Toolkit for Professional Developers
Training Targets 3–6 Grade Teachers

Competent Assessment of Reading

Learning to read is an individual journey....

SERVE

Improving Learning through Research & Development

Toolkit for Professional Developers
Training Targets 3–6 Grade Teachers

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SERVE

*Improving Learning through
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CAR Toolkit Timetable

Section Focus	Activities	Estimated Time	Assignments
Introduction	☉ Key Vocabulary ☉ Reviewing the Classroom ☉ Assessment Cycle	1 hour, 30 minutes	**Reading:** Philosophy Behind the Toolkit (pp. 17–19)
Section 1 Acting as a Reader	**1.1** Do We Understand Reading? **1.2** What Do Effective Readers Do? **1.3 Version A** Where's Reading in the Classroom? **1.3 Version B** Where's Reading in the Classroom?	1 hour, 35 minutes 2 hours, 40 minutes 3 hours, 50 minutes 4 hours, 5 minutes	
Section 2 Acting as an Assessor	**2.1** Do We Understand Assessment? **2.2** Checkpoints Along the Way **2.3** Connecting Assessment to Instruction **2.4** The Individual Reading Conference and the Assessment Instruction Cycle	2 hours, 40 minutes 4 hours, 5 minutes 3 hours, 15 minutes 2 hours, 55 minutes	**Reading:** Black, P., & Wiliam, D. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan, 80* (2), 139–148.
Section 3 Acting as a Researcher	**3.1** Bodies of Evidence in Reading Assessment **3.2** Looking for Results	2 hours, 35 minutes 3 hours	**Reading:** ☉ Your choice to support your learning **Action:** ☉ Collect your body of evidence ☉ Action Log ☉ Competent Assessment of Reading Dimensions Self-Assessment
Section 4 Additional Resources	☉ Reading Continuum: North Carolina Curriculum ☉ References ☉ Articles ☉ Student Folders ☉ Competent Assessment of Reading Video ☉ Competent Assessment of Reading Audiotapes		

Table of Contents

Section 3: Acting as a Researcher

Section 4: Resources

Competent Assessment of Reading:
Toolkit for Professional Developers

Overview

Page

iii

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Overview
To the users of this professional development resource

Purposes of Competent Assessment of Reading

This project began in the summer of 1998 with a "think tank" of teachers, administrators, and leaders called the SERVE Reading Assessment Team (RAT). From the onset of the project, it was obvious that each of the members had very strong feelings about the importance of reading and each of the members brought unique leadership qualities and experiences from the teaching of reading. This first meeting went as "think tanks" go, trying to make sense of complex problems in the assessment of reading.

As the work progressed over the course of five years, the RAT members (as they came to be called) developed and field-tested this assessment of reading *CAR Toolkit* for professional development for classroom teachers. It was designed to enrich assessment of reading, support teachers in that process, and thereby improve reading instruction for all students.

The SERVE Team decided that the *CAR Toolkit* should be named C.A.R. because the analogy is so apt. Learning to read is an individual journey for each student—thus, the teacher must assess each child along the way and provide the instruction that each student needs. In addition, reading is like an automobile—it is a complex system where all aspects must work together cohesively and simultaneously. If one part is not working, the system stalls and the journey goes off course. Thus, assessing the situation and intervening appropriately are crucial for the journey to continue.

This *CAR Toolkit* is different from other teacher training resources in reading assessment; it is intended to fill a void in helping teachers assess student learning on what is really important in reading, and then to adjust instruction to impact student reading performance.

The following are the purposes of this Competent Assessment of Reading: *CAR Toolkit*:

1. To help teachers reflect honestly on their practice, thereby engaging teachers in the process of critically analyzing their actions in light of results

2. To give teachers current information they need for Competent Assessment of Reading by:
   - Providing current information about both reading and assessment
   - Using reading assessments that will give the information teachers need to make informed decisions about teaching and learning

3. To support teachers as they follow through with effective reading instruction based upon assessment evidence

4. To foster student involvement in the Classroom Assessment Cycle with student-centered assessments that focus on improved reader performance

5. To help teachers rethink how they assess reading by designing an assessment of reading system that begins with the end in mind (Stiggins, 1997; Wiggins, 1997) to develop effective readers.

The professional development *CAR Toolkit* is focused on the assessment of reading process at the text level, rather than at the word level. Most students in grades 3–6 generally need support in comprehending text, not just decoding words. While the assessment of reading methods in the *CAR Toolkit* will help teachers pinpoint difficulties at the word level, which is critical to being an effective reader, the RAT members felt that there are materials already available to teachers for this purpose. Instead, the *CAR Toolkit* engages teachers in thinking and acting through the assessment process in reading with appropriate assessments matched to the purpose of the intended learning. This process will reveal more than just word-level difficulties. It will provide ways to assess reading as a whole. In other words, it will help teachers to assess the complexities of reading that are generally associated with students in grades 3–6.

Competent Assessment of Reading:
Toolkit for Professional Developers

Why Competent Assessment of Reading?

Even to the insider, both fields of reading and assessment are laden with unique language, grounded in volumes of research, and have factions that are seemingly divided about what they believe to be important. Current thinking and reform efforts in both assessment and reading talk about improving what happens with teaching and learning. Unfortunately, doing what it takes to affect student learning at the classroom level usually lacks direct support (Black & Wiliam, 1998), seems complicated, and is sometimes in direct conflict with current policy and professional development (Martin-Kniep, 1998). As a result (for those looking in from outside classroom walls), teachers have seemed to be slow to change. That is the rationale behind Competent Assessment of Reading. The *CAR Toolkit* is meant to help teachers improve their interactions with students, thus directly influencing learning at the classroom level. This is the essential issue. What is the best use of assessment in the service of student learning? We maintain it is high-quality classroom assessment, not just large-scale accountability, that will make a difference.

Disagreements about how to best use assessment in the service of student learning cause further confusion. Calls for raising standards have been responded to by more intense, large-scale, high-stakes assessments designed to raise and measure performance on those higher standards. At the same time, evidence suggests that assessments that impact learning are not high-stakes accountability measures, but rather the assessment that takes place in the classroom between teacher and learner on a day-to-day, ongoing basis (Black & Wiliam, 1998).

In addition, the introduction of terms like *performance assessment, authentic assessment, alternative assessment,* and *summative and formative assessment* can make the classroom assessment process seem even more complex.

> For decades, our assessment systems have been built on the belief that the path to school improvement is paved with more or better standardized testing. While we believe that these tests can help improve schools,

we also believe our growing obsession with high-stakes tests has caused us to totally neglect an even more powerful tool for schools improvement: the classroom assessment process. (Stiggins, 2002)

Similar conflicts are long-standing in the field of reading. Controversies over programmed phonics versus whole language remain at the center of teaching reading. One reading expert, Jeanne Chall, even coined the phrase "The Great Debate" with the first publication of her book back in 1967, *Learning to Read: The Great Debate.* Other controversies also persist, such as bottom-up versus top-down approaches and literature-based versus basal methods.

Although mixed messages exist, researchers and expert reading teachers do agree on some aspects of teaching reading (Flippo, 1999). These commonalities are geared to the quality of interactions between learners and teachers in the classroom. So, it is not surprising that again, while the debate rages on in a public forum, what really matters in reading is what is happening or not happening in the classroom on a daily basis.

The *CAR Toolkit* is aimed at improving the quality of learner-teacher interactions embedded in everyday assessment in the reading classroom. In essence, every effort is made to uncover the understandings, common patterns, and habits of mind about the assessment of reading that teachers need on an ongoing basis to develop a synergy between assessment and reading, two multifaceted, complex bodies of knowledge.

What is Competent Assessment of Reading?

The *CAR Toolkit* is designed to bridge current gaps in the assessment of reading. One gap is providing classroom teachers with the support necessary to translate state reading standards into classroom practice.

Similarly, the knowledge vs. implementation gap is also addressed. Simply put, the speed at which new understandings in assessment and reading are available far outpaces the reaction time in the classroom.

To bridge this gap, the *CAR Toolkit* informs teachers of the power of new understandings embedded in research and helps them become reflective about how to implement those understandings in their own classrooms. It engages teachers in inquiry and investigation, talking and visioning, and reflecting and practicing what is considered current thinking in both fields. In the *CAR Toolkit*, teachers practice acting on assessment of reading that embodies current shifts in understanding in assessment and reading. These shifts promote learner growth by integrating the complex processes of code breaking and meaning making from print into an effective reading system. An effective reading system pulls together all the processes in which a reader engages to make sense of print. These lower and higher order processes occur simultaneously, not in isolation, and they must work together from the onset (Adams, 1990). Effective readers already have an efficient system for reading as Marie Clay points out in *An Observation Survey*. She states that, "Successful readers learn a system of behaviors which continues to accumulate skills merely because it operates" (1993, p. 15). To less effective readers, operating the reading system is not as intuitive. They need a great deal of teacher expertise and artistry to become effective readers. By engaging *all* learners in operating their reading systems more effectively and more often, all readers will have more opportunities to practice reading while the teacher learns to act purposefully to create more effective and efficient student reading systems.

Finally, the *CAR Toolkit* is structured to give teachers images of and practice with more effective assessment of reading. The first section of the *CAR Toolkit*, *Acting as a Reader*, helps participants understand "the reading system"—the set of skills and processes students bring to the reading enterprise. Teachers articulate what it is that effective readers do when they read and then develop insights in the field of reading. These understandings form the foundation to implement reading and assessment strategies that inform and guide reading instruction.

The second section, *Acting as an Assessor*, provides teachers with principles of quality assessment and practice with assessment of reading that measure student progress in integrating effective reader behaviors to make sense of print. Most importantly, teachers learn how to look at the evidence collected from the assessment and take purposeful actions in terms of instruction and feedback to improve reading performance.

A longitudinal focus of reading is taken in the last section, *Acting as a Researcher*. This section focuses on habits of mind needed by teachers, as well as an action plan for making improvements in assessment of reading and the follow through for improving reading instruction. Teachers are taught to collect evidence by systematically sampling reader performances and then to examine the results for decision making during the course of instruction.

While the intent of the *CAR Toolkit* is long-term in scope with a systems perspective, it is not a cure-all nor meant to provide simple solutions to complex issues in reading or assessment. We attempt to equip teachers with the knowledge, understanding, and habits of mind to deal competently with this complexity in everyday practice. By improving assessment of reading practice systematically over time and using the results to inform instruction and engage students more actively, student reading performance can be improved.

It is the belief of the developers that merely to teach about reading, to teach about assessment, and to teach about assessment of reading are not enough. It is not enough to offer more of the same professional development in assessment of reading that has been and is already offered to teachers. What Competent Assessment of Reading offers is a way to rethink assessment of reading and take action with support. Teachers must begin to act in their new roles, be provided with the support they feel they need (Martin-Kniep, 1998), and see the results of the change in their practice in improved learner performance (Guskey, 1996) to sustain change. As teachers, we must determine our own way of thinking about the assessment of reading. The *CAR Toolkit* is designed to help teachers develop insights and implement new strategies.

How has the effectiveness of the *CAR Toolkit* been determined?

The *CAR Toolkit* has been involved in a systematic process of development and review since 1998. It has gone through a number of reviews and rewrites, and the feedback for this process has been received in a variety of ways. The key assessments for the quality and effectiveness of the *CAR Toolkit* include the following:

- Extensive bibliography of articles relevant to the needs related to classroom assessment in the content area of reading

- The artifacts and experiences of numerous classroom teachers from various grade levels

- Field tests and reviews from teachers

- Extensive external review process with over 20 experts in the field of reading, classroom assessment, and professional development

- External and internal review utilizing SERVE's Quality Assurance Process

- Self-reported evaluation data from training sessions

- Reviews and input from selected users of the *CAR Toolkit*

- Two-years data on selected activities used in various professional development sessions

A more comprehensive literature review is available upon request.

Competent Assessment of Reading:
Toolkit for Professional Developers

Overview

Page
vii

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Acknowledgments

Thank you to…

the people who served on the Reading Assessment Team and who encouraged teacher leaders to think aloud about what was happening with reading in classrooms and around schools. They continue to support efforts to improve student learning in meaningful ways.

Overview

Competent Assessment of Reading:
Toolkit for Professional Developers

Page
viii

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Philosophy Behind the CAR Toolkit

The professional development activities in this *CAR Toolkit* are structured around the idea that to improve reading performance for all learners, we must begin by focusing on acting as a reader, then acting as an assessor, and finally acting as a researcher to pull everything together.

Understanding the Assessment of Reading Cycle in the Classroom

Reading is a complex, active transaction between text and reader, in which the reader uses not only the language of the text but also prior knowledge, personal associations, and cultural understanding to make meaning and construct interpretations.

Assessing the effectiveness of a reader cannot be done with one test or one instrument in one sitting. Instead, the teacher needs multiple and diverse ways of looking at the student's reading strategies, comprehension, and habits or dispositions over time. So, what do effective readers do? Following is a list that may be helpful to review in understanding what effective readers do to make meaning when they read. In the *CAR Toolkit*, the Reading Assessment Team refers to these as meaning-making processes. Effective readers:

> Reading alone does not define an effective reader…it is coupled with what the reader does with the reading that determines the level of effectiveness.

- Demonstrate intellectual engagement with the text—experiment with ideas; think divergently; take risks; express opinions; speculate, hypothesize, visualize characters or scenes; explore alternative scenarios; raise questions; make predictions; think metaphorically.

- Explore multiple possibilities of meaning; consider cultural and/or psychological nuances and complexities in the text.

- Fill in gaps; use clues and evidence in the passage to draw conclusions; make warranted and plausible interpretations of ideas, facts, concepts, and/or arguments.

- Recognize and deal with ambiguities in the text.

- Revise, reshape, and/or deepen early interpretations.

- Evaluate; examine the degree of fit between the author's ideas or information and the reader's prior knowledge or experience.

- Challenge and reflect critically on the text by agreeing or disagreeing, arguing, endorsing, questioning, and/or wondering.

- Demonstrate understanding of the work as a whole.

- Attend to the structure of the text—show how the parts work together; how characters and/or other elements of the work are related and change.

- Show aesthetic appreciation of the text; consider linguistic and structural complexities.

- Allude to and/or retell specific passages to validate and expand ideas.

- Make connections between the text and their own individual ideas, experiences, and knowledge.

- Demonstrate emotional engagement with the text.

- Reflect on the meaning(s) of the text, including larger or more universal significances; express a new understanding or insight. (Claggett, 1997, 22–23)

Competent Assessment of Reading:
Toolkit for Professional Developers

Overview

Furthermore, effective readers are efficient at making sense of the written text. Effective readers fluidly and flexibly integrate these processes while reading. To determine how effective a reader is and where the reader is on his/her individual journey, assessment is at the crux of the reading classroom.

Broadly defined, classroom assessment is an ongoing process through which teachers and students interact to promote greater learning. The assessment process involves using a range of strategies to make decisions regarding instruction and gathering information about student performance or behavior in order to diagnose students' problems, monitor their progress, and give feedback for improvement. The classroom assessment process also involves using multiple methods of obtaining student information through a variety of assessment strategies such as written tests, interviews, observations, and performance tasks" (SERVE, 2000, p. 6).

Assessment of reading, like all classroom assessment, is an ongoing (formative), recursive process that involves the following cycle:

- ✇ Learning targets are defined clearly and students understand them.

- ✇ Evidence of student learning is gathered in multiple and diverse ways over time with student involvement.

- ✇ Inferences and interpretations are made based on this evidence.

- ✇ Instructional plans are made based on those inferences and interpretations.

In the *CAR Toolkit*, we call this ongoing recursive process "The Classroom Assessment Cycle." The chart below illustrates key assessment stages a teacher should think about and use when working with the assessment cycle. This assessment cycle outlines a framework for reading teachers to use when working with assessment in the classroom beginning with the first stage, clarifying what effective readers do and defining the assessment targets in reading. In every stage, teachers should involve students actively in the assessment of reading cycle.

Student Involvement

Student Involvement

Modifying Instructional Plans

Assess

Clarifying What Effective Readers Do

The Classroom Assessment Cycle

Assess

Assess

Making Inferences and Analyzing Data and Interpretations

Assess

Gathering Evidence in a Variety of Ways

Student Involvement

Student Involvement

Student Involvement

Clarifying What Effective Readers Do

Many teachers have not had opportunities to talk together about what effective readers do, in other words, to define the targets. They lack extensive formal training in reading, and they may not understand how the components of reading come together in a complex way. To complete an assessment cycle, teachers first must be clear about what effective readers do. Clarifying what effective readers do means to define what learning targets the reader must know and be able to do. Effective readers demonstrate oral fluency, comprehend the meaning of what they have read, use appropriate reading strategies, demonstrate higher order thinking about what they are reading, and are motivated to read. As teachers clarify reading targets, they can clearly explain and model them for students. In every stage, teachers should help students understand The Classroom Assessment Cycle for reading and involve them actively whenever possible.

Gathering Evidence in a Variety of Ways

Teachers should gather evidence about student performance or progress on the established reading targets in a variety of ways. For example, state test results, individual reading conferences, written retell, and literature circle dialogues are all types of evidence, and each of these sources measure different targets in different ways. Multiple assessment methods give a more complete and accurate view of each student and where that student is in achieving stated targets. Students should be taught how to self-assess, which would include gathering evidence about their own reading (for example, using reading journals).

Making Inferences and Analyzing Data and Interpretations

Once data have been collected, teachers then use that evidence gathered to draw conclusions and make decisions about student learning. The quality of the conclusions is based on the quality of the evidence. Good conclusions cannot be made unless there is an understanding of the learning targets and there is enough evidence to make good decisions. At this stage, the teacher determines what the student is struggling with and then thinks about the best way to help the student. This is a crucial stage for improving student learning; if the assessment process stops here and students merely get labeled, the learning stops. As students become more independent as readers and as self-assessors, they can understand and participate in this decision-making process.

Modifying Instructional Plans

Finally, to improve student performance, the assessment cycle must be completed by implementing changes in instruction for the reader based on the conclusions from the evidence. Often teachers may have the evidence to identify weaknesses in students but never follow through by providing the instructional support the student needs to improve. Also, students who understand reading targets and can make inferences about their own strengths and weaknesses can be more active participants in modifying instructional plans.

Using Targets to Assess Effective Readers

There are five assessment of reading targets used in the *CAR Toolkit*. These five targets for assessing effective readers are oral fluency, comprehension, strategies, higher order thinking, and motivation. This is not a comprehensive list of targets; however, these targets have been crucial ones for our work.

In assessing students using these categories, the quality of the assessment will depend in part upon the completion of the assessment cycle, including

- The clarity and understanding of the reading targets for the teacher and the students.

- The diversity and quality of the evidence the teacher gathers—for example, if a student is observed during reading, then the information should be collected and recorded in a precise and accurate manner.

- The insight and understanding of the information collected and what the evidence tells the teacher and the learner behind ongoing observations of students.

- The follow through—the way the teacher modifies instruction based on good assessment information to help the student become an effective reader.

Five Targets for Assessing Effective Readers

Oral Fluency: Effective readers read aloud smoothly, easily, accurately, and with appropriate speed and inflection.

Comprehension: Effective readers make meaning, build connections between prior background knowledge, and make decisions about what is relevant and important.

Strategies: Before, during, and after reading, effective readers apply multiple strategies flexibly, selectively, independently, and reflectively.

Higher Order Thinking: Effective readers don't just read the lines literally. They read between the lines and beyond the lines and they make inferences, analyze, synthesize, and evaluate decisions about what is relevant and important.

Motivation: Effective readers are motivated and enjoy reading; they read with perseverance and interest.

How to Use the Competent Assessment of Reading Professional Development CAR Toolkit

This *CAR Toolkit* begins with an overview, followed by sections that describe the Competent Assessment of Reading (CAR) process:

- ☒ Section 1: Acting as a Reader
- ☒ Section 2: Acting as an Assessor
- ☒ Section 3: Acting as a Researcher
- ☒ Section 4: Resources

Each of the first three sections is divided into professional development activities. Each activity has the following components:

- ☒ A description of the activity's purposes, uses, and rationale
- ☒ A chart showing the materials the facilitator will need and the overheads/handouts that should be reproduced
- ☒ Facilitator notes that describe the professional development activities and give suggested times for concluding the activity, and a sidebar that lists any materials or overheads/handouts the facilitator will need.
- ☒ Copy-ready overheads/handouts that the facilitator can use

Facilitators may decide to create notebooks with handouts for each participant before the professional development begins. Alternatively, they may decide to copy handout pages as the professional development proceeds.

The *CAR Toolkit* can be used for an extended professional development experience, with all activities used in sequence. More likely, facilitators will pick and choose from the activities, based on the experience level and interests of the participants with whom they will be working.

The *CAR Toolkit* is designed to be a flexible and practical instrument. Please adapt and adjust activities for your own situation. These activities are designed for teachers working with students in grades 3–6. However, as the facilitator, you may use any of these activities with teachers in other grade levels if they are appropriate for the students they must work with. For example, a teacher working with students in grade 10 may find this information useful.

SERVE recommends that facilitators use the resource, *Reading Assessment: Tools for Assessing Reading in Grades 3–12* as a supplement and companion document. This publication provides a number of specific reading assessments that teachers can use in the classroom to provide feedback to students. Some of these assessments may need further explanation.

Competent Assessment of Reading:
Toolkit for Professional Developers

Overview

Page

xiii

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CAR Roadmap
A Professional Development Journey

GOAL: Improved Reading Performance for All Learners

Acting as a Reader

What do we want students to know and be able to do?

Understanding reading

Synthesizing reading

Understanding what effective readers do

Establishing learning targets

Reflect

Adjust

Involve Students

Understanding Assessment

Synthesizing Reading

Understanding what effective readers do

Selecting reading assessments

How do we know if students know and can do it?

Acting as an Assessor

Reflect

Involve Students

Involve Students

Reflect

Acting as a Researcher

Reflect

How will we get students there?

Criteria for Evidence

Bodies of Evidence

Systematic Evidence

Examining Results

CAR Toolkit Sections: The CAR Roadmap

The CAR Roadmap (example on page xiv) is used throughout the training as an organizing tool for the professional development journey. It outlines the key sections of this *CAR Toolkit* to give the participants a "big picture" view of where they are in their journey of learning how to become better assessors of student reading. These sections are explained below.

Section 1: Acting as a Reader

"Acting as a reader" means beginning a personal examination of one's self in order to understand what it is that effective readers do. Thus, the *CAR Toolkit* begins with activities that encourage self-reflection and insight into participants' own personal reading. It is impossible to teach or assess reading without defining clearly, accurately, and precisely what readers should know and to be able to do. In other words, participants need to define learning targets in reading for themselves and for their students. Thus, participants develop their own definition of reading and then come back periodically to reflect upon and refine those definitions. They then examine the strategies they use to make sense of text. They make connections between theory and practice—how they and their students actually process print. They are asked to clarify what they believe to be the most important targets in reading and then listen to readers to determine what targets the readers are successfully hitting. They also examine how listening to a reader's retell can give valuable information about the reader's comprehension. The *CAR Toolkit* examines reading as a system and asks participants to consider how all parts of a system must fit together in order to function effectively. Finally, participants may review different reading models or examine their own personal beliefs and practices—deciding what models, or what parts of models, they accept and use or what beliefs guide them in the classroom. At the end of Section 1, participants are asked to reflect upon the ideas they have discussed and how they will change classroom practice because of what they have learned.

Section 2: Acting as an Assessor

In Section 2, participants examine assessment and how it should connect with curriculum and instruction to form a coherent whole. Participants examine their own beliefs about assessment of reading and guiding principles of quality assessment. They look at different types of assessments, such as observation of Literature Circles and the Individual Reading Conference, and how one must select a particular assessment to serve a particular purpose to match a particular learning target. They then examine how curriculum, assessment, and instruction must all work together. They explore the ways that teachers, as assessors, must understand the reading system and the individual student in order to determine what a student needs next, to provide the next level of instruction, and to involve students in the process.

Section 3: Acting as a Researcher

Section 3 focuses participants on acting as a researcher—putting assessment theory into practice in the classroom and learning from the results of that practice. Participants think about and prepare to collect a body of evidence in their own classroom. The focus on the body of evidence leads participants to explore how well-constructed assessments that are purposefully geared to targets can give clear and definitive feedback thus allowing the student to go to the next level of learning. Participants are then asked to bring any relevant evidence to share with colleagues in order to analyze the student work and to make further plans for action research. Thus, in Section 3, participants go beyond understanding reading and assessment to implementing changes in their classroom and then learning from that implementation.

Introduction

Purposes

1. To introduce and establish the purposes of Competent Assessment of Reading
2. To give an overview of the training and goals of the training
3. To survey participants

Uses

This is an introductory activity to the Competent Assessment of Reading training for this toolkit. It can be used with educators to establish a common purpose in the teaching and learning of reading. There are no prerequisites necessary.

Rationale

When learning communities embark on a learning journey where improving learner performance is the outcome, as in the Competent Assessment of Reading training, change is to be expected. It is necessary, therefore, to assess where participants are in their understandings, to ensure that educators are speaking the same language, and to establish expectations and learning targets up front. This activity is designed to pave the way for this learning journey in the assessment of reading.

