factor

Let us assume that, using the context described in E., we wanted to see how these 10 junior high teachers responded on the four specific types of behavior that are part of Factor 8. We should proceed as follows:

Step 1.	Items in Factor 8	Calculated Group Mean
	#23	1.80
	#24	1.30
	#25	1.45
	#26	1.45

Step 2. $1.80+1.30+1.45+1.45 = 6.00$

Step 3. 6.00 divided by $4 = 1.50$, the Group Mean for Factor 8. (See Part III. for further details.)

III. Interpreting Tabulated Data

The Mean scores for Factors of individual surveys, for individual items for groups of teachers, or for Factors for groups of teachers should not be interpreted too literally. These calculations are most useful as indicators of the general frequency of a particular behavior or type of behavior. In general, means of 2.5 - 3.0 reflect a very high degree of use; mean scores between 1.75 - 2.5 reflect a moderate degree of use; mean scores between 1.0 - 1.75 reflect a low degree of use; and mean scores below 1.0 reflect an extremely low degree of use. Remember too that it is operationally impossible for each teacher to be doing everything in any one class on a regular basis. Also, what may be a "good" profile can vary dramatically from class to class, can be quite different at different grade levels and in all likelihood will reflect marked differences among schools or school districts. The major issue is determining the extent to which the observed profile is appropriate in its own context and that determination must be made at the local level.

VI. ADMINISTERING THE STUDENT SURVEYS

The student surveys for each of the five domains in the Survey Package are intended for use during class time or as part of large group assessment. Although the student forms are considerably shorter than the teacher forms, it would still be unwise to plan to use more than one or perhaps two surveys at any one sitting. In general, administration time ranges from about 5 minutes per survey for older students who are capable readers to 15 minutes for younger students and/or less able readers.

For able readers, a survey can be presented to the group with little difficulty. To allay any potential anxiety about the purposes of the assessment, it is helpful to explain the focus for the survey right at the outset -- i.e., to describe a particular aspect of their curriculum and not an evaluation of their teacher. The results tell what was going on in the class and not how well the teacher was carrying out those activities. Since the curriculum includes both the substance studied and the learning activities used as part of that study (i.e., both content and process), the results of the assessment help their teachers and other teachers to examine the actual rather than the theoretical curriculum in their school and guide those teachers in making decisions about curriculum change. The students taking the survey should also be reminded that this kind of description is meaningful only if each person completing the survey does so honestly.

If students raise questions about the meaning of particular items or words, an effort should be made to answer the questions simply but without bias. That is, in answering a question, the person administering the survey should avoid any indication of preference or non-preference, approval or disapproval. Also, students should be reminded that there will be many items on a survey reflecting class activities that they have not done that year. It is not likely that any one teacher in any one class would use all of the activities listed.

For younger students and/or less able readers, it may be beneficial for the person administering a survey to read aloud each of the items. In general, with this assist, children, even as young as 2nd graders, seem to be able to use the 0, 1, 2, 3 frequency key with little difficulty. As with older students, it is also helpful to inform younger students about the general purposes for the survey, to let them know that they can ask questions, and to assure them that there will be some activities listed that they have not done or can't recall doing during the year or even before. Also, they too should be reminded that they should answer in terms of what they recall doing not whether they liked or disliked the activity.

VII: ASSESSMENT SURVEY I: STUDENT RESPONSE FORM
Responding to Literature

I. Background Information

- a. Teacher's Name _____
- b. Grade _____ Class Period _____
- c. School _____
- d. About how much time does your class spend in literature study during your Language Arts/English class period? (check one)
- less than 1 hour per week
 about 1 hour per week (or about 10-15 minutes per day)
 about 1 and 1/2 hours per week (or about 15-20 minutes per day)
 about 2 hours per week (or about 25 minutes per day)
 more than 2 hours per week
- e. How many different things do you read or view as part of your study of literature? (check one box for each type of selection)

Type of Literary Selection	Number of Selections Your Class Studies						
	0	1	2-3	4-6	7-10	11-15	16+
poems (including rhymes and song lyrics)							
one-act or "short" plays							
short films or video programs							
short stories							
novels							
feature length films or video programs							
full-length plays							
biographies or autobiographies							
newspaper, articles, or essays							