Supplies

Overhead projector

Screen

Blank transparencies

Transparency pens

Competent Assessment of Reading:
Toolkit for Professional Developers

Facilitator's Notes

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Page
1

Introduction

Materials

Item	Title	Page Number(s)
Handout A	*Questionnaire* (10 minutes)	8–9
Overhead B	*Participant Survey* (10 minutes)	10
Overhead C	*Purposes of CAR* (5 minutes)	11
Overhead D	*CAR Roadmap* (5 minutes)	12
Handout E	*Key Vocabulary Cards* (15 minutes)	13–19
Handout E	*Key Vocabulary Terms* (5 minutes)	20–22
Optional	*Key Vocabulary Answer Key* (5 minutes)	23
Overhead/Handout F	*Key Vocabulary Thought Sheet* (5 minutes)	24
Handout G	*Philosophy Behind the CAR Toolkit* (30 minutes)	25–27
Overhead G	*The Classroom Assessment Cycle*	28

1 hour and 30 minutes

Facilitator's Notes

Competent Assessment of Reading:
Toolkit for Professional Developers

Page
2

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Introduction

☞ Facilitator Notes

Surveying Participants		20 minutes
Handout A *Questionnaire* Participants, markers	pp. 8–9	Before any training begins, instruct participants to complete the questionnaire. Allow approximately 10 minutes for participants to write their responses.
Overhead B *Participant Survey* blank transparency, transparency pen, overhead projector, and screen	p. 10	Ask participants to complete the questionnaire and return it to the facilitator. (This questionnaire can be an optional activity, but this information can help the facilitator understand participants' baseline knowledge.) Using the overhead (page 10) ask participants to share recent professional development they have received regarding reading or assessment. Also, ask what their expectations are for the training. Tell the participants to please introduce themselves when they share something to be recorded on your overhead. (Depending on your participants' familiarly with each other you may need to include an icebreaker activity to introduce participants at this point.) Record information on the overhead. Summarize and share this information with the group.
Introducing and Establishing the Purposes of Competent Assessment of Reading Training		5 minutes
Overhead C *Purposes of CAR*	p. 11	Refer to the participant surveys while introducing the purposes of the training using the overhead. Draw parallels to what participants expect from the training and the purposes of the training as appropriate.

Competent Assessment of Reading:
Toolkit for Professional Developers

Facilitator's Notes

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Page
3

Introduction

Overview of the Course and Goals of *Competent Assessment of Reading* **Training**		**5 minutes**
Overhead D *CAR Roadmap* Chart paper labeled *The Bin* for recording questions that need to be answered at a later time	p. 12	Use the CAR *Roadmap* to introduce the goal of the training—improved reading performance for all learners—as the review of the training. You may choose to share with them the text found in the Overview that explains each section on the *Roadmap* in more detail (see page xiv). Tell participants what they can expect in each session of the training. Explain that they will also be expected to design a systematic sampling system of their own and to examine the results in terms of student performance in reading in follow-up sessions. Set up a chart paper with the word "Bin" labeled on the top. Explain to participants that this will be used to post concerns and questions listed on post-it notes throughout the training. These concerns and questions will be addressed periodically.

Introducing Key Vocabulary Terms and Beginning to Speak the Same Language		**30 minutes**
Handout E *Key Vocabulary Cards*	pp. 13–19	Before this part of the activity randomly write out the word list from the *Key Vocabulary Terms* for Section 1—Acting as a Reader (pages 20–22). This will allow participants to see what words they will use in this exercise. Distribute the *Key Vocabulary Cards*, Handout E (pages 13–19), and instruct participants to find the key learning term as indicated on their card from the list if they can. Encourage them to take some time to try to figure these out first based on the clue given on the card. To check to see if their example is correct, refer participants to the *Key Vocabulary Terms* list for Section 1 to check their answers. Once participants match their example to a key vocabulary term, they share the key vocabulary term with the whole group as a preview of the session. (Refer to or post the answer key as needed.)
Handout E *Key Vocabulary Terms*	pp. 20–22	
Optional *Key Vocabulary Answer Key*	p. 23	
Overhead/ Handout F *Key Vocabulary Thought Sheet*	p. 24	In addition, each participant writes his or her name and one thing that is key to learning on the blank *Key Vocabulary Thought Sheet* (page 23). Post on the wall. As a way to get acquainted throughout the sessions, participants look for other participants that have similar keys to learning and introduce themselves periodically during the sessions, rather than all at once. Participants may also use the *Key Vocabulary Thought Sheet* (Overhead/Handout F) to capture their thoughts or any dialogue points to share with others.

Facilitator's Notes

Competent Assessment of Reading:
Toolkit for Professional Developers

Page

4

Introduction

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Philosophy Behind the Toolkit		30 minutes
Handout G *Philosophy Behind the CAR Toolkit*	pp. 25–27	In order for participants to understand the philosophy behind this training, it is suggested that they read the Philosophy Behind the *CAR Toolkit* (pages 25–27).
Overhead G *The Classroom Assessment Cycle*	p. 28	Using the overhead, walk them through The Classroom Assessment Cycle by explaining each component using personal experience. Model the process by thinking aloud. Make sure they understand it is a cycle of assessment for learning that takes place in the classroom daily. Explain that the activities in this training will aid participants in completing the assessment cycle with their students. Ask teachers to talk to others about this cycle and be able to explain in their own words or give examples from their own classroom experiences about how the cycle works. In pairs, ask one person to listen and the other one to ask good questions to understand the cycle better. Then each participant writes out, on an index card, his or her explanation of this cycle giving a personal example. Ask if anyone would like to share his or her interpretation or example. Tell participants you would like to collect the cards and return them later for reflection in Activity 3.2. (In the meantime, the facilitator can read the index cards and use the information for feedback in teacher understanding of classroom assessment.)

Transition Notes

To transition into the first activity of the session, ask each table to generate one question regarding the key vocabulary terms introduced.

Competent Assessment of Reading:
Toolkit for Professional Developers

Facilitator's Notes

Page

5

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Introduction

Facilitator's Notes

Competent Assessment of Reading:
Toolkit for Professional Developers

Page

6

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Introduction

Overheads & Handouts for the Introductory Activity

Competent Assessment of Reading

Learning to read is an individual journey....

Questionnaire

Before you begin this training, please provide the following information and answer the questions below.

Date _____

Name _____

School _____

District _____

Mailing Address _____

_____

_____

Telephone _____

E-mail _____

Grade Level _____

1. If someone walked into your classroom during reading instruction or assessment

    a. What would you be doing?

    b. What would your students be doing?

2. What do you assess in reading?

3. How do you assess reading?

4. Why do you assess reading?

Competent Assessment of Reading:
Toolkit for Professional Developers

5. What do you do with the assessment information?

6. On an average day, how many minutes does each student spend reading in your classroom?

7. On a weekly basis, how much time do you spend reading outside the classroom?

    For entertainment _____

    For professional growth_____

    For information _____

8. As a reading teacher, what does the following statement mean to you?

    "Learning to read is an individual journey."

9. Approximately how many "trade" books do you have in your classroom?

10. What percentage are fiction? Nonfiction?

11. What percentage are easier materials? Harder materials?

Competent Assessment of Reading:
Toolkit for Professional Developers

Handout A

Page
9

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Introduction

Participant Survey

My Recent Professional Development	My Expectations for This Professional Development

Competent Assessment of Reading:
Toolkit for Professional Developers

Purposes of CAR

- To teach teachers to reflect honestly on their practice by engaging them in the process of critically analyzing their actions in light of results

- To update teachers about understandings of the reading system and assessment

- To select quality reading assessments that can inform teaching and learning

- To support teachers as they follow through

- To foster student involvement in the assessment process

- To design a reading assessment system that begins with the end in mind

Competent Assessment of Reading:
Toolkit for Professional Developers

Overhead C

Page

11

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Introduction

CAR Roadmap
A Professional Development Journey

GOAL: Improved Reading Performance for All Learners

Adjust

Involve Students

Acting as a Reader

What do we want students to know and be able to do?

Understanding reading

Synthesizing reading

Understanding what effective readers do

Establishing learning targets

Involve Students

Understanding Assessment

Synthesizing Reading

Understanding what effective readers do

Selecting reading assessments

How do we know if students know and can do it?

Reflect

Acting as an Assessor

Involve Students

Reflect

Acting as a Researcher

How will we get students there?

Criteria for Evidence

Bodies of Evidence

Systematic Evidence

Examining Results

Overhead D

Competent Assessment of Reading:
Toolkit for Professional Developers

Page

12

Introduction

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Key Vocabulary 1

What *key vocabulary* does this example represent?

These roots look dry. That could be why this plant was not thriving here.

Definition:
The third level of thinking as classified by Bloom, meaning to look at the parts to understand the whole.

Key Vocabulary 2

What *key vocabulary* does this example represent?

This is the perfect spot to spread these wildflower seeds.

Definition:
This is the second level of thinking on Bloom's Taxonomy calling for putting knowledge that has been learned to use.

Key Vocabulary 3

What *key vocabulary* does this example represent?

I can understand your idea by how you put your words together.

Definition:
This term means by definition "to sit by" suggesting a relationship between learner and teacher that is one of feedback for improvement. Depending upon the purpose, diagnostic, formative, summative, or evaluative, it can serve other functions for learning as well.

Key Vocabulary 4

What *key vocabulary* does this example represent?
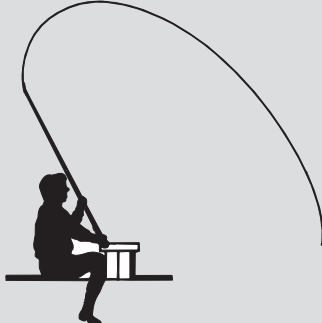
Definition:
_____ is one model of reading found in classrooms, particularly in basal formats. This model prescribes three separate parts of a reading program as vocabulary, comprehension, and letter/sound relationships presented in a balanced fashion according to a scope and sequence of skills.

Competent Assessment of Reading:
Toolkit for Professional Developers

Handout E

Page
13

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Introduction

Key Vocabulary 5

What *key vocabulary* does this example represent?

I am striving to survive, but the first step is to catch a fish.

Definition:
These are goal statements that tell what students should know and be able to do at particular levels, such as primary, intermediate, and middle, as they work toward achievement of standards.

Key Vocabulary 6

What *key vocabulary* does this example represent?

As I see it, thinking occurs in levels and can be arranged hierarchically.
–Bloom

Definition:
This model classifies levels of thinking from Recall (lower order) to Evaluation (higher order) to be considered when designing assessments and matching assessments to learning targets.

Key Vocabulary 7

What *key vocabulary* does this example represent?
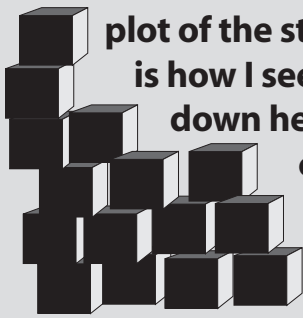
If that is a picture, those other things must be words. What are those funny little flying commas?

Definition:
In general, these are the mental processes learners use to find patterns and relationships in print. Code breaking could be related to *word structure*, such as letter/sound or spelling, *print structure*, such as directionality or visual representation, or *language structure*, such as conventions or word order.

Key Vocabulary 8

What *key vocabulary* does this example represent?

She asked me to explain the plot of the story. Well, this is how I see it. This block down here is the main character. The whole story is based on him.

Definition:
To make sense out of print from the reader's perspective is _____.

Handout E

Competent Assessment of Reading:
Toolkit for Professional Developers

Page
14

Introduction

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Key Vocabulary 9

What *key vocabulary* does this example represent?
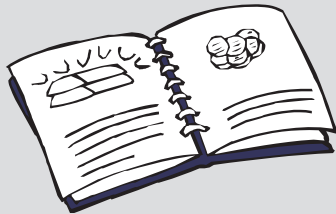
Passages, pictures, print…READ!

Definition:
Print is made up of these. They refer to the meaning or the *semantic cues* of language, the structure or the *syntactic cues* of language, and the visual or the *graphophonic cues* of language.

Key Vocabulary 10

What *key vocabulary* does this example represent?

I really like this story.

These notes mean our design meets the specs.

Definition:
This term describes what learners do as they operate on print at different levels of learning in reading according to dimensions, such as comprehension, strategy usage, or decoding.

Key Vocabulary 11

What *key vocabulary* does this example represent?

Wow!

It sounds like the critics liked my performance.

Definition:
This is the highest level of thinking according to Bloom's Taxonomy. This higher order thinking calls for making a judgement or decision based upon information and experience.

Key Vocabulary 12

What *key vocabulary* does this example represent?

Let's see. This is junk mail. Oh, here are the instructions to operate the machine.

Instructions

Definition:
This type of reader strategically operates on print for meaning adjusting flexibly to the demands of print and the purpose.

Competent Assessment of Reading:
Toolkit for Professional Developers

Handout E

Page
15

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Introduction

Key Vocabulary 13

What *key vocabulary* does this example represent?

Now I get it!

Definition:
Another model of reading as described by Marilyn Jager-Adams suggests that the reader simultaneously uses orthographic (print) and phonological (sound) processors to check with meaning processors and context processors almost simultaneously to make sense of print.

Key Vocabulary 14

What *key vocabulary* does this example represent?

That was an interesting book. Here's what I thought it was about.

Definition:
SERVE's Reading Assessment Team developed this model of reading. It suggests that when readers operate on print, code-breaking processes integrate with meaning-making processes to make sense of print. This occurs in the context of the reader's print experiences.

Key Vocabulary 15

What *key vocabulary* does this example represent?

GOAL 2:

Fluency in reading.

Definition:
These are often referred to as standards or achievement targets. These targets may include knowledge and reasoning, skills, products, and any dispositional targets warranted. The targets need to be clear, steady, and reachable goals for learning that educators have agreed upon that all students should know and be able to do.

Key Vocabulary 16

What *key vocabulary* does this example represent?

From what this says, I should probably sell my stocks.

Definition:
Thinking processes the learner uses to create meaning from print. To do this, the reader must have a relevant purpose for understanding print, actively engage the reading system, and continuously think about the meaning.

Handout E

Competent Assessment of Reading:
Toolkit for Professional Developers

Page
16

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Introduction

Key Vocabulary   17

What *key vocabulary* does this example represent?

**Let's see…
here's how
reading
works.**

Definition:
Visual descriptions of what readers do
when they read or what reading is or a
graphic picture of it.

Key Vocabulary   18

What *key vocabulary* does this example represent?

**Here is another book
that has a similar
theme to the one
we just read.
I think I will
share it with
my class.**

Definition:
A level of understanding that leads to action.
For example, when a reader _____
a passage or selection, he or she might respond in
writing with an opinion based upon the content.

Key Vocabulary   19

What *key vocabulary* does this example represent?

**I'm going
that way
to figure out
what this
means**

Definition:
The actions taken by readers to make sense of
print, such as rereading to check for meaning.

Key Vocabulary   20

What *key vocabulary* does this example represent?

**If I could just figure
out what that means,
then I would
know what
this passage
is about.**
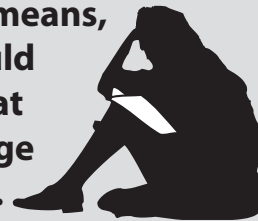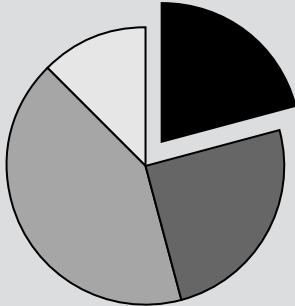
Definition:
The integration of the processes of code
breaking and meaning making engaged by
the reader to operate or read print. Smooth
operation of the system allows the reader
to focus on constructing meaning from print.

Competent Assessment of Reading:
Toolkit for Professional Developers

Introduction

Key Vocabulary 21

What *key vocabulary* does this example represent?

Knowing the facts is just one piece of the pie.

Definition:
Factual knowledge, also known as the knowledge or comprehension level of Bloom's Taxonomy.

Key Vocabulary 22

What *key vocabulary* does this example represent?

Letter sounds must be learned before words.

Definition:
A model of reading suggesting that reading is a hierarchically arranged skill primarily dependent on words, beginning with learning letter/sounds, then recognizing words, and, finally, developing vocabulary or the meaning of words. Mastery at one level proceeds moving to the next level.

Key Vocabulary 23

What *key vocabulary* does this example represent?
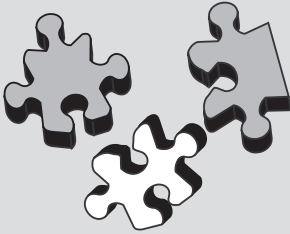
The student uses the reading process effectively.

Definition:
Broad statements of what students should know and be able to do as defined by states, districts, or schools for promotion, grade level proficiency, or graduation.

Key Vocabulary 24

What *key vocabulary* does this example represent?

Here is how all of the pieces fit together.

Definition:
The fourth level of Bloom's Taxonomy suggests putting pieces together in new and different ways, such as invention, creation, and drawing inferences.

Handout E

Competent Assessment of Reading:
Toolkit for Professional Developers

Page
18

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Introduction

Key Vocabulary 25

What *key vocabulary* does this example represent?
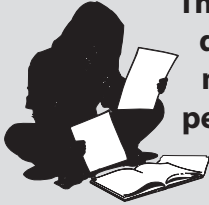
This is what I see the reader doing. Each piece shows more about the reading performance. What do you notice about how this student is reading?

Definition:
Direct planned observation that is a method for data collection and assessment and is designed to improve performance in the teaching and learning of reading. According to Marie Clay (1993), it is characterized as a standard task, a standard way of setting up the task, ways of checking for reliability of the task, and a real world task to establish validity.

Key Vocabulary 26

What *key vocabulary* does this example represent?
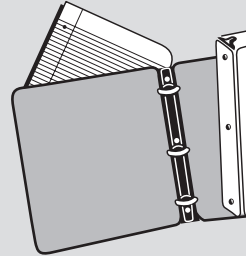
To make sense of this book, I am going to use these tools and my reading strategies...

Definition:
A model of reading that suggests the learner brings a schema to the reading experience and interacts with text while dynamically using semantic (meaning), syntactic (language struc-ture), and graphophonic (visual print) cues to make sense of print.

Competent Assessment of Reading:
Toolkit for Professional Developers

Handout E

Page
19

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Introduction

Key Vocabulary Terms

The *CAR Toolkit* targets these "key terms."

Section 1 Terms: Acting as a Reader	
Analysis	The third level of thinking, according to Bloom, which means to look at the parts to understand the whole. Examples of analysis are to compare, to deduce, or to categorize.
Application	The second level of Bloom's Taxonomy, which means to put knowledge that has been learned into use, such as to show, to illustrate, or to demonstrate.
Assessment	The act of collecting information about individuals or group performances in order to understand their learning. By definition, assessment means, "to sit by" suggesting a relationship between learner and teacher that is one of feedback for improvement and a continuous process for learning.
Balanced Model	A model of reading that describes reading as three separate parts. These parts are vocabulary, comprehension, and letter/sound relationships. This model is traditionally presented in a balanced fashion according to a scope and sequence of hierarchically arranged skills.
Benchmarks	Goal statements that tell what students should know and be able to do at particular levels, such as primary, intermediate, or middle, as they work toward achievement of standards.
Bloom's Taxonomy	Levels of thinking classified from Recall (lower order) to Evaluation (higher order) and described by Bloom as follows: recall, also known as the knowledge or comprehension level, application level, analysis level, synthesis level, and evaluation level.
Code-Breaking Processes	Mental action that the learner employs to find and use patterns and relationships in print. The learner operates on print to make sense of word structure, such as letter/sound or spelling, print structure, such as directionality or the visual representation, or language structure, such as conventions or word order. The learner draws on personal print experiences, strategies, and dispositions to engage the processes.
Constructing Meaning	The work done by the reader to make sense out of print for himself or herself.
Cues	Such as semantic cues apply to the meaning of language, the structure or the syntactic cues of language, and the visual or the graphophonic cues of language are contained in print. The reader uses the cues to make sense of print.

Competent Assessment of Reading:
Toolkit for Professional Developers

Introduction

Continuum of Reading	A description of what readers do when they operate on print at different levels in reading. Levels of learning to read and reading to learn are described according to dimensions, such as comprehension or strategy usage.
Evaluation	The highest level of thinking according to Bloom's Taxonomy. It calls for making a judgement or decision based upon information and experience, such as to rank order information.
Effective Readers	Are those who strategically operate print for meaning while adjusting flexibly to the demands of print and the purpose of reading.
Four Processors Model	A model of reading described by Marilyn Jager-Adams (1990). It suggests that readers simultaneously use orthographic (print) and phonological (sound) processors to check with meaning and context processors for making sense of print.
Integrated Model	A model of reading developed by SERVE's Reading Assessment Team. It proposes that when a reader operates on print (or reads), the reader integrates code-breaking processes with meaning-making processes to construct meaning in the context of personal print experiences.
Learning Targets	These are often referred to as standards or achievement targets. These targets may include knowledge and reasoning, skills, products, and any dispositional targets warranted. The targets need to be clear, steady, and reachable goals for learning that educators have agreed upon that all students should know and be able to do.
Meaning-Making Processes	Thinking processes the learner uses to create meaning from print. The reader sets relevant purposes for understanding print, actively engages the reading system, and continuously thinks about the meaning. As with code breaking, meaning making depends on the learner operating effortlessly on print and growing more sophisticated at making sense of print structures and content.
Models of Reading	Visual descriptions of what readers do when they read or gives a graphic picture of what reading is.
Reading Comprehension	A level of understanding that is complete enough so that the reader can use the information. For example, when a reader comprehends a passage or selection, he or she might respond in writing with an opinion based upon the content.
Reading Strategies	The actions taken by readers to make sense of print, such as rereading to check for meaning.

Competent Assessment of Reading:
Toolkit for Professional Developers

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Handout E

Page
21

Introduction

Key Vocabulary Terms (continued)

Reading System	(A) The integration of the processes of code breaking and meaning making engaged by the reader to operate or read print. Smooth operation of the system allows the reader to focus on constructing meaning from print. (B) The big picture view of how reading is taught and learned in a community of learners, (i.e., classroom, school, district).
Recall	Factual knowledge, also known as the knowledge or comprehension level of Bloom's Taxonomy.
Skills Model	A model of reading suggesting that reading is a hierarchically arranged skill primarily dependent on words, beginning with learning letter/sounds, then recognizing words, and, finally, developing vocabulary or the meaning of words. Mastery at one level precedes moving to the next level.
Standards	Broad statements of what students should know and be able to do as defined by states, districts, or schools for promotion, grade-level proficiency, or graduation.
Synthesis	The fourth level of Bloom's Taxonomy suggests putting pieces together in new and different ways, such as invention, creation, and drawing inferences.
Systematic Observation	Direct planned observation that is a method for data collection and assessment and is designed to improve performance in the teaching and learning of reading. According to Marie Clay (1993), it is characterized as a standard task, a standard way of setting up the task, ways of checking for reliability of the task, and a real world task to add validity.
Transactional Model	A model of reading that suggests the learner brings a schema to the reading experience and interacts with text while dynamically using semantic (meaning), syntactic (language structure), and graphophonic (visual print) cues to make sense of print.

🔑 Key Vocabulary Answer Key

1. Analysis

2. Application

3. Assessment

4. Balanced Model

5. Benchmarks

6. Bloom's Taxonomy

7. Code-Breaking Processes

8. Constructing Meaning

9. Cues

10. Continuum of Reading

11. Evaluation

12. Effective Readers

13. Four Processors Model

14. Integrated Model

15. Learning Targets

16. Meaning-Making Processes

17. Models of Reading

18. Reading Comprehension

19. Reading Strategies

20. Reading System

21. Recall

22. Skills Model

23. Standards

24. Synthesis

25. Systematic Observation

26. Transactional Model

Competent Assessment of Reading:
Toolkit for Professional Developers

Optional

Page
23

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Introduction

Key Vocabulary Thought Sheet

Write your thoughts below.

Overhead/Handout F

Competent Assessment of Reading:
Toolkit for Professional Developers

Page

24

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Introduction

Philosophy Behind the CAR Toolkit

The professional development activities in this *CAR Toolkit* are structured around the idea that to improve reading performance for all learners, we must begin by focusing on acting as a reader, then acting as an assessor, and finally acting as a researcher to pull everything together.

Understanding the Assessment of Reading Cycle in the Classroom

Reading is a complex, active transaction between text and reader, in which the reader uses not only the language of the text but also prior knowledge, personal associations, and cultural understanding to make meaning and construct interpretations.

Assessing the effectiveness of a reader cannot be done with one test or one instrument in one sitting. Instead, the teacher needs multiple and diverse ways of looking at the student's reading strategies, comprehension, and habits or dispositions over time. So, what do effective readers do? Following is a list that may be helpful to review in understanding what effective readers do to make meaning when they read. In the *CAR Toolkit*, the Reading Assessment Team refers to these as meaning-making processes. Effective readers:

- Demonstrate intellectual engagement with the text—experiment with ideas; think divergently; take risks; express opinions; speculate, hypothesize, visualize characters or scenes; explore alternative scenarios; raise questions; make predictions; think metaphorically.

- Explore multiple possibilities of meaning; consider cultural and/or psychological nuances and complexities in the text.

- Fill in gaps; use clues and evidence in the passage to draw conclusions; make warranted and plausible interpretations of ideas, facts, concepts, and/or arguments.

- Recognize and deal with ambiguities in the text.

- Revise, reshape, and/or deepen early interpretations.

> Reading alone does not define an effective reader…it is coupled with what the reader does with the reading that determines the level of effectiveness.

- Evaluate; examine the degree of fit between the author's ideas or information and the reader's prior knowledge or experience.

- Challenge and reflect critically on the text by agreeing or disagreeing, arguing, endorsing, questioning, and/or wondering.

- Demonstrate understanding of the work as a whole.

- Attend to the structure of the text—show how the parts work together and how characters and/or other elements of the work are related and change.

- Show aesthetic appreciation of the text; consider linguistic and structural complexities.

- Allude to and/or retell specific passages to validate and expand ideas.

- Make connections between the text and their own individual ideas, experiences, and knowledge.

- Demonstrate emotional engagement with the text.

- Reflect on the meaning(s) of the text, including larger or more universal significances; express a new understanding or insight. (Claggett, 1997, 22–23).

Competent Assessment of Reading:
Toolkit for Professional Developers

Handout G

Page
25

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Introduction

Furthermore, effective readers are efficient at making sense of the written text. Effective readers fluidly and flexibly integrate these processes while reading. To determine how effective a reader is and where the reader is on his/her individual journey, assessment is at the crux of the reading classroom.

Broadly defined, classroom assessment is an ongoing process through which teachers and students interact to promote greater learning. The assessment process involves using a range of strategies to make decisions regarding instruction and gathering information about student performance or behavior in order to diagnose students' problems, monitor their progress, and give feedback for improvement. The classroom assessment process also involves using multiple methods of obtaining student information through a variety of assessment strategies such as written tests, interviews, observations, and performance tasks (SERVE, 2000, p. 6).

Assessment of reading, like all classroom assessment, is an ongoing (formative), recursive process that involves the following cycle:

- Learning targets are defined clearly and students understand them.

- Evidence of student learning is gathered in multiple and diverse ways over time with student involvement.

- Inferences and interpretations are made based on this evidence.

- Instructional plans are made based on those inferences and interpretations.

In the *CAR Toolkit*, we call this ongoing recursive process "The Classroom Assessment Cycle." The chart below illustrates key assessment stages a teacher should think about and use when working with the assessment cycle. This assessment cycle outlines a framework for reading teachers to use when working with assessment in the classroom beginning with the first stage, clarifying what effective readers do and defining the assessment targets in reading. In every stage, teachers should involve students actively in the assessment of reading cycle.

Clarifying What Effective Readers Do

Many teachers have not had opportunities to talk together about what effective readers do, in other words, defining the targets. They lack extensive formal training in reading, and they may not understand

Student Involvement

Student Involvement

Modifying Instructional Plans

Assess

Clarifying What Effective Readers Do

The Classroom Assessment Cycle

Assess

Assess

Making Inferences and Analyzing Data and Interpretations

Assess

Gathering Evidence in a Variety of Ways

Student Involvement

Student Involvement

Handout G

Competent Assessment of Reading:
Toolkit for Professional Developers

Page

26

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Introduction

how the components of reading come together in a complex way. To complete an assessment cycle, teachers first must be clear about what effective readers do. Clarifying what effective readers do means to define what learning targets the reader must know and be able to do. Effective readers demonstrate oral fluency, comprehend the meaning of what they have read, use appropriate reading strategies, demonstrate higher-order thinking about what they are reading, and are motivated to read. As teachers clarify reading targets they can clearly explain and model them for students. In every stage, teachers should help students understand the Classroom Assessment Cycle for Reading and involve them actively whenever possible.

Gathering Evidence in a Variety of Ways

Teachers should gather evidence about student performance or progress on the established reading targets in a variety of ways. For example, state test results, individual reading conferences, written retell, and literature circle dialogues are all types of evidence and each of these sources measure different targets in different ways. Multiple assessment methods give a more complete and accurate view of each student and where that student is in achieving stated targets. Students should be taught how to self-assess, which would include gathering evidence about their own reading (for example, using reading journals).

Making Inferences and Analyzing Data and Interpretations

Once data have been collected, teachers then use that evidence gathered to draw conclusions and make decisions about student learning. The quality of the conclusions is based on the quality of the evidence. Good conclusions cannot be made unless there is an understanding of the learning targets and there is enough evidence to make good decisions. At this stage the teacher determines what the student is struggling with and then thinks about the best way to help the student. This is a crucial stage for improving student learning; if the assessment process stops here, and students merely get labeled, the learning stops. As students become more independent as readers and as self-assessors, they can understand and participate in this decision-making process.

Modifying Instructional Plans

Finally, to improve student performance, the assessment cycle must be completed by implementing changes in instruction for the reader based on the conclusions from the evidence. Often teachers may have the evidence to identify weaknesses in students but never follow through by providing the instructional support the student needs to improve. Also, students who understand reading targets and can make inferences about their own strengths and weaknesses can be more active participants in modifying instructional plans.

Competent Assessment of Reading:
Toolkit for Professional Developers

Handout G

Page

27

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Introduction

Student Involvement

Student Involvement

The
**Classroom Assessment
Cycle**

Clarifying What
Effective Readers Do

Gathering Evidence
in a Variety of Ways

Modifying
Instructional Plans

Making Inferences
and Analyzing Data
and Interpretations

Assess

Assess

Assess

Assess

Section 1
Acting as a Reader

Activity 1.1   Do We Understand Reading?

Activity 1.2   What Do Effective Readers Do?

Activity 1.3   Where's Reading in the Classroom?

Competent Assessment of Reading
Learning to read is an individual journey....

CAR Roadmap
A Professional Development Journey

GOAL: Improved Reading Performance for All Learners

Adjust

Involve Students

Reflect

Acting as a Reader

What do we want students to know and be able to do?

Understanding reading

Synthesizing reading

Understanding what effective readers do

Establishing learning targets

Involve Students

Understanding Assessment

Synthesizing Reading

Understanding what effective readers do

Selecting reading assessments

How do we know if students know and can do it?

Reflect

Acting as an Assessor

Involve Students

Acting as a Researcher

Reflect

How will we get students there?

Criteria for Evidence

Bodies of Evidence

Systematic Evidence

Examining Results

Competent Assessment of Reading:
Toolkit for Professional Developers

Do We Understand Reading?

Purposes

1. To construct a personal definition of reading in light of current research about learning

2. To continuously revise that definition of reading as new information is encountered

3. To reflect on what we understand reading to be

4. To articulate reading strategies that readers use

Uses

It is necessary for teachers to reflect on their personal definition of reading in order to understand why they are doing what they are doing when they teach and assess reading. In other words, a teacher's definition of reading is projected into how the teacher teaches and assesses reading and, in turn, how students define reading for themselves. In addition, it is and should be reflective of what a teacher believes about learning to read and reading to learn at this moment in time. Furthermore, it is important for teachers to begin reexamining and adjusting their definition as a result of what they know to be true in light of current research, effective practices, and reading experiences.

Rationale

This activity starts with what the teacher understands reading to be before the task of rethinking and extending beliefs about reading. Adjustments to practice gradually takes place as teachers reexamine their behaviors as readers and observe students' behavior while reading. While this reflective process should be part of a continuous cycle of improvement in the teaching of reading, it cannot be taken for granted that teachers already know how to take this course of action. By acting as a reader, teachers begin to think more reflectively and hopefully translate that thinking into action.

Supplies

Overhead projector

Screen

Blank transparencies

Transparency pens

Competent Assessment of Reading:
Toolkit for Professional Developers

Facilitator's Notes

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Section	Activity	Page
1	1.1	31

Do We Understand Reading?

Materials

Item	Title	Page Number(s)
Overhead/Handout A	*Do We Understand Reading?* (5 minutes)	38
Overhead/Handout B	*Reading Through the Learner's Eyes* (5 minutes)	39
Overhead/Handout B	*Reflective Log: Personal Reading Definition* (5 minutes)	40
Handout C	*Dr.'s Office Story*	41–44
Overhead C	*Strategies for the Dr.'s Office Story* (25 minutes for entire Dr.'s Office exercise)	45
Handout D	*Constructing Meaning From Text —Excerpts* (10 minutes)	46–47
Overhead D	*Constructing Meaning From Text—Questions* (5 minutes)	48
Handout E	*Definitions of Reading by the Experts* (30 minutes)	49–51
Overhead/Handout F	*Definitions of Reading Web* (10 minutes)	52
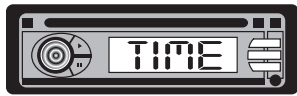
1 hour and 35 minutes

Facilitator's Notes

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
1	**1.1**	**32**

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Do We Understand Reading?

⚱ Facilitator Notes

Reviewing and Setting Purposes			5 minutes
Overhead/ Handout A *Do We Understand Reading?*	p. 38	Briefly review the *CAR Roadmap* (found at the beginning of Section 1) and where we are in our journey so far. Use the overhead to introduce the purposes of this activity.	

Constructing a Personal Definition of Reading			10 minutes
Overhead/ Handout B *Reading Through the Learner's Eyes*	p. 39	State that as we begin this training in the assessment of reading, we need to think about what we believe reading to be if we are to have clear learning targets. Reading, for most of us, has become a habit that we do automatically without consciously thinking about it. For our students, this may not be the case. If we are to improve student performance in reading, we have to have clear ideas about what reading is (clear learning targets) and realize that what we understand about reading directly impacts not only our teaching but also how students define reading for themselves. Ask participants to reflect on the question, "What is reading?" Refer to Overhead/ Handout B to share learner definitions of reading. Ask, "What does this tell us about how their teachers viewed reading?" Discuss possible teacher definitions of reading based on the student definitions of reading.	
Overhead/ Handout B *Reflective Log: Personal Reading Definition*	p. 40	Introduce the *Reflective Log: Personal Reading Definition* using the overhead. Refer participants to their handout. What we do in practice is reflective of our beliefs about teaching and learning—including the teaching of reading. What we believe reading to be or how we define it is projected into our teaching and what and how we assess. Allow time for participants to write a personal definition of reading in the space provided.	

Competent Assessment of Reading:
Toolkit for Professional Developers

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Facilitator's Notes

Section	Activity	Page
1	1.1	33

Do We Understand Reading?

Articulating Reading Strategies		**25 minutes**
Handout C *Dr.'s Office Story*	pp. 41–44	Tell participants that, as readers, it is likely that we take for granted what we understand about reading because we are readers. So, to further refine definitions of reading and to reflect on what we understand reading to be, we will simulate reading a story. This will help us to talk about what reading is and to experience what reading is like for less experienced readers or speakers of other languages. Refer participants to the *Dr.'s Office Story* (From "Primer for Parents: How Your Child Learns to Read" by Paul McKee in *Reading* by Durr et al. Copyright ©1975 by Houghton Mifflin Company) in the *CAR Toolkit*.
Overhead C *Strategies for the Dr.'s Office Story* chart paper, markers	p. 45	Tell participants they are to record every strategy they use when they read the story. Thinking about our reading strategies is the purpose of this activity. Model the process by thinking aloud using the first page of the *Dr.'s Office Story*. (For example, you might say, "This looks like an office. I wonder what kind? I see symbols. I wonder what the letters stand for? The first word is 3 letters and it is used a lot in the story. Let's try the word "the" and see how it works.") Emphasize they need to read the story word for word and not create a story by the pictures. Create a chart for group directions: 1) Read the *Dr.'s Office Story* word by word. 2) Discuss the strategies you use to make sense of the story. 3) List your strategies on page 45. 4) Select a reporter who will read the story aloud to the whole group and share the strategies your group used. Group participants by asking them to count off from 1–5. Ask them to complete the directions posted on the chart paper. Before the groups share, ask for a whole-group, volunteer recorder to create on chart paper a compiled list of reading strategies each group presents. Each reporter reads the story to the whole group and shares a unique strategy that has not been previously shared by the other groups for the recorder to place on the chart paper. Proceed in this manner until all strategies have been compiled on a group list. These strategies may even be categorized into before, during, and after strategies, if time permits. Ask, "What part of this reading demanded most of your time and energy?" Discuss as participants come to the realization that just "breaking the code" demanded a great deal of time and energy that more than likely took away from the other important parts of reading, such as making meaning. However, the reading strategies helped them get through the passage while focusing on meaning. State that the next reading will allow them to focus on meaning. You might ask: "Have you ever had to read something that was very difficult to read? How did you feel?"

Facilitator's Notes

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
1	**1.1**	**34**

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Do We Understand Reading?

Constructing Meaning from Text—Excerpts		15 minutes
Handout D *Constructing Meaning From Text—Excerpts*	pp. 46–47	Refer to the two excerpts in the *CAR Toolkit*. Assign a passage for participants or allow them to choose one excerpt to read silently and summarize for discussion. Place participants reading the same excerpts in small groups (no more than 4).
Overhead D *Constructing Meaning From Text— Questions*	p. 48	As participants finish reading they should begin to summarize and discuss the passage they read. As groups come to the realization that they were making little sense of what they read, pose the following discussion questions on the overhead: ☻ Were you able to read the text? ☻ What were you doing when you read? ☻ Were you able to comprehend or understand the text? ☻ Were you able to discuss the text? ☻ What were your barriers? Strengths? After each group discusses the questions, have a reporter share observations. Ask, "As you read, regardless of the barriers or strengths, what was the most important thing to you? What strategies where you using?" Add strategies to the generated list. State that more than likely they were trying to make sense out of the print using what they know. That is exactly what the researchers say effective readers do when they read. Tell participants, "Effective readers may not be aware of using strategies because they have practiced and internalized how to use them to the point of automaticity. A novice driver learning to drive a straight drive automobile is always aware of changing gears and using the clutch, yet an experienced driver can perform these operations smoothly and without even thinking about them. The same is true for less experienced and more experienced readers. Becoming aware of the strategies we use and sharing that information with our students, however, is very important. Many students are not aware of strategies and how to use them, and sharing this information can be quite beneficial." In this next activity, we will see that breaking the code and making meaning are two processes that researchers and experts agree are at play when readers read.

Competent Assessment of Reading:
Toolkit for Professional Developers

Facilitator's Notes

Section	Activity	Page
1	**1.1**	**35**

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Do We Understand Reading?

Reflecting On What We Understand About Reading			30 minutes
Handout E *Definitions of Reading by the Experts*	pp. 49–51	To update participants about current reading research, tell participants they will review the *Definitions of Reading by the Experts* (pages 49–51) using a jigsaw-style set-up. Through good research we learn more every day about reading and how readers read. While the amount of this research is staggering, we have attempted to synthesize information from many of the field's experts and researchers. Refer participants to the collected research in the handout. To manage this amount of information, we will use the jigsaw strategy. In a jigsaw, each participant in the group selects one or two researchers on which to focus and read about their definitions of reading.	
Overhead/ Handout F *Definitions of Reading Web*	p. 52	Refer participants to the *Definition of a Reading Web* (page 52) on the overhead and model the process. In one spoke of the web, each participant records a researcher's name. Then as they scan through the pages of information, they take note of what their selected researcher says about reading. As participants finish their reading, they may start sharing with the rest of the group while the other participants take note of this information on their *Definition of Reading Web* handout. Tell participants they have about 15 minutes for this. As groups finish this process, ask for volunteers to report on what the research means for them as reading teachers.	
Revising Our Definitions Of Reading			**10 minutes**
Overhead/ Handout B *Reflective Log: Personal Reading Definition*	p. 40	Participants take the information summarized in their web and reflect on their personal definitions of reading. Refer to the overhead and give participants time to make adjustments to their personal definition based upon new information or their discussion.	

Transition Notes

These activities begin the continuous journey of refining what we understand reading to be and translating that into action to improve the teaching of reading. While each of the experts and the participants have personal definitions of reading, the bottom line is that we are all concerned with the reader making sense of the reading or constructing meaning from what is read. To further refine a working definition of reading so as to clarify what effective readers do and to understand the reading process, the next activity involves listening and responding to readers when they are making sense of print and learning more about what effective readers do.

Facilitator's Notes

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
1	**1.1**	**36**

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Do We Understand Reading?

Overheads & Handouts
Activity 1.1

Competent Assessment of Reading

Learning to read is an individual journey....

Do We Understand Reading?
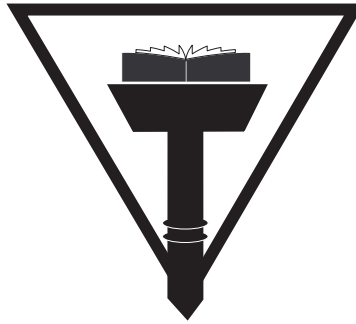
Purposes:

1. To construct a personal definition of reading in light of current research

2. To continuously revise that definition about reading as new information is encountered

3. To reflect on what we understand about reading so as to clarify what effective readers do

Overhead/Handout A

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
1	1.1	38

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Do We Understand Reading?

Reading Through the Learner's Eyes
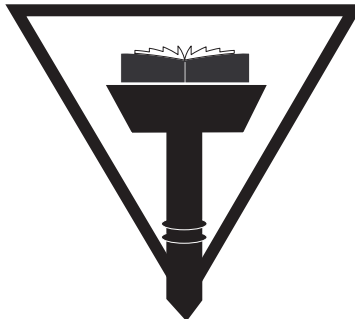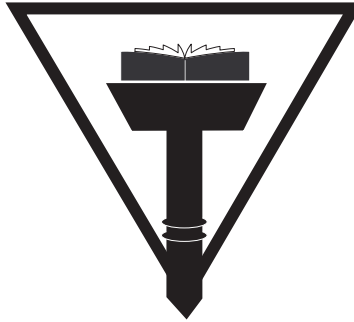
What is Reading?

- When you read a book
- Fun!
- Pick up a book, open it up, and read it
- It learns you to write
- When you enjoy a book
- Reading
- Fun activity
- Learning
- Something you do to make your brain build up
- Spelling
- It's something you do to get a grade
- Saying words
- Words that people read to you
- When you get to know new words

Competent Assessment of Reading:
Toolkit for Professional Developers

Overhead/Handout B

Section	Activity	Page
1	1.1	39

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Do We Understand Reading?

Reflective Log: Personal Reading Definition

What is reading?	How is this reflected in my practice?

Overhead/Handout B

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
1	1.1	40

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Do We Understand Reading?

Dr.'s Office Story

Competent Assessment of Reading:
Toolkit for Professional Developers

Handout C

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Section	Activity	Page
1	1.1	41

Do We Understand Reading?

Dr.'s Office Story

Handout C

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
1	1.1	42

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Do We Understand Reading?

Dr.'s Office Story

Competent Assessment of Reading:
Toolkit for Professional Developers

Handout C

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Do We Understand Reading?

Dr.'s Office Story

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
1	1.1	44

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Do We Understand Reading?

Strategies for the Dr.'s Office Story

Competent Assessment of Reading:
Toolkit for Professional Developers

Overhead C

Section	Activity	Page
1	1.1	45

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Do We Understand Reading?

Constructing Meaning From Text

We have seen that fats contain, in varying proportions, glycerides of unsaturated carboxylic acids. We have also seen that, other things being equal, unsaturation in fat tends to lower its melting point and thus tends to make it a liquid at room temperature. In the United States the long-established use of lard and butter for cooking purposes has led to a prejudice against the use of cheaper, equally nutritious oils. Hydrogenation of some of the double bonds in such cheap fats as cottonseed oil, corn oil, and soybean oil converts these liquids into solids having a consistency comparable to that of lard or butter. This hardening of oils is the basis of an important industry that produces cooking fats (for example, Crisco, Spry) and oleomargarine. Hydrogenation of the carbon-carbon double bonds takes place under such mild conditions (Ni catalyst, 175°–190°, 20–40 lb/in.²) that hydrogenolysis of the ester linkage does not occur.

Hydrogenation not only changes the physical properties of fat, but also—and this is even more important—changes the chemical properties: hydrogenated fat becomes rancid much less readily than does non-hydrogenated fat. Rancidity is due to the presence of volatile, bad-smelling acids and aldehydes. These compounds result (in part, at least) from attack by oxygen at reactive allylic positions in the fat molecules; hydrogenation slows down the development of rancidity presumably by decreasing the number of double bonds and hence the number of allylic positions.

> Summarize the passage…

Organic Chemistry (4th ed.), Robert Morrison and Robert Boyd. Copyright © 1992.
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Handout D

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
1	1.1	46

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Do We Understand Reading?

Constructing Meaning From Text
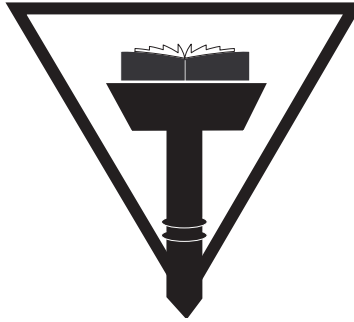
During a brisk afternoon, Bobbie Martin decided to go to the mall to find an evening gown for the New Years' Eve Ball once she left work. Bobbie had a rough day at work and decided to go shopping to ease her mind from the day's hardships. Upon arriving at the mall, she leaped out of her car and entered the shopping center. She walked down the massive corridor in search of her favorite store. While approaching the store, she ran into Michael, one of her coworkers, who was eager to talk to her about the stressful events of the day.

Michael: How did it go?

Bobbie: It went OK, but our range of motion was not ideal.

Michael: Tell me about it.

Bobbie: Our stem was in a little varus.

Michael: Did you get lateral with your broaches?

Bobbie: Our trials looked real good, but when we cemented our stem, we fell into a little varus.

Michael: How was your version?

Bobbie: The stem was fine, but our cup was a little open.

Michael: Did you try a 28 or 32 head?

Bobbie: We started with a 28 but went to a 32.

Michael: You may want to try your stem alignment handle or a high off set stem next time. This will help with this particular problem that you are having.

Bobbie, thrilled with his willingness to help, grabbed a notepad from her purse and wrote down Michael's suggestion. She smiled and continued to enter the store to buy the dress shown in the store window.

Summarize the passage…

Competent Assessment of Reading:
Toolkit for Professional Developers

Handout D

Section	Activity	Page
1	1.1	47

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Do We Understand Reading?

Constructing Meaning From Text

Questions for Group Discussion:

- Were you able to read the text?

- What were you doing when you read?

- Were you able to comprehend or understand the text?

- Were you able to discuss the text?

- What were your barriers? Strengths?

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
1	1.1	48

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Do We Understand Reading?

Definitions of Reading by the Experts

"Reading is the process of constructing meaning from written texts. It is a complex skill requiring the coordination of a number of interrelated sources of information. Reading is a process in which information from the text and the knowledge possessed by the reader act together to produce meaning. Five generalizations flow from the research of the past decade on the nature of reading…reading is a constructive process…reading must be fluent…reading must be strategic…reading requires motivation…reading is a continuously developing skill."

—National Academy of Education, *Becoming a Nation of Readers*, 1985, pp. 7–18

"What are the reading experts really telling classroom teachers?...be flexible in instruction…there are no absolutes…consider student interests, motivations, self-perceptions, and expectations…give students lots of time and opportunity to read, write, and talk about their reading and writing…not to isolate reading from the other language arts…avoid, whenever possible, a focus on isolated skills, isolated letters, and isolated sounds…be a professional decision-maker and to use their knowledge about reading and literacy to provide meaningful, purposeful, and rewarding literacy experiences for each child."

—R. Flippo, Redefining the Reading Wars, *Educational Leadership*, 1999, pp. 40–41

"I define reading as a message-getting, problem-solving activity which increases in power and flexibility the more it is practiced…Within the directional constraints of the printer's code, language and visual perception responses are purposefully directed by the reader in some integrated way to the problem of extracting meaning from cues in the text, in sequence, so that the reader brings a maximum of understanding to the author's message."

—M. Clay, *Becoming Literate : The Construction of Inner Control*, 1991, p. 6

"Skillful reading is a complex system of knowledge and activities. Within this system, the knowledge and activities involved in visually recognizing individual printed words are useless in and of themselves. They are only valuable and, in a strong sense, only possible as they are guided by the activity of language comprehension. However, unless the processes involved in individual word recognition operate properly, nothing else in the system can either."

—M. J. Adams, *Beginning to Read: Thinking and Learning about Print*, 1990, p. 17

Competent Assessment of Reading:
Toolkit for Professional Developers

Handout E

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Section	Activity	Page
1	1.1	49

Do We Understand Reading?

"Current theory maintains that children use their knowledge of letter-sound correspondences in conjunction with their knowledge of language and the world to recode new print words."

—M. Moustafa, 1993

"Learning is a constructive activity. Ultimately, readers discover the principles of literacy and make them their own…they do not have to do it alone…the most essential element in that process is the teacher who provides the raw material—demonstrations, explanations, appropriate materials, feedback, and encouraging and revealing interactions."

—I. C. Fountas and G. S. Pinnell, *Guided Reading: Good First Teaching for All Children*, 1996, p. xvii

"Children need to understand that reading and writing are thinking…Reading and writing are meaning constructing activities, but they are dependent on words…Neither can be accomplished without thinking."

—R. Allington and P. Cunningham, *Schools That Work: Where all Children Read and Write*, 1996, pp. 43–49

"[U]nderstanding what the text means is, if not the end goal of the reader, at least an important intermediate step…all literacy activities have in common—the use of the products and principles of the writing system to get at the meaning of a written text.…In each situation they encounter, their understanding is both increased and constrained by their existing models of written language. In other words, while these existing models mediate and enable understanding, the knowledge and beliefs of which these models are composed are modified with use as the child explored language, text, and meaning."

—National Research Council, *Preventing Reading Difficulties in Young Children*, 1998, pp. 41, 42, 44

Reading is a transaction involving the reader (attitudes, experiences, and expectations), the text (topic, format, and content), and the context (the environment, activity, questions, and interactions) across time (Adams, 1990; Billmeyer, 1996; Binkley and Williams, 1996; Knuth and Jones,1991; Langer et al., 1995).