II. Purposes for Literature Study

Teachers can have many things they want you to learn through the study of literature. Ten purposes are listed below. For each statement, indicate how much you think this was emphasized by your teacher. (0 = Not at all; 1 = Not very much; 2 = Sometimes; 3 = Very much)

- _____ 1. My teacher wanted to help me understand my own ideas and feelings.
- _____ 2. My teacher wanted me to learn things about authors and poets.
- _____ 3. My teacher wanted me to learn how to read carefully and accurately.
- _____ 4. My teacher wanted me to see how literature is part of our culture.
- _____ 5. My teacher wanted to help me learn things about myself.
- _____ 6. My teacher wanted to help me understand how others feel and think.
- _____ 7. My teacher wanted me to develop my ability to think.
- _____ 8. My teacher wanted to help me see how literature is important in our culture.
- _____ 9. My teacher wanted me to know how stories and poems are put together.
- _____ 10. My teacher wanted me to understand how people from different races or cultures think and feel.

III. Classroom Practices.

Teachers can have you do many things during your study of literature. We have listed a number of things below. Indicate how often your teacher used each activity in your class this year. (0 = Never; 1 = Not often, maybe two or three times during the year; 2 = Sometimes, at least five or six times during the year; 3 = Very often or regularly throughout the year)

A. Before We Read, our teacher would:

- _____ 11. Tell us information about the author or the text.
- _____ 12. Review information about literary devices with us.
- _____ 13. Have us do outside research about the author of the text.
- _____ 14. Have us read about the author or the text.
- _____ 15. Point out key words or phrases that will be in the text.
- _____ 16. Have a discussion with us about what would go on in the text.
- _____ 17. Have us meet in small groups to discuss ideas in the text.
- _____ 18. Have us do creative dramatics exercises related to the text.
- _____ 19. Show us pictures or films about the text.
- _____ 20. Bring in objects or artifacts related to the text.

B. In Doing Our Reading, our teacher would:

- _____ 21. Have us all read the same thing.
- _____ 22. Have us pick what we would read from several choices.
- _____ 23. Give us time in class for independent reading.
- _____ 24. Read aloud to us all or parts of texts.
- _____ 25. Have individual students read aloud sections of the text.
- _____ 26. Have us read silently while we listen to recordings of the text.
- _____ 27. Have us do some required reading outside of the classroom.

C. After We Read, our teacher would:

- _____ 28. Lecture to us about the text and its meaning.
- _____ 29. Lead recitations about information in the text.
- _____ 30. Lead discussions about the text and its meaning.
- _____ 31. Have us work in small groups to discuss the text.
- _____ 32. Have us answer in writing study guide questions on the text.
- _____ 33. Have us do individualized learning activity packages.
- _____ 34. Have us write personal reactions in a journal or log book.
- _____ 35. Have us write analysis or interpretation essays on the text.
- _____ 36. Have us write original stories or plays like what we read.
- _____ 37. Have us do outside research on the text.
- _____ 38. Have us do things like choral reading or reader's theatre.
- _____ 39. Have us do things like oral reports or debates on the text.
- _____ 40. Have us dramatize scenes or do role plays related to the text.
- _____ 41. Have us watch films or film-strips of the text.
- _____ 42. Have us create media projects related to the text.
- _____ 43. Encourage us to relate the text to our own lives and experiences.
- _____ 44. Encourage us to evaluate the text according to proper standards.

D. When We Were Tested in Literature, our teacher would:

- _____ 45. Test us only on things that we had studied in the classroom.
- _____ 46. Concentrate on our remembering of details in the text.
- _____ 47. Concentrate on knowing the main ideas in the text.
- _____ 48. Ask us questions that allowed more than one kind of correct response.
- _____ 49. Have us write or create free (unstructured) responses to the text.
- _____ 50. Hold individual conferences with us.
- _____ 51. Give us objective tests (i.e., true/false, matching, fill in the blank, etc.).
- _____ 52. Have us answer questions on texts that we had not studied in class.