"More and more teachers are establishing process reading/writing classrooms in which students are given multiple opportunities to interact with print, to choose what material they read, to collaborate and communicate with each other, to write often, to use literature for a variety of purposes, and to engage with assessment of their own progress."

—R. Tierney, *Portfolio Assessment in the Reading-Writing Classroom*, 1991, p. 53

Handout E

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
1	1.1	50

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Do We Understand Reading?

Good readers "apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on prior experience, their interactions with other readers and writers, their knowledge of word meaning and other texts, their work identification strategies, and their understanding of textual features (for example, sound-letter correspondence, sentence structure, context, and graphics) (International Reading Association and National Council of Teachers of English, 1996).

Glatthorn (1995) differentiates between the "old, decoding/analytic literacy" taught in the U.S. from 1916 to 1983, and "new, translation/critical literacy" viewing learning as the construction of information by both individuals and collaboratives employing context- or domain-specific concepts.

Schema theory explains that what we know and experience is stored and organized in schema, or "mental file folders." When we encounter new information, we open our file folders and attempt to connect new knowledge to old (Anderson & Pearson, 1984).

Schema theory has moved us away from a reproductive view (of reading) to a constructivist view. In that view, the reader, rather that the text, moves to the center of the construction process (Tierney & Pearson, 1983).

 "The new view of reading builds from the research in cognitive sciences, has as its goal the constructing of meaning and self-regulated learning, is an interactive process involving the reader, the text, and the context, where the learner is viewed as an active, effective user of strategies" (Billmeyer, 1996).

"Strategic readers address their thinking in an inner conversation that helps them make sense of what they read…Readers take the written word and construct meaning based on their own thoughts, knowledge, and experiences. The reader is part writer…When readers interact with the texts they read, reading becomes important. Reading demands a two-pronged attack. It involves cracking the alphabetic code to determine the words and think about those words to construct meaning" (Harvey & Goudis, 2000).
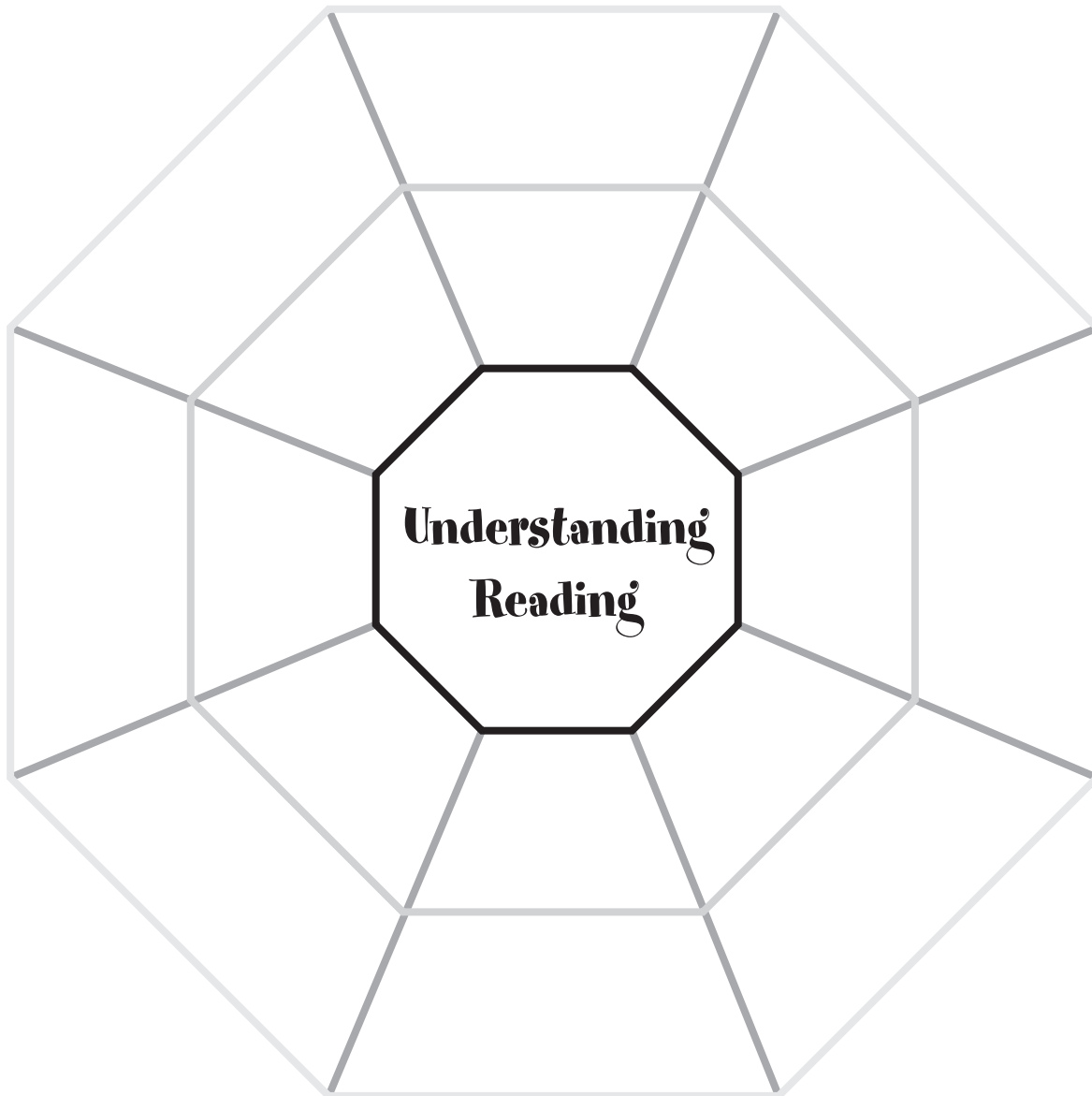
Competent Assessment of Reading:
Toolkit for Professional Developers

Handout E

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Section	Activity	Page
1	1.1	51

Do We Understand Reading?

Definitions of Reading Web

Understanding Reading

Overhead/Handout F

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
1	1.1	52

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Do We Understand Reading?

What Do Effective Readers Do?

Purposes

1. To articulate what we want readers to know and be able to do
2. To understand what effective readers do when they read
3. To look at how effective readers develop over time
4. To understand the importance of observation and interaction with readers during reading as an assessment vehicle

Uses

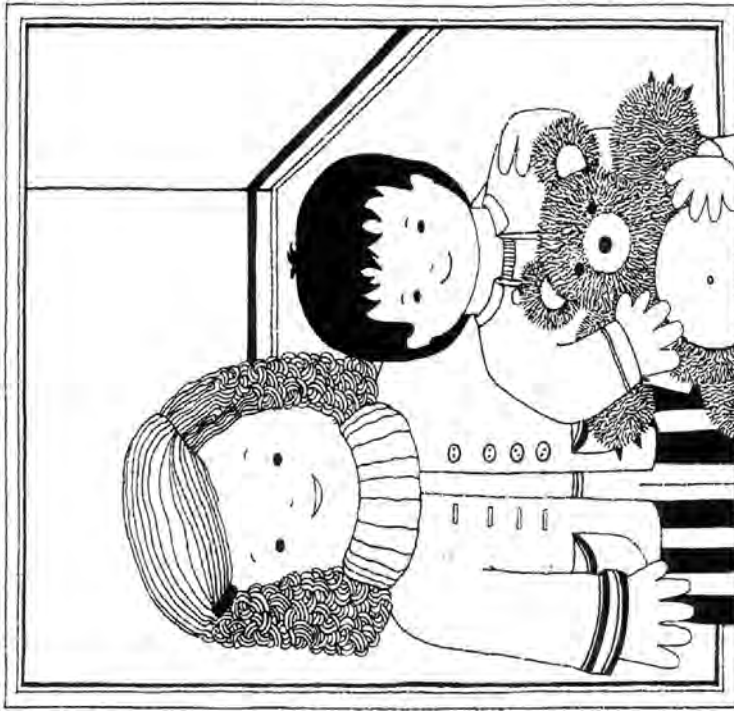This is an intermediate activity for educators who need time to build consensus about the learning targets in a quality reading assessment system based on current district or state standards. This activity can be used with participants who have knowledge of standards or who are learning about standards-based instruction. Participants need to have a working definition of reading and some experience working with readers at any level, which might include participation in Do We Understand Reading? Activity 1.1 (page 31).

Rationale

One of the goals of the *CAR Toolkit* is to assist teachers and learning communities as they establish a quality assessment system in reading. This activity is the starting line. A quality reading assessment system (refer to the assessment cycle discussed in the "How to Use This Toolkit" section) begins with clear and appropriate learning targets (standards) that are known and agreed upon by all and inclusive of stated checkpoints along the way (benchmarks) that are observable and appropriate to the learner. In addition, the targets need to remain constant and be revisited while reflecting upon what current research tells us about what effective readers do.

To begin the process of building a quality reading assessment system, teachers must have time to collaborate with each other and to articulate what effective readers do. Even if standards and benchmarks are in place, teachers need to "unpack" the standards. That is, they need to talk about what it is that they expect readers to know and be able to do in their learning community and to understand what those standards look like when they are achieved. Through conversations like these and observations of readers, consistently defined learning targets in reading can be established. Once the learning targets (standards) are known and consistent, everyone, including students, can then be focused on achieving them.

While defining the ultimate target (standard) is essential it is not the whole story. Having a consistently defined progression of checkpoints along the way (benchmarks) allows teachers to scaffold learning opportunities as appropriate to the

Competent Assessment of Reading:
Toolkit for Professional Developers

Facilitator's Notes

Section	Activity	Page
1	1.2	53

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What Do Effective Readers Do?

learner. Through ongoing articulation with colleagues beginning in this session, a review of research, and many observations of readers, a progression of predictable and observable reading behaviors emerges. These behaviors define a reading continuum that describes each level of achievement toward becoming an effective reader. This reading continuum can be used as a tool to guide the learner and the teacher toward achievement of the learning targets (standards) in reading.

One of the most reliable ways to assess where the learner is on the road to becoming an effective reader involves observation and interaction with the reader—in other words, you must listen to the student read and discuss the text. This allows a teacher to determine where the reader is and where to go next as the student develops into an effective reader. In addition, it strengthens the teacher's understanding of an effective reading system. A teacher's response to a reader and the teacher-student discourse can facilitate reading or steer reading development off course. In this activity, participants listen to two readers read and the resulting student-teacher interaction.

By listening to the readers and their retells, it becomes apparent why it is important for teachers to have an understanding of what effective readers do. Oral reading alone cannot define an effective reader. It is the oral reading coupled with what the reader does with the reading retell that determines the level of effectiveness. Thus, teachers must understand what effective readers do before they read, as they read, and in response to their reading if they are going to coach students to become effective readers. While teachers may have some understanding of this, recent studies have indicated that some of our notions about learning to read and reading to learn are faulty or outdated. This activity updates teachers about what effective readers do when they read and what less effective readers do when they read. This information is critical to establish a reading assessment system, to adjust the course of instruction, and to intervene and redirect the learner if difficulties are encountered. Ultimately, it is difficult to assess and provide instruction for that which you do not understand.

Supplies

Overhead projector

Screen

Blank transparencies

Transparency pens

Sentence strips (one for each participant)

Book—*Thank You Mr. Faulkner* by Patricia Polacco

Post-it™ notes

Facilitator's Notes

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
1	1.2	54

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What Do Effective Readers Do?

Materials

Item	Title	Page Number(s)
Overhead/Handout A	What Do Effective Readers Do?—Purposes (5 minutes)	66–67
Overhead B	*What Do Effective Readers Do?—Question* (2 minutes)	68
Overhead/Handout B	*Targets for Assessing Effective Readers* (10 minutes)	69–70
Overhead/Handout B	*What Do Effective Readers Do?— A Comparison of Readers* (5 minutes)	71
Overhead/Handout B	*What Do Effective Readers Do?— Code-Breaking and Meaning-Making Processes* (10 minutes)	72–73
Overhead/Handout C	*What Would an Effective Reader Do?— Question* (3 minutes)	74
Overhead C	*Reading as a System* (5 minutes)	75–77
Overhead E	*The Big Picture and Day-to-Day Views* (7 minutes)	78
Overhead/Handout D	*Synthesizing a System* (13 minutes)	79–80
Overhead D	*All Systems Check* (3 minutes)	81
Overhead/Handout E	*The Need for Systematic Observation* (2 minutes)	82
Overhead/Handout E	*Characteristics of Systematic Observation* (5 minutes)	83
Overhead F	*Listen to the Readers* (2 minutes)	84
Overhead/Handout F	*The ABC's of Anecdotal Records* (3 minutes)	85
Overhead/Handout F	*The Crocodile in the Bedroom and the Form for Recording Student Reading Data— Blank Form Reader 1* (25 minutes)	86–87
Overhead/Handout F	*The Crocodile in the Bedroom and the Form for Recording Student Reading Data— Blank Form Reader 2* (20 minutes)	88–89

Competent Assessment of Reading:
Toolkit for Professional Developers

Facilitator's Notes

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Section	Activity	Page
1	1.2	55

What Do Effective Readers Do?

Materials, continued

Item	Title	Page Number(s)
Overhead/Handout F	*Completed Form for Recording Student Reading Data—Reader 1 and Reader 2* (10 minutes)	90–91
Handout G	*What Do Effective Readers Do at Your Level?* (15 minutes)	92
Overhead/Handout G	*Indicators of Effective Readers* (15 minutes)	93–96

TIME

2 hours and 40 minutes

Facilitator's Notes

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
1	1.2	56

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What Do Effective Readers Do?

Facilitator Notes

Reviewing and Setting Purposes		5 minutes
Overhead/ Handout A *What Do Effective Readers Do?— Purposes*	pp. 66–67	Use the *CAR Roadmap* (found at the beginning of Section 1) and review where we are in our journey. Use the overhead to introduce the purposes of this activity. State that in the last activity we talked about what reading is. In this activity, we will talk specifically about what effective readers do and what we want readers to know and be able to do. Ask, "Why is it important to know what effective readers do?" After discussion, point out that according to reading researchers, what we understand about how the student's reading system operates determines how we observe readers. Review the quotes from the overhead.

Understanding What Effective Readers Do		35 minutes
Overhead B *What Do Effective Readers Do?— Question*	p. 68	**Looking at the reading targets**—Begin this section using overhead (page 68) by posing the question, "What do effective readers do?" To understand what effective readers do in specific and concrete terms, each participant brainstorms or writes one word on a Post-it™ that is the first thing that comes to mind that effective readers do. Ask participants to keep this Post-it™ for use later in this activity.
Overhead/ Handout B *Targets for Assessing Effective Readers*	pp. 69–70	Explain that other targets or ways to organize reading can be used (decoding, vocabulary, etc.), but from past work with teachers, these five targets (shown on overhead page 69) always emerge as important ones for students in grades 3–6. So, we are going to organize our thinking around these five targets for this training. Then explain the five targets using the overhead and handout (page 70). Group participants by either counting by 1–5 or in grade-level groups (if possible) for the next part of this activity. Participants should take their Post-it™ notes with their brainstormed word and move into their groups. Label groups or ask them to choose which target they want the group to focus on. The targets are comprehension, oral fluency, motivation, strategies, and higher order thinking. If possible, keep group size to 4 or 5 participants.

Competent Assessment of Reading:
Toolkit for Professional Developers

© SERVE 2004

Facilitator's Notes

Section	Activity	Page
1	1.2	57

What Do Effective Readers Do?

| Overhead/ Handout B

What Do Effective Readers Do? — A Comparison of Readers	p. 71	**Determining the indicators for each target**—Once participants are in groups, allow 5 minutes for them to record their target on chart paper and brainstorm more indicators for what effective readers do according to their target. They may use their Post-it™ notes with the brainstormed word if it fits into this target area. For example, if the target is *Strategies*, participants tell the strategies that effective readers use or what effective readers do with strategies, such as read on to figure out words, use analogies, read at a slower rate on more difficult passages, etc.
Overhead/ Handout B

What Do Effective Readers Do? — Code-Breaking and Meaning-Making Processes | pp. 72–73 | Call time and refer participants to the *What Do Effective Readers Do*? handouts (pages 66–68). Tell participants that what they are doing is creating indicators of an effective reader. The more depth and detail put into the description of an effective reader, the more likely we will be able to get all children there. To add to the indicators they have recorded for their target, or to further explain what indicates that a reader is effective, participants add to the indicators listed on their charts from the information found on the *What Do Effective Readers Do?—A Comparison of Readers (*page 71) and *What Do Effective Readers Do?—Code-Breaking and Meaning-Making Processes (*pages 72–73). Allow the next 10 minutes for accomplishing this. Model using the following example: The first item on the *High-Progress Reader* list is "Operates on print in an integrated way in search of meaning." Ask, "Which target does this match?" State that the best match would be comprehension. Discuss. Ask, "What would an effective reader do to let you know or indicate that he/she was operating on print in an integrated way in search of meaning?" For example: You might suggest that with any miscue the student would still maintain the author's meaning or that no miscue would result in a response that does not make sense. |
| Overhead/ Handout C

What Would an Effective Reader Do?— Question | p. 74 | **Defining the reading system**—Call time after 10 minutes, even though participants may still be working. Using Overhead/Handout C, ask, "What does it look like when a reader is effectively reading?" Discuss. Add to lists and clarify misconceptions, questions, and information throughout the discussion. Tell participants that the indicators they are developing describe what effective readers do when they read and when they operate their reading systems, as we will refer to it in this training. |
| Overhead C

Reading as a System | pp. 75–77 | In the development of the *CAR Toolkit*, we decided to use Marilyn Jager-Adams analogy of a car to describe the reader's reading system (what effective readers do when they read based on the five assessment targets given)—thus, the name of the training module, CAR. Refer to Overhead C (page 75), and explain that there are two ways we use the term system: (1) the individual reader system and (2) the system of which the reader is a product within the overall teaching and learning environment in a school, district, or state. In the latter case, a teacher may not have much control over the resources used within a school or district, but a teacher does have control over the classroom environment that promotes a quality reading/learning environment. In this activity, we are taking a closer look at the individual's reading system, not the larger teaching system. |

Facilitator's Notes

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
1	**1.2**	**58**

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What Do Effective Readers Do?

Overhead C *Reading as a System (continued)*		Share the analogy by displaying the overhead of *Reading as a System* (page 76) and allowing participants to read the caption. State the source of the information. Tell participants to read the rest (page 77) and take note of how the gas, engine, and mechanics of the car analogy relate to reading. Allow 5 minutes for participants to read and to modify information on their indicator charts based upon the reading.
		To conclude this part of the activity, give participants a few Post-it™ notes and instruct them to take a walk about and to read the effective reader indicators generated by each group for each target. Encourage them to add to the list for each target they visit using the Post-it™ to place any more indicators or pertinent questions they think the group should consider. This will help to refine the indicators or questions for the indicators. After enough time has passed, ask the participants to re-group into their target groups and adjust the indicator list created by the group based on the additional information received during the walk about.

Articulating What We Want Readers to Know and Be Able to Do   **25 minutes**

Overhead D *The Big Picture and Day-to-Day Views*	p. 78	Refer to Overhead D (page 78). Tell participants that the first step in assessing reading is deciding the learning targets, or the curriculum. More importantly, everyone must agree and understand the learning targets, and those learning targets must hold steady so learners can reach them. Once the curriculum, or long-term learning targets, is established, then the assessment system of the learning targets can be developed. Finally, once we know what is to be assessed (or what achievement looks like) then we can design an effective instructional course. That is the Big Picture or C-A-I (Curriculum, Assessment, and Instruction) overlap. It is also long-term planning. This activity will help participants, grouped by grade levels, put expectations into words so they have a common understanding.
		The Day-to-Day view of reading is what we do every day, or short-term planning. What we do every day adds up and matters in reading. If the long-term, or the Big Picture, view is in place, then what we do each and every day should be C-A-I aligned, should involve formative assessment to move teaching and learning along, and should allow for collection of evidence of learning. Research shows that when schools focus on these three elements, achievement is improved (Fullan, 2000).
Overhead/ Handout D *Synthesizing a System* Charts created on the targets and indicators	pp. 79–80	Reconvene participants in groups (this time within similar grade levels if possible) to focus on the targets (comprehension, strategies, etc.) as they relate to grade levels. Ask participants to review the charted list of indicators for effective readers and put into words what they want readers to know and be able to do when they leave their grade level for their category. Direct participants' attention to the *prioritizing* section on the handout (page 79) and ask that they first individually describe the most important learnings for the category they are working with in a statement or two, using the charted brainstorm list created earlier in this activity with our targets.

Competent Assessment of Reading:
Toolkit for Professional Developers

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Facilitator's Notes

Section	Activity	Page
1	**1.2**	**59**

What Do Effective Readers Do?

Overhead/ Handout D *Synthesizing a System (continued)*		Next, participants work with job-alike partners. Partners discuss and work on refining what was prioritized into more precise and clear language in the box provided. Allow 5 minutes for this discussion. Use handout (page 79). Then, participants work with their team to determine and list what they are giving students to do in order to become effective readers who can hit the refined learning targets. What evidence are they collecting to see if their targets are being met? At what level? Participants need to focus their expectations for readers into clear, precise, and observable behaviors. Allow 5 minutes for this discussion.
Overhead E *All Systems Check*	p. 81	Finally, direct participants' attention to the *All Systems Check* questions on overhead (page 81) and also found on the lower portion of their handout (page 80). This is the systems' perspective—the larger view of how learning targets fit into the overall teaching–learning environment. 1. Do your learning targets match your state standards and what research supports as good practice? 2. Do your instructional strategies and classroom experiences move students toward effective reading? 3. Are your beliefs about effective reading supported by your actions? Take a few moments to compare and discuss across grade levels to ensure articulation and sensible progression of learning. Ask participants to look for learning leaps or gaps and appropriate rigor. Make adjustments where necessary. Remind them that this is just the beginning discussion—they should continue to think and discuss this articulation back in their schools. Tell participants that in order to have a quality reading/learning environment where each student's system is running smoothly then all the components of the larger system must be addressed. Just knowing the targets or the indicators for effective readers is not enough. The evidence must be collected and be of good quality; the inferences drawn from that evidence must be of good quality and inferred correctly to identify problem areas and strengths, and the instruction must match what the reader needs to improve on, thus completing the assessment cycle.
Overhead/ Handout E *The Need for Systematic Observation*	p. 82	Summarize this part of the activity using the quote found on Overhead/Handout E (page 82).

Facilitator's Notes

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
1	1.2	60

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What Do Effective Readers Do?

Understanding the Importance of Observation and Interaction With Readers as They Read		**65 minutes**
Overhead/ Handout E *Characteristics of Systematic Observation*	p. 83	State that now that they have defined what they want readers to know and be able to do, one way to tell if students are on- or off-course for developing into effective readers is to systematically observe readers. Casual observation is an inadequate assessment to ensure that all students are developing into effective readers. Share the characteristics of systematic observation from the overhead (page 83). Characteristic 5 (a good list of what to observe in a student response) would help everyone know what to look for in performance so observations will be consistent. One example of a systematic observation is to take anecdotal notes as a reader reads aloud and follow up with a retell (the task). Make sure that participants understand that a retell is a reader's restating of a story or information in his/her own words. The purpose of a retell is to gain insight into the reader's ability to interact with, interpret, and draw conclusions from the text in detail on the five targets (page 69), which are the criteria we are using to assess the reader.
Overhead F *Listen to the Readers* Overhead/ Handout F *The ABC's of Anecdotal Records*	pp. 84–85	Display the *Listen to the Readers* questions (page 84), and set the purpose for listening. Charge participants with taking anecdotal notes during this portion of the activity. Review the basics of taking anecdotal records with examples and non-examples by using Overhead/Handout F (page 85).
Overhead/ Handout F *The Crocodile in the Bedroom*	pp. 86–91	Using the story on page 86, *Crocodile in the Bedroom*, ask participants to take notes on the *Form for Recording Student Data* for Reader 1 (page 87).

Competent Assessment of Reading:
Toolkit for Professional Developers

Facilitator's Notes

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Section	Activity	Page
1	1.2	61

What Do Effective Readers Do?

Overhead/ Handout F *Form for Recording Student Reading Data —Reader 1* Audio portion for Reader 1 and Reader 2 Chart paper with three questions *Form for Recording Student Reading Data —Reader 2*		Play the audio of the first reader (reading only, not the retell). When the oral reading portion of this reader is completed, allow small groups to discuss what they recorded about the reader on the data sheet and these questions listed on chart paper: ✇ What can you tell about this reader? ✇ Can you tell if this child is an effective reader from listening to his/her oral reading? ✇ Based upon the information you have about the child, does the child understand what he/she is reading? Why or why not? Through questioning, lead the participants to the understanding that listening to the oral reading can give some information about the reader, but we still have many questions about comprehension and higher order thinking. Using the same story (page 88), *Crocodile in the Bedroom* and the *Form for Recording Student Data* for Reader 2 (page 89), play the audio of the second reader (reading only) and allow the participants to discuss the above questions again and what they recorded on their data sheet based on this reader. Ask: "What else do you need to know about this reader?" A response might be, "Well, this reader read very well, but I'm not sure about what the reader comprehended." Ask: How will you get the information you need to know? A response you hope someone comments: "We need to ask some questions— a retell is needed."
Audio portion for Reader 1 and Reader 2 *Completed Form for Recording Student Reading Data— Reader 1 and Reader 2*		Play the retell of the first reader on the *Listen to the Readers* audiotape. Debrief observations of the first reader. Ask, "How much more do you know about the reader now that you have heard the retell?" Play the retell of the second reader and debrief with the same question, "How much more do you know about the reader now that you have heard the retell?" Allow time for the participants to add information to their *Form for Recording Student Reading Data Sheets* and to share any notes or observations written on the recording form during this activity. Use the completed *Form for Recording Student Reading Data* for Reader 1 and Reader 2 (pages 90–91), showing participants how one teacher recorded data and why she recorded as she did. Allow time for any questions from participants or discussion about what they have learned about observation and recording data. Since this will be the first time participants have seen the completed forms for recording data filled in, be sure to explain them carefully and allow participants to ask any questions.

Facilitator's Notes

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
1	1.2	62

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What Do Effective Readers Do?

Charts for targets and indicators created earlier		Ask participants to compare their comments to the indicators charts. Could their anecdotal records be used as evidence? Discuss and make the connection that their observation and anecdotal records should yield evidence of achievement over time.
		One purpose of this activity is to understand the importance of observation and interaction with the readers. We need to listen to and interact with the reader —asking for a retell or asking questions—to assess where he/she is in terms of the targets.
Looking at How Effective Readers Develop Over Time		**30 minutes**
Handout G *What Do Effective Readers Do at Your Level*	p. 92	Review the five characteristics of systematic observation using Overhead/Handout E (page 83). Review the *Listening to the Readers* activity and how that qualifies as a systematic observation. State that, over time, systematic observations of readers yield patterns in reader behaviors that are consistent to the process but unique to the individual.
		Ask participants if all of their students are effective readers. Discuss. Share that becoming an effective reader is a process that occurs over time. We have to have not only an understanding of what effective readers do and what we want learners to know and be able to do in reading but also a deep understanding about how the process develops over time.
		To continue to refine our indicators, think about a particular reader in your class, one that is typical for your level. Ask participants, "What indicators would describe what effective readers do based on the targets previously generated in detail?" Participants should use Handout G (page 92) to take notes. Participants may work in their groups for 5 minutes.

Competent Assessment of Reading:
Toolkit for Professional Developers

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Facilitator's Notes

Section	Activity	Page
1	1.2	63

What Do Effective Readers Do?

Overhead/ Handout G *Indicators of Effective Readers* Chart Paper Questions	pp. 93–96	Share the examples of *Indicators of Effective Readers* (page 93). Share the scoring rubric on pages 95–96. You should collect other examples of reading continuums and the other examples of reading rubrics (to provide in their handouts) that would be more applicable for the participant needs. State that they have developed their own effective reader indicators to use for assessment—ask for someone to explain this or just refer to the charts they have created and explain that the targets with the indicators would be the first step to outline a continuum. Other examples provided in their handout may help them round out their indicators and share what others in the field are using.

Allow participants 15 minutes in their grade-level groupings to use the handouts provided to refine indicators for an effective reader at their level. In these groups, ask participants to discuss how they would use any of the continuums in reading provided for review. Ask each group to be prepared to share some of the highlights of their discussion. Write the following questions on chart paper and prompt them (with some of these questions) to think about and discuss them.

1. Could you place a student on your continuum?
2. What additional information do you need?
3. Do all students fall in the same category in any given year or in any given classroom?
4. Would any one particular student fall into a distinct category?
5. What happens after you reach the independent reader stage?

Debrief reviewing the refined indicators charts. Summarize by asking participants, "Why is having the targets/indicators important and how you will use them?"

Ask: "The CAR analogy also implies that 'Learning to Read is and Individual Journey.' What does this mean?"

Transition Notes:

It is important to note that children do not fall into distinct stages on any continuum of reading, nor do all students magically fall into one particular stage in a given year or at a predetermined time. Through systematic observations on multiple and varied measures, teachers can begin to see how students develop in their own time (their own individual journey) to become effective readers just as they do with other complex learning like walking and talking. Teachers can facilitate this development by realizing where each student is and then providing the appropriate learning opportunities for the student to move forward in the process.

Longitudinal rubrics and reading continuums, like the examples that are provided, are tools to guide the teaching and learning of reading. By becoming familiar with the indicators of learning in reading, teachers can focus teaching the next learning step and thus coach students to achieve the learning targets. We have not always taken this perspective in reading, as the next activity will share. You may read *Thank You Mr. Faulkner* by Patricia Polacco to conclude this activity and make the transition to the next activity.

Facilitator's Notes

Competent Assessment of Reading: Toolkit for Professional Developers

Section	Activity	Page
1	1.2	64

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What Do Effective Readers Do?

Overheads & Handouts
Activity 1.2

Competent **A**ssessment of **R**eading

Learning to read is an individual journey....

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
1	1.2	65

What Do Effective Readers Do?

What Do Effective Readers Do?

Purposes:

1. To articulate what we want readers to know and be able to do

2. To understand what effective readers do when they read

3. To look at how effective readers develop over time

4. To understand the importance of observation and interaction with readers during reading as an assessment vehicle

Overhead/Handout A

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
1	1.2	66

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What Do Effective Readers Do?

What Do Effective Readers Do?

> "Only when we **understand the parts of the system and their interrelations can we reflect** on the needs and progress of each of our students."
> —Adams, 1990, pp. 20–21

> "What you 'know' about reading and writing **will determine what you observe** in children's literacy development."
> —Clay, 1993, p. 7

> "Acquiring more complex understandings of how children learn to read and write improves observation. But observation also helps develop greater teacher understanding of children's literacy development."
> —Allington & Cunningham, 1996, p. 130

Competent Assessment of Reading:
Toolkit for Professional Developers

Overhead/Handout A

© SERVE 2004

Section	Activity	Page
1	1.2	67

What Do Effective Readers Do?

What Do Effective Readers Do?

Targets for Assessing Effective Readers

- **Oral fluency**

- **Comprehension**

- **Strategies**

- **Higher order thinking**

- **Motivation**

Competent Assessment of Reading:
Toolkit for Professional Developers

Overhead/Handout B

Section	Activity	Page
1	1.2	69

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What Do Effective Readers Do?

Targets for Assessing Effective Readers

Oral fluency

Effective readers read aloud smoothly, easily, accurately, and with appropriate speed and inflection.

Comprehension

Effective readers make meaning, build connections between prior background knowledge, and make decisions about what is relevant and important.

Strategies

Effective readers apply multiple strategies flexibly, selectively, independently, and reflectively.

Higher order thinking

Effective readers don't just read the lines literally; they read between the lines and beyond the lines; they make inferences, analyze, synthesize, and evaluate decisions about what is relevant and important.

Motivation

Effective readers are motivated and enjoy reading; they read with perseverance and interest.

Overhead/Handout B

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
1	1.2	70

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What Do Effective Readers Do?

What Do Effective Readers Do?

Marie Clay says, "Reading, like thinking, is a complex process" (1993, p. 9).

Even after the very first year of instruction…

The High-Progress Reader	The Reader At Risk
☣ Operates on print in an integrated way in search of meaning	☣ Operates on print on a narrow range of strategies
☣ Reads with high accuracy and high self-correction rates	☣ Operates on print in unbalanced ways that become habituated when practiced day after day
☣ Reads with attention focused on meaning	☣ Relies on inventing from memory for the language of the text, missing visual details
☣ Checks what he/she thinks the print will say by looking for sound-to-letter associations	
☣ Adjusts to the type or difficulty level of reading material	☣ Disregards mismatches between responses and the words on the page
☣ Engages in a lower gear and uses another strategy while maintaining a focus on the message of the text	☣ Looks for known words and guesses words from first letters so much that what the message is about is lost

Adapted from M. Clay, *An Observation Survey of Early Literacy Achievement*, 1993, p. 9

Competent Assessment of Reading:
Toolkit for Professional Developers

Overhead/Handout B

Section	Activity	Page
1	1.2	71

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What Do Effective Readers Do?

What Do Effective Readers Do?
Code Breaking Process

Effective Readers…	**Less Effective Readers**…
✆ Are indifferent to the shapes of words they read; they seem to recognize familiar words as wholes.	✆ Rely more heavily on context rather than the spelling of a word to read familiar and unfamiliar words.
✆ At the same time, automatically, visually process virtually every individual letter of every word as they read, and this is true whether they are reading isolated words or meaningful, connected text.	✆ Are less likely to detect misspellings.
	✆ Often make mistakes when reporting the order of the letters in words they read.
✆ Often detect misspellings in texts.	✆ Spend much of their energy focusing on the decoding of words, letter-by-letter or syllable-by-syllable, rather than focusing on the comprehension of the text.
✆ Perceive all meanings of ambiguous words, and then shortly (tenths of a second) thereafter, context selects the most appropriate meaning from among the alternatives.	✆ Difficulties can be linked to insufficient orthographic learning.
✆ Translate spellings to sounds as they read, which, in turn, adds critical redundancy.	✆ Are less likely to spend time reading because of the difficulty they have with recognizing individual letters and spelling patterns quickly, effortlessly, and automatically and then transforming them to words and meaning.
✆ Recognize the spelling, sound, and meaning of a familiar word almost automatically and simultaneously, leaving their attention free for critical and reflective thought.	
✆ Have acquired connections between the letters corresponding to the spelling of the word through learning experiences.	✆ Fall farther and farther behind because they do not get sufficient practice with letters and letter patterns that occurs when time is spent reading meaningful text.
✆ Depend on overlearning patterns and relations.	✆ Block on long, polysyllabic words.
✆ Break words into syllables automatically as they perceive unlikely letter combinations because of overlearning likely ones.	✆ Have difficulty adjusting for the complexity and level of the text, purpose for the reading, and their familiarity with the topic.
✆ Have fully integrated processing systems.	✆ Tend to get more isolated instruction in reading skills, which puts them further behind in integrating reading processes.
	✆ Depend too much on previous knowledge about the topic rather than integrating the new information from the text.

Source: *Becoming a Nation of Readers; Beginning to Read: Thinking and Learning about Print*.

Overhead/Handout B

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
1	1.2	72

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What Do Effective Readers Do?

What Do Effective Readers Do?
Meaning-Making Process

Before Reading

Good readers...

Activate prior knowledge and experiences:
- Think about what they already know about the topic
- Think about what ideas and words might appear in the text
- Relate text to their world knowledge, text knowledge, and personal experience

Determine what is important in text:
- Set a purpose for reading
- Make decisions based on the genre of the text
  - Is it a story?
    - How should I read it?
  - Is it a science text?
    - How should I read it?
  - Is it an article?
    - How should I read it?
  - Is it directions?
    - How should I read it?

Draw inferences:
- Make initial predictions using title, cover illustrations, knowledge of topic, or preview of the text and illustrations
- Anticipate what the story might be about
- Form an initial hypothesis or an opinion about the text

During Reading

Good readers...

Activate prior knowledge and experiences:
- Combine information from the text with their background knowledge (schema) and make changes based on the new information
- Use schema to enhance understanding and to store text information in long-term memory

Determine what is important in text:
- Identify main ideas or theme
- Utilize text features to determine importance (bold or italicized print, figures, photographs, headings, insets)
- Utilize text structure to determine importance
- Recognize cause and effect
- Compare and contrast information
- Recognize story structure
- Recognize chronological order
- Recognize problem/solution

Draw inferences:
- Make, confirm, and alter predictions
- Form and support opinions
- Create personal interpretations

Ask questions to confirm understanding:
- Ask questions to clarify meaning of words
- Ask questions to understand the author
- Ask questions to understand key theme
- Ask rhetorical questions

Use sensory images:
- Create or use images from all senses
- Visualize information from text, illustrations, and diagrams, etc.
- Adapt images based on responses of others and incorporate new information while reading

After Reading

Good readers...

Synthesize information:
- Connect ideas from several sources
  - Text-to-text
  - Text-to-self
  - Text-to-world
- Sequence ideas and story events
- Summarize information
- Draw logical conclusions based on text and other knowledge
- Make generalizations
- Form and support opinions
- Classify and categorize information
- Sort and prioritize information in long-term memory
- Retell story events or key facts
- Consider author's viewpoint, purpose, style
- Create personal interpretations

Adapted from research by Keene and Zimmerman in Mosaic of Thought, and Richard Allington in What Really Matters for Struggling Readers.

Competent Assessment of Reading:
Toolkit for Professional Developers

Overhead/Handout B

Section	Activity	Page
1	1.2	73

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What Do Effective Readers Do?

What Would an Effective Reader Do?

What does it look like when a reader is effectively reading?

Overhead/Handout C

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
1	1.2	74

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What Do Effective Readers Do?

Systems of Reading

Learner Perspective

The learner's reading system is…

Learning to read is an individual journey….

System's Perspective

The overall teaching and learning environment in reading
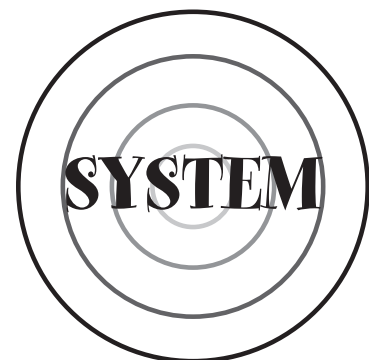
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Toolkit for Professional Developers
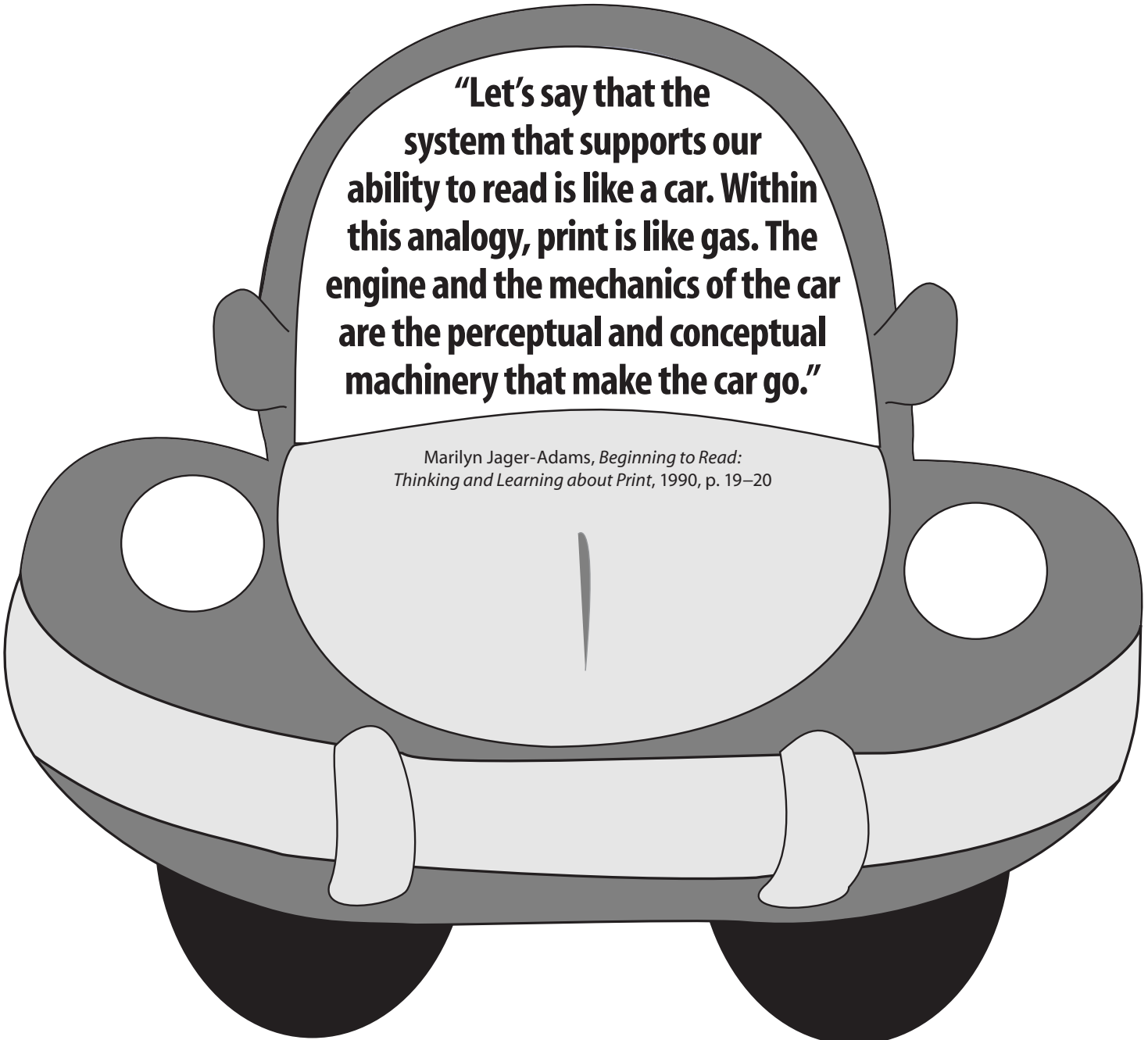
Overhead C

© SERVE 2004

Section	Activity	Page
1	1.2	75

What Do Effective Readers Do?

Reading as a System

"Let's say that the system that supports our ability to read is like a car. Within this analogy, print is like gas. The engine and the mechanics of the car are the perceptual and conceptual machinery that make the car go."

Marilyn Jager-Adams, *Beginning to Read: Thinking and Learning about Print*, 1990, p. 19–20

Overhead C

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
1	1.2	76

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What Do Effective Readers Do?

Print is obviously essential to reading—no gas, no driving. But print is not all it takes to make the reading system go. Just as cars will not start without a spark, reading begins with a spark of recognition. While cars require more than one spark plug for smooth operation, so the reading system processes lots of letters at once and in coordination. Associating letters, like the crankshaft in a car, keeps the reading system rolling—despite problems.
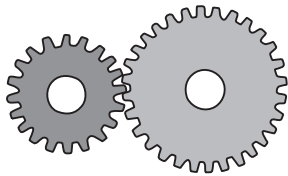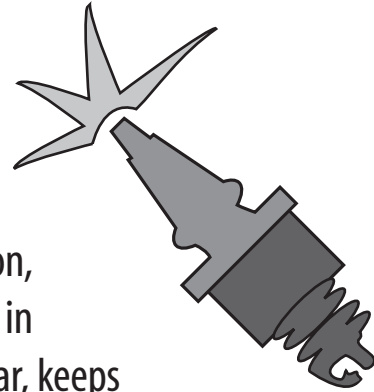
But the engine is only indirectly responsible for making a car go. . . .The perceptual system turns print into mental energy, so it can be understood.

Suppose. . .that your reading system has plenty of print and a fine working system. Are you on your way?
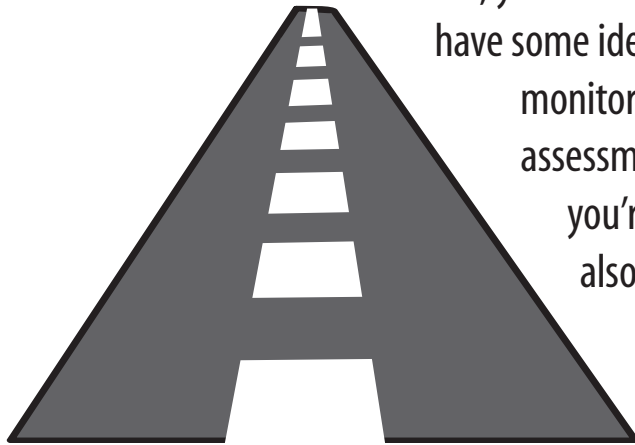
No. First, you have to want to go somewhere, and you have to have some idea of how to get there. As you go, you must monitor and adjust your route, periodically take an assessment of how far you've gone, and make sure you're on the road you want to be on. You must also pay attention to the road and control your car. Depending on whether you know the route and whether it is bumpy, winding, congested, or unpredictable, you will have to adjust to make progress.

Marilyn Jager-Adams, *Beginning to Read: Thinking and Learning about Print*, 1990, p. 19–20

Competent Assessment of Reading:
Toolkit for Professional Developers

Overhead C

Section	Activity	Page
1	1.2	77

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What Do Effective Readers Do?

The Big Picture View...

Curriculum

Assessment

Instruction

The Day-to-Day View...

C-A-I Alignment

Formative Assessment

Evidence of Learning

Overhead D

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
1	1.2	78

What Do Effective Readers Do?

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Synthesizing a System

What Do We Want Readers to Know and Be Able to Do as Effective Readers for Each Target?

Target Working with: _____
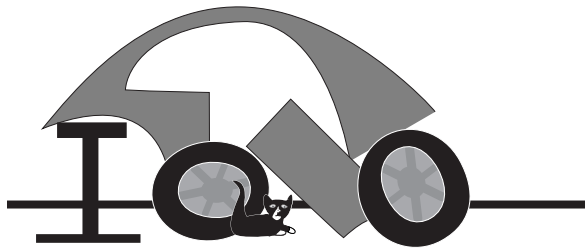
PRIORITIZE the Learning Targets

Describe the most important things for each target you are working with in a statement or two using the charted brainstorm list.
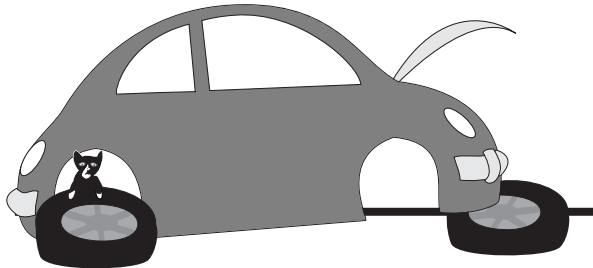
REFINE the Learning Targets

What are the big ideas that you and your colleagues agree are key outcomes for students in reading?
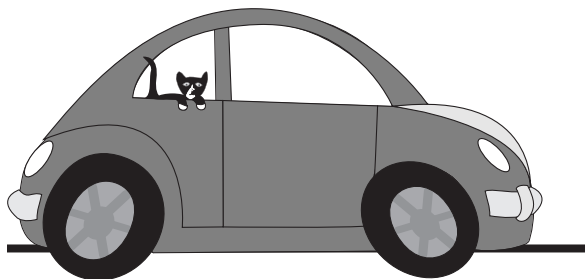
Competent Assessment of Reading:
Toolkit for Professional Developers

Overhead/Handout D

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Section	Activity	Page
1	1.2	79

What Do Effective Readers Do?

Synthesizing a System

What Do We Want Readers to Know and Be Able to Do?

Target Working with: _____

Based on the target your group is working on, discuss what you are giving your students to do in order to become effective readers? What evidence are you collecting to see if your targets are being met? At what level are the targets met?

So, is the reading system in your classroom running smoothly?

Conduct an ALL SYSTEMS CHECK:

Do your learning targets match your state standards and what research supports as good practice?

Do your instructional strategies and classroom experiences move students toward effective reading?

Are your beliefs about effective reading supported by your actions?

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Toolkit for Professional Developers

All Systems Check

Do these learning targets match?

- Do your learning targets match your state standards and what research supports as good practice?

- Do your instructional strategies and class-room experiences move students toward effective reading?

- Are your beliefs about effective reading supported by your actions?

Competent Assessment of Reading:
Toolkit for Professional Developers

Overhead E

Section	Activity	Page
1	1.2	81

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What Do Effective Readers Do?

The Need for Systematic Observation

"Educators have done a great deal of systematic testing and relatively little systematic observation of learning. One could argue that educators need to give most of their attention to the systematic observation of learners who are on the way to those final scores on tests."

—Marie Clay, 1993, p. 7

Overhead/Handout E

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
1	1.2	82

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What Do Effective Readers Do?

Characteristics of Systematic Observation

They provide:

1. A well-defined and clear task.

2. A standard way of setting up the task.

3. Ways of knowing when we can rely on our observations and make reliable comparisons.

4. A task that is like a real-world task as a guarantee that the observations will relate to what the child is likely to do in the real world (for this establishes the validity of the observation).

5. A good list of what to observe (like a developmental continuum) in a student response.

Adapted from *An Observation Survey of Early Literacy Achievement*, p. 7

Competent Assessment of Reading:
Toolkit for Professional Developers

Overhead/Handout E

Section	Activity	Page
1	1.2	83

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What Do Effective Readers Do?

Listen to the Readers

While you are listening, think about…

✦ **What can you tell about this reader in terms of comprehension and strategy usage thus far?**

✦ **Can you tell if this child is an effective reader from listening to his/her oral reading?**

✦ **Based upon the information you have thus far, does the child understand what he/she is reading? Why or why not?**

Overhead F

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
1	1.2	84

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What Do Effective Readers Do?

The ABC's of Anecdotal Records
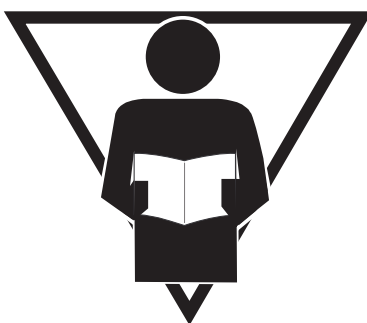
Record observations <u>a</u>t the moment…

Non-example: Jerrold did research today.

Example: Jerrold took specific notes about his topic from three different sources—the Internet site, an interview with another teacher, and a book from the classroom library.

Record what the child is doing in terms of <u>b</u>ehavior…

Non-example: Sandra did a good job of developing the characters in the story.

Example: Sandra used different voices for different characters in the story in reader's theater.

Beware of jumping to <u>c</u>onclusions or a <u>c</u>ause…

Non-example: He couldn't read the book because the print was too small.