VIII. ADMINISTRATING THE ADMINISTRATOR AND PARENT SURVEYS

The administrator survey and the parent survey are shortest and easiest to use. For administrators and parents, there is a one-page survey for each of the five major domains within the PCR assessment framework. Directions on each survey are clear and straight forward and should cause neither confusion nor uncertainty. These surveys can be mailed to parents for completion at home, or they can be administered in person either individually or in groups. It should take an individual no longer than four or five minutes to complete a survey.

If an in-person administration is being conducted, it may be helpful to remind the administrator and/or parent group to use the frequency key described in the directions to each survey, and to be aware that any one person is not likely to be doing all of the activities listed. For parents it will also be helpful to reiterate that responses should be specific to a particular child; more than one form should be completed if the parent has more than one child in the system.

IX. ASSESSMENT SURVEY I: ADMINISTRATOR RESPONSE FORM
Responding to Literature

Directions: As a school administrator, there are many things that you can do to support the responding to literature component in the district curriculum. Some of these activities are listed below. In the space provided to the left of each statement, please indicate your estimate of how often you do or provide each behavior listed.

0 = NEVER - means that this is not something you do or provide during the year.

1 = INFREQUENTLY - means that this may be something you do or provide perhaps once or twice during the year.

2 = SOMETIMES - means that this is something you may do or provide as many as five or six times during the year.

3 = REGULARLY - means that this is something you may do or provide frequently during the year.

- ___ 1. I share my personal responses to literature with students in my school or district.
- ___ 2. I share my personal responses to literature with teachers in my school or district.
- ___ 3. I share my personal responses to literature with parents and other members of my community.
- ___ 4. I support means for enhancing the number and scope of written and visual literary selections available for students in individual classrooms.
- ___ 5. I support means for enhancing the number and scope of written and visual literary selections available for students in the school and/or community library.
- ___ 6. I support teacher requests for aid to attend professional development sessions related to the responding to literature program.
- ___ 7. I support arrangements for having teachers aid parents and others in the community in learning how to be more supportive of the responding to literature program.
- ___ 8. I support teacher and student use of school facilities to share performances of literature with school and/or community audiences.
- ___ 9. I support teachers' use of a variety of facilities to enhance students' ex-periential opportunities related to the responding to literature program (e.g., by making better space areas available as needed, by helping to arrange for speakers, by helping to arrange for field trips, etc.)

X. ASSESSMENT SURVEY I: PARENT RESPONSE FORM
Responding to Literature

Directions: The response to literature curriculum in your school district includes a wide variety of poems, stories, plays, recordings, films, essays, and biographies. There are many things that as a parent you may do to support the responding to literature part of your school program. We have listed some of these activities below. In the space to the left of each statement, please indicate how frequently you personally do any of the behaviors listed.

0 = NEVER - means that this is not something you do or provide during the year.

1 = INFREQUENTLY - means that this may be something you do or provide perhaps once or twice during the year.

2 = SOMETIMES - means that this is something you may do or provide as many as five or six times during the year.

3 = REGULARLY - means that this is something you may do or provide frequently during the year.

In completing this survey, please respond in terms of your activities with only one child. If you have more than one child in the school system, we would appreciate your completing separate forms for each child.

Child's grade level: _____

- _____ 1. I keep informed about the literature my child is required to read, listen to, or view as part of the school curriculum.
- _____ 2. I talk to my child about the literature he or she reads, hears, or views in school.
- _____ 3. I recommend what I think is worthwhile literature to appropriate school curriculum committees, to the school librarian, and/or to the community librarian.
- _____ 4. I read to my preschool and/or primary grade children.
- _____ 5. I set aside a regular reading period at home for all members of the family.
- _____ 6. I join with my child in attending and responding to a variety of literature productions including those at school, at community theatres, and through film, radio, or television.
- _____ 7. I share my own responses to literature with my child.
- _____ 8. I encourage my child to react to literature in a variety of ways (e.g., verbally, through dramatization, by making models, etc.).
- _____ 9. I have available at home many types of literature for each member of the family.