Example: He said the print was too small in this book.

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Toolkit for Professional Developers

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Overhead/Handout F

Section	Activity	Page
1	1.2	85

What Do Effective Readers Do?

The Crocodile in the Bedroom

A Crocodile became increasingly fond of the wallpaper in his bedroom.

He stared at it for hours and hours.

"Just look at all those neat and tidy rows of flowers and leaves," said the Crocodile. "They are like soldiers. There is not a single one that is out of place."

"My dear," said the Crocodile's wife, "you are spending too much time in bed. Come out into my garden where the air is fresh and the sub is bright and warm."

"Well, if you insist, for just a few minutes," said the Crocodile. He put on a pair of dark glasses to protect his eyes form the glare and went outside.

Mrs. Crocodile was proud of her garden.

"Look at the hollyhocks and the marigolds," she said. "Smell the roses and the lilies of the valley."

"Great heavens!" cried the Crocodile, "The flowers and leaves in this garden are growing in a terrible tangle! They are all scattered! They are messy and entwined!"

The Crocodile rushed back to his bedroom in a state of great distress. He was at once comforted by the sight of his wallpaper.

"Ah," said the Crocodile. "Here is a garden that is ever so much better. How happy and secure these flowers make me feel!"

After that the Crocodile seldom left his bed. He lay there, smiling at the walls. He turned a very pale and sickly shade of green.

Without a doubt, there is such a thing as too much order.

Overhead/Handout F

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
1	1.2	86

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What Do Effective Readers Do?

Form for Recording Student Reading Data

Student Name: _____ **Reader 1:** _____

Title of Book: _____

Oral Fluency	
Comprehension	
Strategies	
Higher order thinking	
Motivation	

Competent Assessment of Reading:
Toolkit for Professional Developers

Overhead/Handout F

Section	Activity	Page
1	1.2	87

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What Do Effective Readers Do?

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Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
1	1.2	88

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What Do Effective Readers Do?

Form for Recording Student Reading Data

Student Name: _____   **Reader 2:** _____

Title of Book: _____

Oral Fluency
Comprehension
Strategies
Higher order thinking
Motivation

Competent Assessment of Reading:
Toolkit for Professional Developers

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Overhead/Handout F

Section	Activity	Page
1	1.2	89

What Do Effective Readers Do?

Form for Recording Student Reading Data

Student Name: Reader 1

Title of Book: *Crocodile in the Bedroom*

Oral Fluency

- Read at a good pace
- Used some expression while reading

Comprehension

- Retold three major events which included problem and solution
- Retell was not sequential nor detailed

Strategies

- Reread to self-correct
- Put in words that were not there but maintained the author's meaning
- Read past a word and used context to self-correct
- Verbalized the meaning of words she could not say
- Miscued stale/state

Higher order thinking

- Saw "big picture"
- Evaluated situation and made suggestions
- Drew on personal experience
- Made connection between a character and someone she knew

Motivation

- Laughed during story
- Seemed excited about reading
- Willing to freely discuss

Overhead/Handout F

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
1	1.2	90

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What Do Effective Readers Do?

Form for Recording Student Reading Data

Student Name: Reader 2

Title of Book: *Crocodile in the Bedroom*
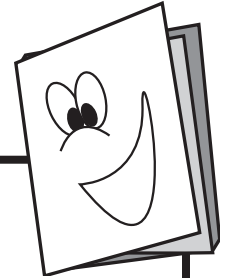
Oral Fluency

- Read at a brisk pace
- Somewhat monotone reading

Comprehension

- Retell did not follow story line
- Did not seem to make appropriate connections

Strategies

- Reread for a second start—many times
- Inserted and substituted words that did not maintain meaning
  - Syntax: Now happy and secure…
  - He must put on a pair…

Higher order thinking

- Interpreted "order" in his own way
- "I'm not sure"

Motivation

- Seems unmotivated
- Not willing to discuss or revise thinking

Competent Assessment of Reading:
Toolkit for Professional Developers

Overhead/Handout F

Section	Activity	Page
1	1.2	91

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What Do Effective Readers Do?

What Do Effective Readers Do at Your Level?

Effective Readers…	Less Effective Readers…

Handout G

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
1	1.2	92

What Do Effective Readers Do?

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Indicators of Effective Readers

Emergent Reader	Early Reader	Transitional Reader	Independent Reader
✎ Begins to make links between own oral language and print (voice print match)	✎ Understands that print conveys meaning	✎ Constructs meaning while reading	✎ Is a strategic reader—using strategies when difficulty is encountered
✎ Pretends to read using book language and structure (using mostly pictures)	✎ Control of early reading strategies	✎ Has full control of reading strategies	✎ Constructs meaning when reading
✎ Tells a logical story from picture, memory, and imagination	✎ Prediction	✎ Uses self-monitoring strategies while reading (asks, Does this make sense to me? If not, the reader self-corrects.)	✎ Is able to give a reasonable and logical interpretation of a text
✎ Demonstrates awareness that print conveys meaning	✎ Meaningful story structure		✎ Enjoys reading as a pastime activity
✎ Knows basic concepts of books	✎ Uses picture clues	✎ Knows a large core of frequently used words	✎ Distinguishes between fact and opinion
✎ Back/front	✎ Self-corrects	✎ Able to read longer, more complex texts	✎ Is able to summarize
✎ Holds book correctly	✎ Knows some frequently used words	✎ Uses pictures as only a strategy to get past difficulty	✎ Extends knowledge by reading a wide range of texts for different purposes
✎ Knows where to begin reading	✎ Increasingly attends print	✎ Is able to recount basic facts of story	✎ Reads to learn
✎ Turns pages correctly	✎ Thinks of self as a reader	✎ Begins to move beyond a basic retell of story by making associations, analogies, hypotheses, etc.	✎ Is able to read from a variety of genres
✎ Discusses stories that have been read orally	✎ Takes risk when reading		✎ Is able to adjust reading with different genres
✎ Possibly recounts	✎ Begins to relate stories to personal experiences		
✎ Characters	✎ Draws upon prior knowledge		
✎ Events	✎ Retells story events		
✎ Details	✎ Recounts		
✎ Participates and listens during "story time"	✎ Character		
✎ May read refrains in predictable story books	✎ Events		
	✎ Main ideas		
	✎ Problems/solutions		

Competent Assessment of Reading:
Toolkit for Professional Developers

Overhead/Handout G

Section	Activity	Page
1	1.2	93

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What Do Effective Readers Do?

Major Point Interview for Readers

Student _____ Date _____

PRE Student Performance Assessment Results	Instructional Implications Based on Results	POST Student Performance Assessment Results
Overall Reader Level for *Thinks aloud* _____		Overall Reader Level for *Thinks aloud* _____
Reader Level for *Uses schema* _____		Reader Level for *Uses schema* _____
Reader Level for *Infers* _____		Reader Level for *Infers* _____
Reader Level for *Questions* _____		Reader Level for *Questions* _____
Reader Level for *Determines what is important in text* _____		Reader Level for *Determines what is important in text* _____
Reader Level for *Monitors comprehension* _____		Reader Level for *Monitors comprehension* _____
Reader Level for *Visualizes* _____		Reader Level for *Visualizes* _____
Reader Level for *Synthesizes* _____		Reader Level for *Synthesizes* _____

Scoring Rubric developed by Keene, Goudvis, Schwartz, 1995

Overhead/Handout G

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
1	1.2	94

What Do Effective Readers Do?

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Reader Level

Dimension	1	2	3	4	5
Thinks aloud	No response/ random thoughts unconnected to the text	Disconnected thoughts relating more to the pictures than text	Thinking is tied to text events/context: beginning inferences may be inaccurate in relation to text, more ties to personal experience; may identify problems (word level) during reading	Generates questions, identifies problems, infers, elaborates text events with own experience, may make predications about overall book meaning.	Clearly expresses own thinking, may speculate about theme, discusses how own thinking supports or inhibits comprehension.
Uses schema	No response/ schematic connection	Can talk about what text reminds him/her of but cannot explain; reference to schema may not be clearly connected to text	Relates background knowledge/ experience to text	Expands interpretation of text using schema; may discuss schema related to author, text structure; may pose questions based on apparent discrepancies between text and background knowledge	Explains how schema enriches interpretation of text; talks about use of schema to enhance interpretation and comprehension of other texts; connections extend beyond life experiences and immediate text

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Toolkit for Professional Developers

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Overhead/Handout G

Section	Activity	Page
1	1.2	95

What Do Effective Readers Do?

Reader Level (continued)

Dimension	1	2	3	4	5
Infers	No response/inference	Attempts a prediction or conclusion, inaccurate or inconsistent with text information	Draws reasonable conclusions or makes predictions that are consistent with text or schema	Draws conclusions and/or makes predictions and can explain the source of the conclusion or prediction	Develops reasonable predictions, interpretations, and/or conclusions about the text that include connections between the text and the reader's background knowledge or ideas and beliefs, and adjusts for new information
Questions	No questions/irrelevant questions	Poses literal questions	Poses questions to clarify meaning	Poses questions to enhance meaning of text (critical response; big idea); may explain how posing questions deepens comprehension	Uses questions to challenge the validity of print, author's stance, motive, or point of view
Determines What is Important in Text	No response/random guessing, inaccurate attempt to identify important elements	Identifies some elements (primarily confirmed by pictures) as more important to text meaning	Identifies words, characters, and/or events as more important to overall meaning; makes some attempt to explain reasoning	Identifies at least one key concept, idea, or theme as important in overall text meaning, and clearly explains why	Identifies multiple ideas or themes, may attribute them to different points of view, discusses author's stance or purpose and its relation to key themes and ideas in the text

Competent Assessment of Reading:
Toolkit for Professional Developers

Activity 1.3

Versions A or B
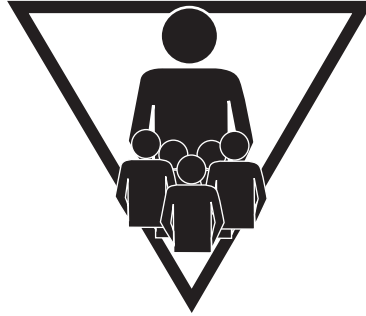
Two versions are provided for Section 1.3: Where's Reading in the Classroom?

The two versions differ in the use of the models of reading; it is the facilitator's choice which version to use.

Version A:

In this activity, historical reading models are used as vehicles for examining both reading as a holistic system and the larger system of reading as it relates to the classroom.

or

Version B:

In this activity, one's own beliefs about reading are used to examine reading as a system and together colleagues develop a system of reading for the classroom or school.

Competent Assessment of Reading:
Toolkit for Professional Developers

Facilitator's Notes

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Section	Activity	Page
1	1.3A	97

Where's Reading in the Classroom?

Where's Reading in the Classroom?

Activity 1.3 has two different versions. This is VERSION A that provides teachers an opportunity to review models of reading and reflect upon their own practice. VERSION B (following this activity) gives teachers an opportunity to reflect upon and formulate their own beliefs about reading. Facilitators should choose the version they feel best meets the needs of their participants.

Purposes

1. To develop a whole systems perspective of reading by analyzing and synthesizing reading models—the skills model, balanced model, transactional model, four processes model, and the integrated model

2. To evaluate current whole systems for growth opportunities in the teaching and learning of reading

3. To analyze assessment of reading process for consistency with beliefs about how the student's reading system works

4. To critically examine the quality of time students spend operating their individual reading system

Uses

This introductory activity examines classroom assessment from the perspective of the learner and the perspective of the entire system. It can be implemented with teachers or educators interested in examining the mismatches between learning targets and practice and/or the beliefs and practice around improving the assessment of reading in today's classrooms. The activity provides necessary background information to understand the reading systems approach when compared with historical reading models. Prerequisites might include teaching beginning reading or reading in the content area or designing reading curriculum.

Rationale

 Most teachers have some knowledge of the history of reading and how teachers go about teaching reading in classrooms. In this activity, historical reading models are used as vehicles for examining both reading as a holistic system and the larger system of reading as it plays out in the classroom. Reading effectively is a complex holistic process where numerous things must happen simultaneously and in an interconnected and smooth fashion. Thus, each reader is operating an individual reading system on an individual journey (The CAR analogy). In addition, each teacher brings to the classroom a system of reading (including vision, beliefs, instructional activities, curriculum, assessment methods, and the environment created). The school district, in turn, promotes a particular reading approach or program. Thus, there are numerous systems moving from the individual system of the student to the holistic system of the school or school district. When there is a mismatch, the learner's reading performance can go off course. It is with the purpose of aligning the model, the holistic system, and the learning targets that this activity is worthwhile.

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Toolkit for Professional Developers

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Facilitator's Notes

Section	Activity	Page
1	1.3A	99

Where's Reading in the Classroom?

A model is a visual representation of the processes that take place in a system (Adams, 1990). If the act of reading is a system, which is the view of the *CAR Toolkit*, then the parts within that system are related and inseparable from each other. Teachers make instructional decisions based on how they believe this system works. It follows then that the model(s) of reading to which a teacher subscribes carries weight in how curricular materials are structured, how the teacher approaches teaching and assessing reading in the classroom, and, ultimately, how students view reading (Goodman, 1987). Thus, each model is a sort of road map for what happens in the teaching of reading.

As reading models are constructed into systems (either at the student level or systems level), teachers begin to examine how reading is currently taught and assessed in the classroom. Classroom images bring reading alive, thereby allowing teachers to identify in concrete ways what their assessment practice reveals about their beliefs about reading and how the reading system works. When practice collides with beliefs and learning targets, there is room for improvement. In order for reading instruction to improve, teachers must analyze what works and act upon what can be improved in their assessment practice. As the activity concludes, teachers reflect on their practice and why they teach reading as they do. They examine whether or not their current assessment practice is consistent with their beliefs and learning targets set for learners in reading. It is the goal of this toolkit to help teachers to reflect on their practice, thereby increasing their capacity to act purposefully in the teaching and assessing of reading and to positively impact student reading performance.

Supplies

Overhead projector

Screen

Blank transparencies

Transparency pens

Chart paper

Markers

Tape

Easels

Analyzing Reading Models Matrix Cards

Posters of Reading Models:

- Skills
- Balanced
- Transactional
- Four Processors
- Integrated

3 hours and 50 minutes

Facilitator's Notes

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
1	1.3A	100

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Where's Reading in the Classroom?

Materials

Item	Title	Page Number(s)
Overhead A	*Where's Reading in the Classroom?* (5 minutes)	112
Overhead A	*What is a System?* (25 minutes for pages 113–119)	113–115
Overhead A	*What Happens If?*	116
Overhead A	*Systems of Reading*	117
Overhead/Handout A	*Is the Reading System Working?*	118–119
Overhead/Handout B	*Models in Reading* (25 minutes for pages 120–130)	120
Overhead/Handout B	*Skills Model in Reading*	121–122
Overhead/Handout C	*Balanced Model in Reading*	123–124
Overhead/Handout D	*Transactional Model in Reading*	125–126
Overhead/Handout E	*Four Processors Model in Reading*	127–128
Overhead/Handout F	*Integrated Model in Reading*	129–130
Handout G	*Reading Models* (30 minutes for pages 131–135)	131–135
Overhead/Handout G	*To Analyze a Reading Model*	136
Overhead/Handout G	*Analyzing Reading Models—Table*	137
Overhead/Handout G	*Analyzing Reading Models—Blank Matrix*	138
Overhead/Handout G	*Analyzing Reading Models—Completed Matrix*	139–140
Handout H	*Classroom Scenario: Skills Model* (25 minutes for pages 141–150)	141–142
Handout H	*Classroom Scenario: Balanced Model*	143–144
Handout H	*Classroom Scenario: Transactional Model*	145–146
Handout H	*Classroom Scenario: Four Processors Model*	147–148
Handout H	*Classroom Scenario: Integrated Model*	149–150
Overhead I	*Synthesizing a Reading System* (25 minutes for pages 151–152)	151–152
Overhead/Handout J	*Where's the Match?* (75 minutes for pages 153–154)	153–154
Overhead/Handout J	*Evaluating Reading Systems*	155
Overhead/Handout K	*To Evaluate a Reading System*	156
Overhead/Handout K	*Where am I?* (20 minutes)	157

Competent Assessment of Reading:
Toolkit for Professional Developers

Facilitator's Notes

Section	Activity	Page
1	1.3A	101

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Where's Reading in the Classroom?

▽ Facilitator Notes

Reviewing and Setting Purposes		5 minutes
Overhead A *Where's Reading in the Classroom?*	p. 112	Use the *CAR Roadmap* overhead found at the beginning of Section 1 to review where we are in our journey. Use Overhead A (page 112) to introduce the purposes of the activity.

Developing a Systems Perspective in Reading		25 minutes
Overhead A *What Is a System?*	p. 113	Using overhead (page 113) ask participants to relate reading to a system as we move through this activity. From the overhead state, "All of these things are related to a common item?" Ask, "Do they represent a system?" Discuss as necessary. (Some participants will probably say yes. It is okay to accept all answers—they will get your point later.)
Overhead A *What Is a System?*	p. 114	Read from the top of the overhead, "A collection of related parts is NOT a system." Ask, "What is a system?" To further develop the systems idea, ask for examples of systems. Discuss. Read statement from overhead (page 114): "A working car IS a system." Ask, "Why?" Clarify as necessary.
Overhead A *What Is a System?*	p. 115	After a brief exchange, ask participants to define a system. Pull from the discussion and then read the working definition from overhead (page 115)—"A system is a collection of cohesive parts that are interconnected to function as a purposeful whole." Ask, "What does this mean to you?"
Overhead A *What Happens If?*	p. 116	Continue the discussion with the questions on overhead (page 116) and the ones that follow: 1. What happens if one part is not cohesive? 2. How does this affect the rest of the system if the parts are not interconnected? What happens to functioning as a purposeful whole if one or more of the parts are not cohesive? Briefly point out that since the parts should be cohesive and interconnected, when just one part is not, the system malfunctions but is still a system. Refer to the car analogy and give an example, such as a radiator hose getting a hole in it or the clutch cable breaking.

Facilitator's Notes

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
1	1.3A	102

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Where's Reading in the Classroom?

Overhead A *Systems of Reading*	p. 117	Use the overhead (page 117) *Systems of Reading* to transition the discussion toward a systems perspective in reading. State that in this training, we will consider two systems in reading. One is the reading system of the individual child. For each child, reading comes together as a collection of cohesive interconnected parts. These parts function as a whole. The other system is the larger system of the classroom or school or school district. This larger reading system of the school has a dramatic influence on the reading system of the individual child. For example, if this larger system places a great deal of emphasis on reading aloud perfectly, the child will probably come to believe that perfect oral reading is what reading is. Or if this larger system overemphasizes literal comprehension, the child probably will not see higher order thinking as a part of reading. In the first two activities of the *CAR Toolkit*, we examined the learner's reading system and how we believe it works. In this activity, we will analyze and synthesize reading systems as a whole to see if they match the learning targets in reading and our beliefs about the learner's reading system.
Overhead/ Handout A *Is the Reading System Working?* Charts with targets and indicators	pp. 118–119	Pose the question found on the top of the overhead (page 7), "Is the Reading System Working? Are all students achieving our learning targets in reading?" Refer to the indicators as posted on the charts created earlier. Ask, "What does it tell you about the reading system if *all* students are not achieving the targets?" Discuss. Participants should come to the conclusion that students who are not achieving are symptomatic of a system with a malfunction that needs to be reexamined for effectiveness. Ask, "Which pieces might need to be reexamined?" Discuss. State, "While we may have some of the parts for a working reading system, there may be pieces that need to be reexamined for effectiveness. Set the purpose for reading with the questions on page 119. Allow participants about 5 minutes to read the passage (on page 118), and prepare for round-robin discussion. Explain that for a round-robin discussion, each participant in the group of four responds to one of the following questions, in order, as follows: 1. Is the reading system working? 2. Why does the car analogy break down? 3. Are the reading parts linked from the outset in your reading system? 4. Do we understand the reading system? As a participant responds to a question, the discussion begins. Instruct each group to spend the next 10 minutes discussing the questions and preparing to respond to one of the questions in the whole group. Call time at 10 minutes and ask for a volunteer from each group to respond to one of the discussion questions. Proceed until all four questions have been discussed. State, "In many cases, the reading system needs some work, so all students learn to read and write. Let's take a closer look at what and where reading systems can go off course by analyzing various reading models and how they work with a systems perspective. By doing this, we can begin to see where problems are and what to do about them."

Competent Assessment of Reading:
Toolkit for Professional Developers

Facilitator's Notes

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Section	Activity	Page
1	**1.3A**	**103**

Where's Reading in the Classroom?

		Introducing Reading Models	**25 minutes**

Overhead/ Handout B *Models in Reading* Overhead/ Handout B *Skills Model in Reading* Overhead/ Handout C *Balanced Model in Reading* Overhead/ Handout D *Transactional Model in Reading* Overhead/ Handout E *Four Proces- sors Model in Reading* Overhead/ Handout F *Integrated Model in Reading*	pp. 120–130	Use the overhead (page 120) to briefly introduce the following reading models and credit those responsible for the models: ☸ *Skills*, *Balanced*, and *Transactional Models* are adapted from Kenneth Goodman's (1987) descriptions of historical models and practices. He labeled the models with different names, however. ☸ *Four Processors Model* is Marilyn Jager-Adams model as described in her 1990 publication. ☸ *Integrated Model* is proposed by SERVE's Reading Assessment Team (2000) and is based upon what we understand about reading at this point in time. This portion of the activity will involve direct instruction as you teach the participants the characteristics of the five models in reading. Use the overheads/ handouts (pages 121–130), to introduce these models. Participants will be reviewing *one* model in depth, but they need a good overview of all five models before they begin. You can choose to explain each model to participants or to allow them to read, discuss, and ask questions about each model. These models embody common beliefs about how reading works. They are related to student learning targets for reading at particular times in history. The question is, "Do these models work for the learning targets and indicators of assessment we have set for readers today?" State that our position is not to promote one model over another. Rather, the purpose is to analyze how the model works in a reading system and in practice both for the learners and the overall teaching and learning environment, and whether that reading system matches our current learning targets and beliefs about reading. Ask, "Why is it important that practice reflects our understanding of the students' reading system and how we believe it works?" Discuss the fact that if all students are to be effective readers and meet the learning targets in reading, current practices need to align to how we believe effective reading works.

		Analyzing a Reading Model	**30 minutes**

Handout G *Reading Models*	pp. 131–135	**Set up and Directions:** Organize participants into five different groups with each group responsible for a reading model. Refer participants to the handouts that explain the reading models, Handout G (pages 131–135). Charge each group with analyzing a reading model, synthesizing the model into a system, and teaching it to the other participants so they can evaluate the effectiveness of it. We will chunk the activity into three parts—analyzing, synthesizing, and evaluating.

Facilitator's Notes

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
1	**1.3A**	**104**

Where's Reading in the Classroom?

Overhead/ Handout G	p. 136	Use overhead (page 136) and state that in the first 15 minutes of the activity, each group is to *analyze or examine the parts* of a reading model as follows:
To Analyze a Reading Model		1. Review the model and its related assessments 2. Read the description of the model 3. Relate the model to your experiences by discussing questions found on the bottom of the description of the model
Overhead/ Handout G	p. 137	4. Take notes on the *Analyzing Reading Models Table* (page 137)
Analyzing Reading Models—Table		Use the Matrix (page 138) to take notes when the presentations on the models are given.
Overhead/ Handout G	p. 138	Display the overhead of the blank matrix (page 138) and point out the following parts of a reading model that participants are to analyze:
Analyzing Reading Models— Blank Matrix		☸ Beliefs about reading ☸ Vision for teaching and learning in reading ☸ Curriculum ☸ Assessment
		(There are other parts listed on the table, like Instruction and Learning Environment, Materials, and Resources. If there is ample time, participants may proceed by analyzing these parts on their own. These components are examined in the next section of this activity.)
		Conduct Activity:
		Allow participants 15 minutes to analyze their group's reading model organizing their notes using handout (page 137). Allow 15 minutes for all the groups to report out to the whole group. As these reports are being given, participants may take notes on blank handout (page 138). Asking for this interim report on each model will allow facilitators to make sure each group is on the right track.
Overhead/ Handout G	pp. 139–140	After all groups have reported, you may distribute the completed *Analyzing Reading Models—Completed Matrix* (pages 139–140), which is organized to describe the parts of each system as taken from the readings, as a review or check. Or, you may use this information to guide discussions.
Analyzing Reading Models— Completed Matrix		

Competent Assessment of Reading:
Toolkit for Professional Developers

Facilitator's Notes

Section	Activity	Page
1	1.3A	105

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Where's Reading in the Classroom?

Examining Scenarios		**25 minutes**
Handout H *Classroom Scenarios (5)*	pp. 141–150	Call participants to order and check on progress. Refer participants to five classroom scenarios in their handouts (pages 141–150) to see how assessment of reading and instruction might look in the classroom for each model. The scenarios explain how assessment and instruction are woven together, how the learning environment looks, and how the materials and resources are used when teachers put a particular reading model into practice. Set the purpose for reading with the overhead and charge each group to further analyze their reading model in terms of the quality and the amount of time students spend actually operating their individual reading systems or reading text in the different models. Allow 20 minutes for participants to read and reflect on their scenario and discuss it in their group, addressing the question at the end of each of their scenarios, *Where's Reading in This Classroom?* They are to find the quality of the reading done *by the student* in the assessment or instructional activity in each scenario.

Synthesizing Reading Models into a System		**25 minutes**
Overhead I *Synthesizing a Reading System* Chart paper, markers, tape	pp. 151–152	Call participants to order, and check on their progress. State, "Now, it's time to take what we have learned by analyzing, or taking the model apart, to synthesize a reading system, or put it back together in a new way." Ask, "Why is it important to put together a reading system?" Discuss. Participants should articulate that the quality of the whole reading system determines the quality of the individual readers. Distribute chart paper, markers, and tape for participants to use to create their reading system. Remind them of what a system is and that their visual should show how the parts of the system are interconnected and work together. Use the overheads, (pages 151–152) to guide the groups as they *synthesize,* or *bring together,* a reading system based on their reading model in the next 15 minutes as follows: 1. Put the information noted on their sheets together in a unique way using any of the resources they have 2. Talk about the connections between the parts 3. Teach how the parts interconnect to function as a purposeful whole

| Overhead/ Handout I (continued)

Synthesizing a Reading System | | Tell participants that the goal is to teach their system based on their analysis of their model to the others to the point that they can make a judgment as to the effectiveness of the reading system and to show the interconnection of all aspects of a system.

Model the process by "thinking aloud," using *one aspect* of the integrated model as an example.

For example you might share the following about the integrated model:

For the integrated model one key belief is *that reading begins with the individual learner and is learner centered.* That would mean that a teacher would try to get to know all of her students individually and the type of texts they would be interested in reading as well as their individual levels of reading. Her vision of school would include a great deal of personal choice and enough text so that different students could be reading different pieces. The curriculum would focus on learning targets, yet be flexible enough to include individual choice and allow small groups of students to engage in projects. The assessments would emphasize self-assessment as well as individual assessment, since once again, the teacher believes the individual is central to the reading process. Her instruction would be flexible. Most of the time students would be working at workstations where targets are posted, but the teachers would also use whole groups and small groups. At times she would ask students to work individually. Finally, the learning environment she would create in her classroom would emphasize this variety, flexibility, and choice. The room would be arranged in workstations with controlled student choice as to seating and no visible teacher workstation. However, chairs could be moved to accommodate small groups and whole group work. She would have a print-rich environment that includes all types of text and a variety of reading levels and different topics that would be of interest to different children.

Allow time for groups to synthesize the reading system, and as they finish, instruct them to post each chart showing these models on the wall. |

Competent Assessment of Reading:
Toolkit for Professional Developers

Facilitator's Notes

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Section	Activity	Page
1	1.3A	107

Where's Reading in the Classroom?

Reporting on the Reading Models		**75 minutes**
Overhead/ Handout J *Where's the Match?*	pp. 153–154	When all charts of the different systems around their five models are posted, refer back to the learning targets with the indicators agreed upon in Activity 1.2. Tell the participants that we will refer back to these after all the presenta- tions. These learning targets and indicators are important because these are the things that they value as a group for looking at effective readers. Allow each group 10 minutes to present their presentation of their reading system based on their model. Ask participants to take notes on pages 153–154 entitled *Where's*
Overhead/ Handout J *Evaluating Reading Systems*	p. 155	*the Match*. Participants should take personal notes focused on what they do in their classrooms or what they would like to do in their classrooms. (In the Skills Model, for example, a teacher uses lots of worksheets to make sure students have mastered individual skills. They would note that match in the Skills Model section on page 153 if that is something they do in their classroom.)
Overhead/ Handout K *To Evaluate a Reading System*	p. 156	After all presentations are finished, the entire group will evaluate each reading system/model. Use the overhead (page 156) to guide participants in the evaluation of each of the five systems based on the models they have just presented. Determine how well the learning targets that participants generated earlier match that reading system/model. Determine how well the beliefs participants have about reading match this system/model. Finally, discuss whether this system/model will provide ample opportunities for all students to improve reading performance. Allow participants to ask questions and raise issues.

Reflecting—to summarize this activity		**20 minutes**
Overhead/ Handout K *Where Am I?*	p. 157	To reflect on current practice, participants use *Where Am I?* (page 157). ✎ Tell participants to describe what they believe about reading NOW and what they plan to do in their classrooms with the information discussed during this activity. ✎ Classify these ideas according to Skills, Balance, Transactional, Four Processors and the Integrated Reading Models. Ask, "Do your practices align with your understanding of reading as presented in the model review? Do adjustments need to be made? If so, where?"

Facilitator's Notes

Competent Assessment of Reading: Toolkit for Professional Developers

Section	Activity	Page
1	**1.3A**	**108**

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Where's Reading in the Classroom?

Transition Notes

Each of the models is distinct in classroom practice in the purest sense, but the models are rarely found as such. Teachers tend to teach reading more eclectically, pulling from tools and strategies that they feel work. However, so much of what teachers have focused on in reading in the past dealt with a packaged program rather than what was understood about the reading system and the learner. This needs to change. As we examine what we are doing in teaching and assessing reading, we need to build on the relationship between teachers and students and results rather that focusing on a program that decides what is important to teach. This will help teachers determine where students are and the next learning steps in their progress toward becoming effective readers.

We know that expert teachers teach reading in an eclectic style, pulling from tools that are strategically used to improve learner performance. However, when we examine the systems of reading at work in the classroom in a strict sense, it is easier to see the purposes for reading assessment. Are the reading tasks students do consistent with what we want students to become? If we really want students to become effective readers, then time must be purposefully planned to match those desired results. We know that the time students spend actually engaged in reading as well as the quality of reading experiences impact reading achievement and that currently, on average, those activities comprise only about 10 percent of classroom activities (Allington, 1994). Marie Clay states in *An Observation Survey*, "Successful readers learn a system of behaviors which continues to accumulate skills merely because it operates" (1993, p. 15). Becoming an effective reader requires learning opportunities that improve the operation of the reading system. One way to ensure that this happens is to provide learning opportunities that engage learners in operating their reading systems.

In the next section, we look at how selecting appropriate assessments can have a direct impact on reading instruction and, ultimately, provide the quality of learning opportunities necessary for improved reading performance.

Competent Assessment of Reading:
Toolkit for Professional Developers

Facilitator's Notes

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Section	Activity	Page
1	1.3A	109

Where's Reading in the Classroom?

Overheads & Handouts
Activity 1.3A

Competent Assessment of Reading

Learning to read is an individual journey....

Competent Assessment of Reading:
Toolkit for Professional Developers

Where's Reading in the Classroom?

Where's Reading in the Classroom?

Purposes:

1. To develop a whole systems perspective of reading by analyzing and synthesizing reading models

2. To evaluate current whole systems for growth opportunities in the teaching and learning of reading

3. To analyze reading assessments for consistency with beliefs about how the reading system works

4. To critically examine the quality of time students spend operating their individual reading system

Overhead A

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
1	1.3A	112

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Where's Reading in the Classroom?

What Is a System?

All of These Things Are Related to a Common Item...

Do They Represent a System?

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Toolkit for Professional Developers

Overhead A

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Section	Activity	Page
1	1.3A	113

Where's Reading in the Classroom?

What Is a System?

A collection of related parts is NOT a system.

A working car IS a system.

Adapted from Toolkit98, Introduction, Activity Introduction 2—Creating an Assessment Vision

Overhead A

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
1	1.3A	114

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Where's Reading in the Classroom?

What Is a System?

A system is a collection of cohesive parts that are interconnected to function as a purposeful whole.

SYSTEM

Competent Assessment of Reading:
Toolkit for Professional Developers

Overhead A

Section	Activity	Page
1	1.3A	115

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Where's Reading in the Classroom?
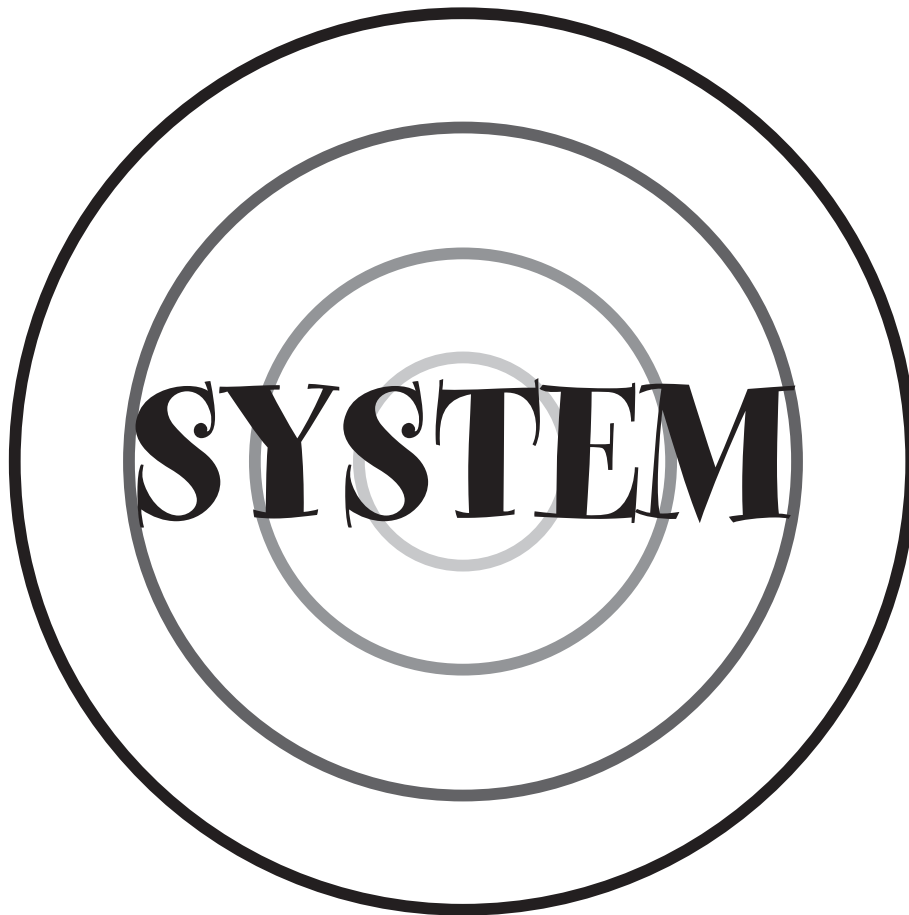
In a system, what happens if...
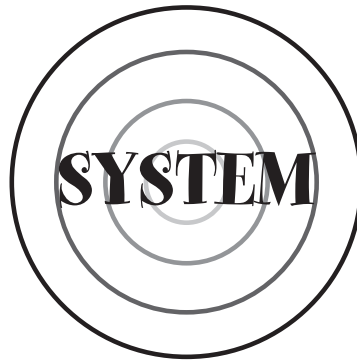
⚙ **One part is not cohesive?**

⚙ **One part is not interconnected to the rest of the system?**

⚙ **One part is not functioning as a part of the purposeful whole?**

Overhead A

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
1	1.3A	116

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Where's Reading in the Classroom?

Systems of Reading

The Learner's Reading System

Learning to read is an individual journey....

School's or District's Reading System

SYSTEM

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Toolkit for Professional Developers

Overhead A

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Section	Activity	Page
1	1.3A	117

Where's Reading in the Classroom?

Is the Reading System Working?

Marilyn Jager-Adams claims that "[T]he car analogy breaks down" here (1990, p. 20). "So apt for describing the operation of the system, it is wholly inappropriate for modeling its acquisition" (p. 20).

Why Is This?

She continues, "In contrast, the parts of the reading system are not discrete. We cannot proceed by completing each individual subsystem and then fastening it to another. Rather, the parts of the reading system must grow together. They must grow to one another and from one another.

For the connections and even the connected parts to develop properly, they must be linked in the very course of acquisition. We cannot properly develop the higher-order processes without due attention to the lower; we cannot focus on the lower-order processes without constantly clarifying and exercising their connections to the higher."

Are Reading Parts Linked From the Outset in Your Reading System?

"It is only when we understand the parts of the system and their interrelations that we can reflect methodically and productively on the needs and progress of each of our students" (p. 21).

Do We Understand the Reading System?

Overhead/Handout A

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
1	1.3A	118

Where's Reading in the Classroom?

Is the Reading System Working?

Why Does the Car Analogy Break Down?

Are Reading Parts Linked From the Outset in Your Reading System?

Do We Understand the Reading System?

Competent Assessment of Reading:
Toolkit for Professional Developers

Overhead/Handout A

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Section	Activity	Page
1	1.3A	119

Where's Reading in the Classroom?

Models in Reading

Skills Model

Balanced Model

Transactional Model

Four Processes Model

Integrated Model

Overhead/Handout B

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
1	1.3A	120

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Where's Reading in the Classroom?

Skills Model in Reading
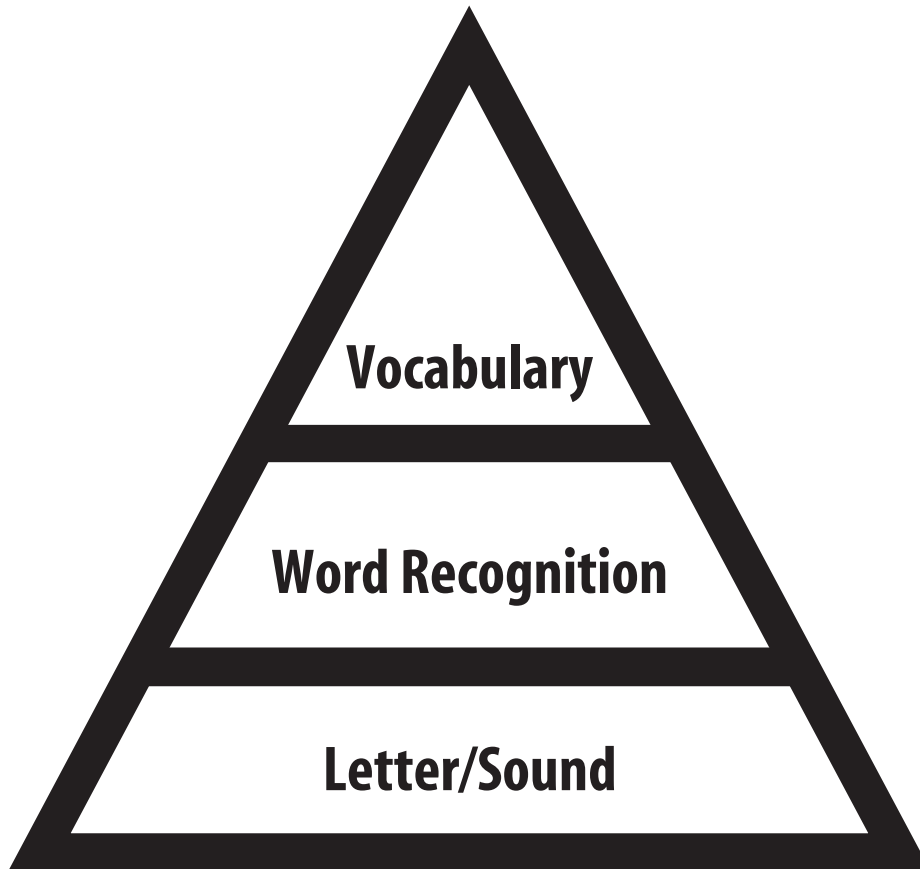
K. and Y. Goodman, Reading Miscue Inventory, 1987, p. 132

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Toolkit for Professional Developers

Overhead/Handout B

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Section	Activity	Page
1	1.3A	121

Where's Reading in the Classroom?

Skills Model

Part/Part/Whole

Learning to read is an individual journey....

- Isolated sound/sound blending tests
- Flashcards
- Work pages/color pages
- Teacher observation
- Skills checklists
- Reading from word lists (Dolch words)
- Unit tests
- Sequenced comprehension questions
- Fill-in-the-blanks
- Multiple choice
- Graded oral reading, usually round-robin style

Overhead/Handout B

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
1	1.3A	122

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Where's Reading in the Classroom?

Balanced Model in Reading

K. and Y. Goodman, *Reading Miscue Inventory*, 1987, p. 133

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Toolkit for Professional Developers

Overhead/Handout C

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Section	Activity	Page
1	1.3A	123

Where's Reading in the Classroom?

Balanced Model

Part/Whole/Part

Learning to read is an individual journey....

- **Pre-teach/test vocabulary**

- **Pre-teach/test comprehension skill**

- **Pre-teach/test phonics**

- **Pre-teach/test structural analysis and study skills**

- **Graded workbook pages**

- **Graded oral reading during round-robin/ability group**

- **Comprehension check**

- **Phonics check**

- **Vocabulary check**

- **End-of-book/chapter tests**

Overhead/Handout C

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
1	1.3A	124

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Where's Reading in the Classroom?

Transactional Model in Reading

graphophonic

semantic

syntactic

sociocultural context

Competent Assessment of Reading:
Toolkit for Professional Developers

Overhead/Handout D

Section	Activity	Page
1	1.3A	125

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Where's Reading in the Classroom?

Transactional Model

Whole/Part/Whole

Learning to read is an individual journey....

- Individual reading and writing conferences (teacher–student/student–student, somewhat teacher-driven)

- Miscue analysis

- Running records

- Observation/anecdotal records

- Literature circles

- Buddy reading… journaling response

- Written retell (summary of what is read)

- Graphic organizer

- Reader's theater

- Projects/board games

- Book talks/current events

- Portfolio review

- Student mentor

- Question the teacher

- Role reversal (student asks questions of teacher, regarding item read; teacher assesses by questions being asked)

Overhead/Handout D

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
1	1.3A	126

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Where's Reading in the Classroom?

Four Processors Model in Reading

Context
Processor

Meaning
Processor

Orthographic
Processor

Phonological
Processor

Print

Speech

Competent Assessment of Reading:
Toolkit for Professional Developers

Overhead/Handout E

Section	Activity	Page
1	1.3A	127

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Where's Reading in the Classroom?

Four Processors Model

Whole/Part/Whole

Competent **A**ssessment of **R**eading

Learning to read is an individual journey....

- Storytime interactions
- Alphabet fluency test
- Phonological awareness screenings
- Phonemic segmentation tests
- Phonemic manipulation tests
- Blending tests
- Oral language play

- Nursery rhymes
- Real-book readings
- Individual reading conferences
- Syllable splitting tests
- Oddity tests
- Listening
- Onset-rime games

Overhead/Handout E

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
1	1.3A	128

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Where's Reading in the Classroom?

Integrated Model in Reading

Code-Breaking Processes

Meaning-Making Processes

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Toolkit for Professional Developers

Overhead/Handout F

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Section	Activity	Page
1	1.3A	129

Where's Reading in the Classroom?

Integrated Model

(Whole/Part/Whole)

- ⚙ **Posted learning targets with student exemplars or models**

- ⚙ **Variety of assessments matched to learner and learning targets**

- ⚙ **Assessments that focus on how the reader integrates processes in reading**

- ⚙ **Rubrics and/or reading/writing continuum matched to learning targets**

- ⚙ **Extensive, organized library with multiple leveled texts and books managed by students**

- ⚙ **Flexible seating with workstations and student choices**

- ⚙ **Multiple ways for students to reflect and self-evaluate (portfolios, learning logs, journals, etc.)**

Overhead/Handout F

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
1	1.3A	130

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Where's Reading in the Classroom?

Skills Model in Reading

Part/Part/Whole

Learning to read is an individual journey....
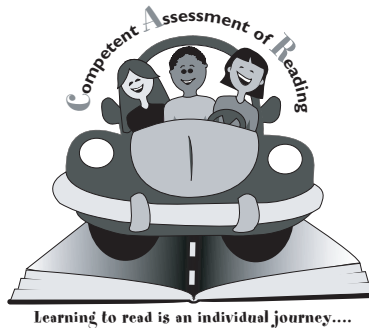
The skills model in reading suggests that reading is the sum of its parts. Namely, meaning is made when students are able to decode; letters make sounds and go together to make words, words make sentences, and sentences go together in such a way that they have meaning. In this model, reading is acquired hierarchically in a sequence that progresses from least difficult to more difficult, with letters and sounds being the simplest unit. Letters and sounds are explicitly taught and mastered one by one, again from simplest to more difficult, before moving to the next level in the hierarchy. The focus on acquisition of skills precedes a focus on meaning; likewise, the student must learn and master the parts of reading before attempting to read the whole (Goodman, 1987).

- How does this model match your definition of reading?
- How does it match your current practice?
- How does it match your learning targets for effective readers?

Note: This model does not include an explanation of the role of oral language and/or phonemic awareness in reading.

Competent Assessment of Reading:
Toolkit for Professional Developers

Handout G

Section	Activity	Page
1	1.3A	131

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Where's Reading in the Classroom?

Balanced Model in Reading

Part/Whole/Part

Learning to read is an individual journey....
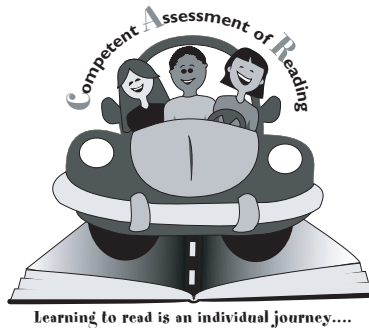
The balanced model supports a more eclectic view of reading with comprehension as one of the key components of reading. In this model, reading skills in letter/sound, vocabulary, and comprehension are usually hierarchically arranged and pre-taught through many activities prior to reading. The relationship between letters and sounds is taught, and irregular words are usually taught as whole units in isolation. Reading may include the teacher reading children's literature, centers that focus on the acquisition of literacy skills, and the integration of the other language arts. Readers typically read texts that control language structures and introduce skills, including comprehension, from simplest to complex. Language structures in reading texts are often simplified to match the level of the reader (Goodman, 1987).

- How does this model match your definition of reading?
- How does it match your current practice?
- How does it match your learning targets for effective readers?

Note: This model does not include an explanation of the role of oral language and/or phonemic awareness in reading.

Competent Assessment of Reading:
Toolkit for Professional Developers

Handout G

Section	Activity	Page
1	1.3A	132

© SERVE 2004

Where's Reading in the Classroom?

Transactional Model in Reading

Whole/Part/Whole

Learning to read is an individual journey....
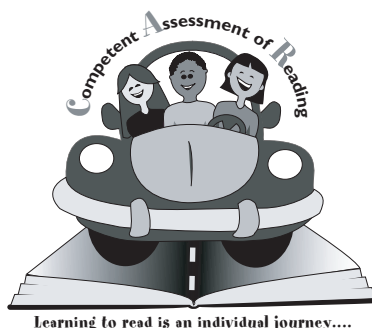
In the transactional model, both the reader and the author are equally active in constructing or building meaning. The written material is the medium through which the reader and the author transact. The term transaction suggests the dynamic nature of reading. It emphasizes the active and creative role of the reader in the process of reading, just as the writer is in the process of writing.

The concept of transaction in reading, as elaborated by Rosenblatt (1987), suggests that when a reader and an author, by way of the written text, transact, they know more about the reading process when they come to the end of what they are reading than they did at the beginning. In other words, readers add knowledge to knowledge they already have, which often means changing or accommodating old knowledge to be consistent with new knowledge. At the same time, they adjust or develop their reading strategies to meet any new demands made of them by the text. The reader has also changed the text. This change is reflected in miscues and also in the underlining or marginal note readers make.

At the heart of the transactional model is meaning. Meaning from the text is confirmed through semantic cues (meaning cues), syntactic cues (language structure cues), and these cues are visually confirmed through graphophonic cues (word structure cues). All systems are used simultaneously within a socio-cultural context. In order to construct meaning, the reader must use all the language systems within a socialcultural context (Goodman, 1987).

- How does this model match your definition of reading?
- How does it match your current practice?
- How does it match your learning targets for effective readers?

Note: This model does not include an explanation of the role of oral language and/or phonemic awareness in reading.

Competent Assessment of Reading:
Toolkit for Professional Developers

Handout G

© SERVE 2004

Section	Activity	Page
1	1.3A	133

Where's Reading in the Classroom?

Four Processors Model in Reading

Whole/Part/Whole

Learning to read is an individual journey....

Marilyn Jager-Adams defines reading with the Four Processors Model. In her book, *Beginning to Read: Thinking and Learning about Print* (1990), she states, "Reading depends first and foremost on visual letter recognition. To be fluent and productive, however, reading also depends on ready knowledge of words —their spellings, meanings, and pronunciations—and on consideration of the contexts in which they occur."

"The orthographic processor is responsible for perceiving the sequences of letters in text. The phonological processor is responsible for mapping the letters onto their spoken equivalents. The meaning processor contains our knowledge of word meanings, and the context processor is in charge of constructing an on-going understanding of the text. As shown by the arrows between them, the four processors work together, continuously receiving information from and returning feedback to each other" (Adams, p. 21).

"In this way, as the units share energy with each other through their interconnections, skillful readers recognize the spelling, sound, and meaning of a familiar word almost automatically and simultaneously, leaving their active attention free for critical and reflective thought" (Adams, p. 23).

The key point is that this process depends on the strength and completeness of the connections between the processors. In the skillful reader, the connections are strong because patterns and relationships are overlearned.

- ☺ How does this model match your definition of reading?
- ☺ How does it match your current practice?
- ☺ How does it match your learning targets for effective readers?

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
1	1.3A	134

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Where's Reading in the Classroom?

Integrated Model in Reading

Whole/Part/Whole

The integrated model, as proposed by SERVE's Reading Assessment Team, views reading as a learner-centered system to construct meaning beyond print. In this system, constructing meaning, whether it is learning to read or reading to learn, begins with the learner. The learner's print experiences, such as the print culture and modeling to which the reader has been exposed, the reader's prior knowledge gained through print or life experiences, and the reader's disposition to print, define the context for meaning.

To construct meaning, the learner uses print experiences to integrate (Chall, 1983) code-breaking and meaning-making processes simultaneously, giving and taking according to the purpose for reading and the demands of the print. The term *integrated* as denoted by the arrows suggests the flexible and effortless, yet complex thinking work that the reader must do to construct meaning from print.

Code-breaking processes find patterns and relationships in print. The learner operates these processes to make sense of *word structure*, such as letter/sound or spelling; *print structure*, such as directionality or the visual representation; and *language structure*, such as conventions or word order. *Meaning-making processes* create meaning from print. To do this, the reader sets relevant purposes for understanding print, actively and aptly engages the reading system, and continuously focuses on the meaning.

Since the system depends on integration, the reader must engage the processes by operating on print from the onset of learning (Adams, 1990). In a series of approximations, similar to speech acquisition, a reader's performance grows increasingly more sophisticated. That is, if supported by systematic and appropriate learning opportunities to scaffold and strengthen using strategies, understanding print and how it works, and thinking about their thinking (metacognition).

- How does this model match your definition of reading?
- How does it match your current practice?
- How does it match your learning targets for effective readers?

Competent Assessment of Reading:
Toolkit for Professional Developers

Handout G

© SERVE 2004

Section	Activity	Page
1	1.3A	135

Where's Reading in the Classroom?

To Analyze a Reading Model:
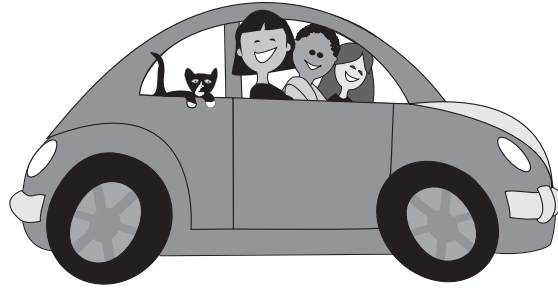
1. **Review the model**

2. **Read the description**

3. **Relate the model to your experiences**

4. **Take notes on the Analyzing Reading Models (page 137)**

Overhead/Handout G

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
1	1.3A	136

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Where's Reading in the Classroom?

Analyzing Reading Models
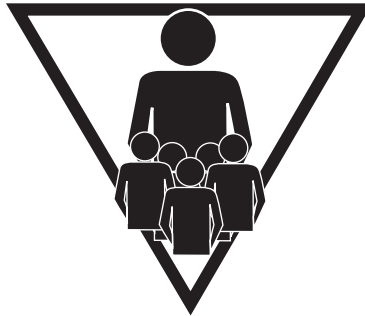
The Reading Model	
Beliefs About Reading	
Vision for Teaching and Learning	
Curriculum	
Assessment	
Instruction	
Learning Environment	
Materials	
Resources	

Competent Assessment of Reading:
Toolkit for Professional Developers

Overhead/Handout G

Section	Activity	Page
1	1.3A	137

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Where's Reading in the Classroom?

Analyzing Reading Models
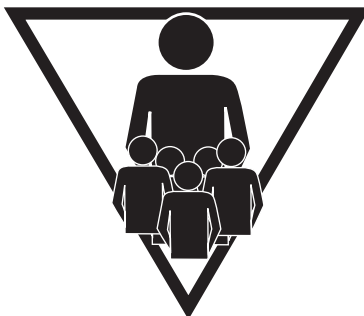
	Skills Model	Balanced Model	Transaction Model	Four Processors Model	Integrated Model
Beliefs About Reading					
Vision for Teaching and Learning					
Curriculum					
Assessment					
Instruction					
Learning Environment					
Materials					
Resources					

Overhead/Handout G

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
1	1.3A	138

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Where's Reading in the Classroom?

Analyzing Reading Models

	Skills Model	Balanced Model	Transactional Model	Four Processors Model	Integrated Model
Beliefs About Reading Reading is. . .	A matter of decoding words.	A learned skill of decoding, building vocabulary, and comprehending.	A transaction between reader and text.	Visual letter recognition while checking for meaning and understanding.	A learner-centered system for constructing meaning beyond print.
Vision for Teaching and Learning	Learners who are ready are taught to read words according to their ability.	Learners master the skills and comprehend what they are reading.	Learners create meaning by using strategies to make sense of print cues, such as semantic, syntactic, and graphophonic cues.	Learners over learn patterns and relationships in print to leave attention free for critical and reflective thought.	Learners set purposes for understanding print, actively and aptly operate the reading system, and focus on the meaning.

Competent Assessment of Reading:
Toolkit for Professional Developers

Overhead/Handout G

© SERVE 2004

Section	Activity	Page
1	1.3A	139

Where's Reading in the Classroom?

Curriculum	④ Sequential skills arranged in a hierarchy ④ Master each step in order ④ Part-to-part organization ④ Recall, application levels	④ Skills balanced in a scope and sequence ④ Master the skills according to scope and sequence ④ Part-to-whole organization ④ Recall, application, analysis levels	④ Comprehension and strategies taught in context of print cues ④ Match the development of the reading process with the reader ④ Whole-to-part organization ④ Synthesis, evaluation, analysis levels	④ Print processing taught in context of print ④ Overlearn onsets/rimes, phonological awareness to strengthen processors ④ Whole-to-part organization ④ Synthesis, analysis, application, recall, and evaluation levels	④ Operate on print to understand print and how it works, develop strategies and thinking processes matched to known learning targets ④ Systematically scaffold learning opportunities to match learner's and reading system ④ Whole-to-part-to-whole organization ④ Evaluation, synthesis, analysis, application, recall levels
Assessment & Instruction	④ Isolated sound tests ④ Blending tests ④ Flashcard drills ④ Workbook pages ④ Teacher observation ④ Recall words ④ Unit word tests ④ Fill-in-the-blanks ④ Multiple choice ④ Graded oral reading	④ Vocabulary pre- and post-tests ④ Comprehension pre- and post-tests ④ Phonics pre- and post-tests ④ End-of-book/chapter tests ④ Graded workbook pages ④ Graded oral reading, usually round-robin or ability grouped	④ Individual reading and writing conferences ④ Miscue analysis ④ Running records ④ Observation/anecdotal records ④ Literature circles ④ Buddy reading ④ Journal responses ④ Written retell ④ Graphic organizers ④ Book projects	④ Storytime interactions ④ Alphabet fluency test ④ Phonological awareness screenings ④ Phonemic segmentation and manipulation tests ④ Blending tests ④ Oral language play ④ Onset-rime work	④ Use a variety of assessments matched to the learner and learning targets ④ Assess how the reader integrates the processes ④ Describe performance with qualitative rubrics or reading/writing continuum matched to learning targets

Overhead/Handout G

Competent Assessment of Reading:
Toolkit for Professional Developers

Where's Reading in the Classroom?

Classroom Scenario: Skills Model

Where's Reading in the Classroom?
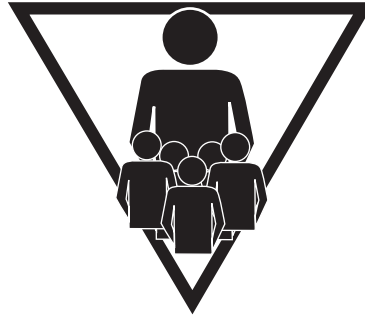
Learning Environment

- Bulletin boards display letters of the alphabet that may have pictures that begin with the letter.
- Charts display writings to be copied or word lists that highlight the letter/sound or spelling patterns being studied.
- Walls show the letter/sound or spelling pattern that is the focus of instruction and student pictures or spelling assignments that contain that letter or pattern.
- Classroom library has several books that contain language patterns and highlight the letter(s) or pattern(s) that are the focus of study.
- Desks face the front of the room or the teacher.

Reading Lesson With Assessment

The teacher calls students to order to review the letters/sounds already learned by pointing and reciting the letter name/sound or spelling pattern. Several students are called upon at random to check their knowledge of this skill.

Next, the teacher introduces the new letter/sound or spelling pattern to be learned. She provides direct instruction by telling the name of the letter and sharing pictures of objects that begin with that letter/sound or words that contain the spelling pattern. Students are prompted to generate more examples to add to the list. She records the words on a chart or the board. By using the words from the students, she directly teaches the sound that the letter or spelling pattern makes.

To check for understanding, students repeat the sound that the letter or pattern makes by picking a word from the chart, "reading" the word, and then voicing the beginning letter/sound or pattern. The teacher provides feedback. The teacher then reads a book or passage containing the letter or pattern they are learning. As she reads, attention is drawn to words that contain the letter or pattern of study. In addition, the teacher points out patterns and conventions of particular interest.

Competent Assessment of Reading:
Toolkit for Professional Developers

Handout H

© SERVE 2004

Section	Activity	Page
1	1.3A	141

Where's Reading in the Classroom?

Classroom Scenario: Skills Model (continued)

Finally, the students are given the opportunity to practice the letter/sound or spelling pattern they are learning. They are asked to draw pictures of things that begin with the letter of study on a worksheet or their journal paper or record the words in their spelling journal. Students remain in their seats to accomplish this task. When students finish the work, they can go to centers, which include a classroom library and a word work area. They also meet with the teacher to share their pictures while the teacher labels it with the name of the object or checks their list for errors. The teacher re-teaches any student(s) who still has confusions about the letter/sound or pattern of study.

Other instructional activities and assessment

The students do a phonics worksheet to help them practice the letter/sound or spelling pattern. Then the class reviews words that have opposite meanings or antonyms. The teacher might read a book or passage that has antonyms. As the teacher reads, she asks students to listen for antonyms. Once the students identify the antonyms, the teacher "pulls the antonyms out of the book" by writing each one on opposite pages of a teacher-made book. The teacher models how to illustrate the antonyms. As she reads another page or passage, the students read the antonyms in the teacher-made book and add new antonyms to the next two pages. The teacher then distributes teacher-made books to each child to make their own antonym book. The teacher continues reading the book or passage until all of the antonyms are found and recorded. Students record the antonyms and illustrate them in their books. The students are encouraged to add more antonyms to their books. The teacher periodically observes students as they illustrate and read the antonyms in their book to make sure they understand.

Small group work

As students work at their seats on the activities mentioned above. The teacher calls small groups of students grouped by ability to a reading table. In the small group of high-achieving students, the teacher reviews the vocabulary and sets the purpose for reading. Students read the selection and answer vocabulary questions. In the small group of grade-level achievers, the teacher continues to work on the letter/sound or spelling pattern. If the students accomplish this task, they are asked to read a passage containing the skill in practice in round-robin fashion. The low-achieving group continues to work on the letter/sound or spelling pattern. They complete a worksheet by reading a passage altogether and filling in the blanks with words that have the pattern they are learning. In each of the groups, the teacher monitors progress by observing students and the accuracy of their work.

Where's Reading in This Classroom?

Notes:

Handout H

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
1	1.3A	142

© SERVE 2004

Where's Reading in the Classroom?

Classroom Scenario: Balanced Model

Where's Reading in the Classroom?

Learning Environment

- Bulletin boards display vocabulary lists and frequently used words.
- Charts display work that focuses on a comprehension skill and poetry.
- Walls show student-made word lists, student-created pages for a class book, and graded work that received excellent marks.
- Classroom centers with a library housing a large collection of books from a variety of genres, including those provided by the basal series.
- Seats may be grouped toward the teacher with centers on perimeter.

Reading Lesson With Assessment

The teacher transitions the class to reading. She has selected a non-fiction piece from the basal about telephones to read to the class to support the thematic work going on and to teach about how word meanings change when the prefix *tele-* is added. This is the next vocabulary skill in the basal for the class to learn. She reads the text pointing out the word parts and their meaning. After prompting, the students distinguish between this prefix and other prefixes they have learned as the teacher creates a chart to sort the words that have prefixes. As the teacher reads, she calls attention to other words in the selection that can be categorized into the different prefix categories. When the teacher is finished reading, she reviews the charted prefixes as the students read with her. She then tells students what they will do at their seat to learn more about prefixes. The students will look in the dictionary and create their own lists of words for each prefix category in their workbook. They will also write what each word means after the prefix is added. In addition, students will copy their spelling list, which also focuses on prefixes and their meanings. The teacher will check the work later in the day for accuracy.

Then the teacher talks about the selection and what it is about. The students are focusing on summarizing today in their comprehension lesson, so she teaches this skill to the class by assisting students

Competent Assessment of Reading:
Toolkit for Professional Developers

Handout H

Section	Activity	Page
1	1.3A	143

© SERVE 2004

Where's Reading in the Classroom?

Classroom Scenario: Balanced Model (continued)

in locating the main points in the non-fiction selection. She then summarizes the selection to model the skill. Next she reviews last week's story and asks students to summarize the story. Several students interject plausible summaries. She reinforces and then moves on to tell students what they will do at their desk to demonstrate their learning. Students are to read several passages and find the main points to use in writing a summary in the next lesson.

Small group work

As students stay at their seats to complete the vocabulary and comprehension work, the teacher calls a group of students for the next story in their text. As the students take their seats, she teaches the vocabulary found in the story they will be reading this week. The students read the words from the list and complete a page to practice the words. The group checks the page together when they are finished. The teacher then introduces the story for the week with a poem. The students join in to read the poem too. When they finish talking about the poem and what it means, students are asked to write a sentence to tell the main idea of the poem as a review of last week's comprehension skill. Tomorrow the group will read the story and continue their work on summarizing. It is time to call the next group, so the teacher dismisses this group and checks to make sure they know what to do when they return to their seats to complete their work.

As the reading period continues, the teacher calls each group for reading instruction and checks student work as they finish. If the work is finished correctly, students may then go to centers that are theme related. There is a science center that focuses on the communications and a math center that has word problems about measurement. There is also an art center where students are making a book about communications. In addition, there is a reading center with teacher-selected library books about communications for students to read more about what they are learning. At the vocabulary center, students are creating nonsense words with prefixes. The teacher checks center folders once a week on a rotating basis to make sure students understand the tasks and are completing their work satisfactorily.

Where's Reading in This Classroom?

Notes:

Handout H

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
1	1.3A	144

© SERVE 2004

Where's Reading in the Classroom?

Classroom Scenario: Transactional Model

Where's Reading in the Classroom?
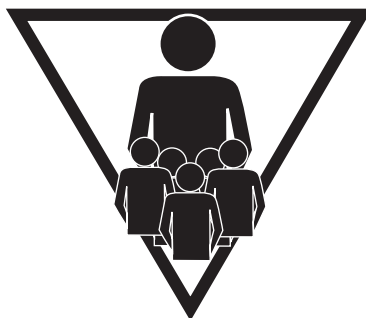
Learning Environment

- ☺ Library is the focal point equipped with many books at a variety of levels (preferably 30 books per child) and includes rug, lamp, couch, and posters about reading.
- ☺ Library is used as instructional area as well.
- ☺ Writing materials for publishing are readily available.
- ☺ Bulletin boards show mailing system, and student writings that celebrate success in writing as well as "works in progress."
- ☺ Students are talking, sharing work, and teaching each other.
- ☺ Seats are grouped with large work areas where seating is random.

Reading Lesson With Assessment

The teacher brings the students to the reading carpet to teach them a mini-lesson. This 15-minute lesson is on strategic reading with a focus on comprehension. A reading strategy is introduced or reviewed by the teacher on what to do before, during, or after reading in order to become a better reader.

The students are dismissed from the group and asked to practice this new strategy while reading books of their choice as found in the classroom. The students may read silently, with a partner or in a small group. While the students are reading, the teacher is roaming to monitor success. The teacher is doing either formal or informal reading conferences with a number of students while monitoring.

Next, the students begin literature circles. They are grouped based on the selected titles of books they chose to read for homework. They begin an informal discussion of the book as well as discuss questions the teacher has prepared for them. They also point out examples of times they used the comprehension strategy taught in the mini-lesson. Students then write a mini-retell of the story they discussed. This retell is part of an assessment for comprehension.

Competent Assessment of Reading:
Toolkit for Professional Developers

Handout H

Section	Activity	Page
1	1.3A	145

© SERVE 2004

Where's Reading in the Classroom?

Classroom Scenario: Transactional Model (continued)

Then, the teacher gathers the students into the reading area to debrief their reading. They discuss what went well, what they can do differently tomorrow, as well as review the strategy taught earlier and address any questions concerning using the comprehension strategy in reading.

After the reading debriefing session, the teacher begins a mini-lesson with writing. The lesson is on strategic writing, and the question addressed is, "What can you do to become a better writer?" The teacher teaches or reviews a specific strategy that she has noticed students need help with in their writing, speaking to the audience.

After the mini-lesson, students begin writing workshop. The students are encouraged to apply the strategy they just talked about. Students get their writing folders and begin working on their writing at whatever point they are in the writing process. Some students may be drafting, others may be working on a final copy, while others may be sharing their work publicly in another classroom. The teacher is conducting roving conferences with students, teaching them one-on-one as she sees the need. As she conferences, she assesses to see if the students are applying the strategy she taught in the mini-lesson.

When it is time to close writing workshop the students are called to the reading circle to debrief. They discuss things that went well and things they can do better the next day. They also review the strategy that they discussed earlier in the mini-lesson.

Where's Reading in This Classroom?

Notes:

Handout H

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
1	1.3A	146

© SERVE 2004

Where's Reading in the Classroom?

Classroom Scenario: Four Processors Model

Where's Reading in the Classroom?

Learning Environment

- ⚅ Bulletin boards display student writing samples with illustrations and student-made, computer-generated texts with graphics.

- ⚅ Charts focus on enlarged texts, strategies, and class procedures and processes.

- ⚅ Walls have an evolving word wall that is systematically built over time and word banks with content vocabulary.

- ⚅ Extensive library contains leveled texts and books to be read to, with, and by students.

- ⚅ Reading table with leveled books is center of classroom with large areas for writing and reading.

Reading Lesson With Assessment

The teacher begins the large block of time devoted to language by working with words. Students manipulate words and experience how they work while the teacher directs according to a series of well-planned lessons that follow a logical progression of word-building skills. For this lesson, she distributes a pack of letters to each student and proceeds to have them manipulate the cards to make big words or multi-syllabic words. She points out or asks them to observe relationships between word parts as they look at each letter in each word. When they finish this sophisticated word play, students generate their own list of words by recording them in their personal wordbook anthology. Students are expected to build this word bank and take responsibility for using the words correctly when they write. Words are to be grouped as to meaning or common word parts as determined by the student.

Next, the teacher transitions all of the students to the reading area of the room where an enlarged content area text is on the overhead. She models how to determine importance in text using a non-fiction selection from their science book and a technique called V.I.P. (that is, Very Important Points developed by Linda Hoyt). On the overhead, she demonstrates how to read a portion of the text and prioritize the content by marking what is important with a sticky note strip (a 4 x 6 sticky note cut into strips so each

Competent Assessment of Reading:
Toolkit for Professional Developers

Handout H

Section	Activity	Page
1	1.3A	147

© SERVE 2004

Where's Reading in the Classroom?

Classroom Scenario:
Four Processors Model (continued)

strip has a small sticky area). In this passage, there are three important points, so as she reads aloud, she demonstrates the thinking process it takes to determine those points.

For the next portion of the text, she distributes a science text to pairs of students and a limited number of sticky note strips to each student. Students work with their partner to determine the important points, not to exceed five, in a small passage. After this attempt, she calls the group to order to hear their thinking process. They chart the important points of the text and will build on to it over the next few days as they read to help them understand this difficult content area text. At the end of the process, the class will prioritize the most important points of this chapter and justify their reasoning.

As the teacher observes the whole group, she notices that several students need more initial instruction. So, she calls those students to the reading table to work with a text that is nonfiction and at their instructional level. Students work through the same process of finding Very Important Points with the support of the teacher and a text that is easier for them to read.

While the teacher works with this group, the rest of the students read independently in a text that is at their independent level. They are responsible for recording how much they read, summarizing the content of what they read, locating words and content that are new and/or confusing, and discussing the content when their group is called to the teacher. Students have set goals for their reading and are responsible for reaching their goals.

Finally, students are called to the writing area to apply and use what they are learning in reading. Since the class is working on determining important points in text during reading, the writing project is on report writing. Students have selected their topic and are researching during their independent reading time and during content area time in the afternoon. Today's lesson focuses on constructing paragraphs using an important point as the main idea. The teacher models the basics of paragraph writing using her hand as a guide as to the structure of paragraphs.

After a brief lesson, she allows ample time for the students to write and to try the same process on their own in workshop style. She monitors progress by roaming and observing student progress. If necessary, she meets with small groups and individuals to take a closer look at paragraph writing using their own writings.

Where's Reading in This Classroom?

Notes:

Competent Assessment of Reading:
Toolkit for Professional Developers

Handout H

Section	Activity	Page
1	1.3A	148

© SERVE 2004

Where's Reading in the Classroom?

Classroom Scenario: Integrated Model

Where's Reading in the Classroom?
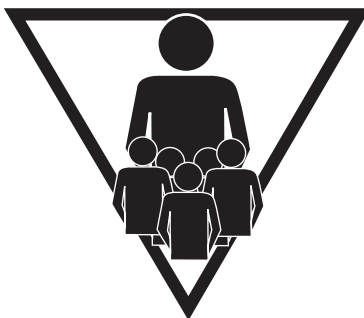
Learning Environment

- Learning targets are posted and research and resource books organized at each workstation.
- Models or exemplars and exemplary student work that meet targeted standards are attractively displayed.
- Job board shows possibilities for expected work or work in progress.
- Extensive library contains leveled texts and books managed by students and categorized by level, subject, or author as appropriate.
- Seats and materials are organized in workstations with controlled student choice as to seating, no visible teacher workstation.

Reading Lesson With Assessment

Students are working towards achievement of the posted learning targets by investigating and showing what they know through agreed upon work while the teacher roams, observes, and coaches as necessary. The work takes place at workstations supported with teacher lessons to keep the learning momentum on track. Class meetings are called to give general information to the whole group or to initiate or model new learning. Otherwise, the teacher instructs individuals or small groups as assessment indicates the need.

The focus of the work for the next few weeks is on making connections to enhance comprehension, comparing and contrasting content information in a variety of ways, and understanding ecosystems and how living things are interdependent. Learning targets are prioritized for the year, so the teacher knows how much time students can spend learning and demonstrating achievement. The targets were also grouped to maximize connections between subject areas. The teacher and students are keenly aware of what achievement of the targets look like as she has developed assessments prior to the work and has detailed the performance levels of the most important and most difficult targets using several models and/or exemplars and anchors with her students.

To show what they know, students have decided that they need to observe an ecosystem, to research ecosystems beyond familiar ones, and to record their findings. Then they feel that they will have ample information to design and build or simulate their own ecosystem to demonstrate their learning.

Competent Assessment of Reading:
Toolkit for Professional Developers

Handout H

Section	Activity	Page
1	1.3A	149

© SERVE 2004

Where's Reading in the Classroom?

Classroom Scenario:
Integrated Model (continued)

The teacher has organized her instructional and assessment information according to students and learning targets on a clipboard, and it is kept at hand to make notes during the day as she observes individuals and peer interaction. From her notes and writing samples, she has decided that several students need a few lessons to deepen their understanding of how to make meaningful connections to enhance comprehension.

To get the learning on track, the teacher has designed a series of lessons and this is the first one. She calls students together near a chart to model and demonstrate the expected learning. The students know from feedback that they need to improve in this area, so when the teacher gives the signal, individuals leave their workstations to gather at the meeting place. The rest of the students continue working at their stations.

To start the lesson, the teacher reviews the learning targets they are working towards. Everyone agrees and the lesson proceeds. The teacher models how to make meaningful connections to enhance comprehension by reading a passage from a selected text and stopping periodically to think aloud about the connections she makes as she reads. She marks each connection with a sticky note so she can come back and explain how it helped her understand the content better. After several examples, she goes back to each sticky note and thinks aloud again about how each connection enhances her comprehension of the content. If the connection enhances her comprehension, she charts the sticky note on one side of a T-chart with a brief explanation of how it enhances her comprehension next to it on the other side of the T-chart. Then students read the next passage of the text silently and mark connections they are making as they read with a sticky note. When all students read to the stopping place, each student shares his or her connection. Each student tells how this connection enhances his or her comprehension of the content. The group discusses and meaningful connections are charted. At the end of the lesson, the learning target is revisited and students decide if they need to work more on comprehension and this connection strategy. The next day, the teacher models the same process and students take over a little more of the responsibility for their understanding and use of reading strategies to help them comprehend what they are reading.

After the lesson, the teacher drops in on several students to hear them read as they research. While they are reading, she lets them know she is listening or asks them to read aloud so she can check fluency. She takes notes for a miscue analysis and retell. She analyzes this with the students and supports their next learning step with a mini-lesson or makes the decision to instruct them later.

Finally, the teacher meets with a group of students who are ready to record their findings in a field journal format. She models how to compare and contrast the information they have gathered using her personal field journal. She knows she will need to meet with this group several times until they are firm on the process.

Where's Reading in This Classroom?

Notes:

Handout H

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
1	1.3A	150

© SERVE 2004

Where's Reading in the Classroom?

Synthesizing a Reading System

To synthesize a reading system:

- Create a new way to show how the system works.

- Talk about the connections between the parts.

- Teach how the parts interconnect to function as a purposeful whole.

Competent Assessment of Reading:
Toolkit for Professional Developers

Overhead I

© SERVE 2004

Section	Activity	Page
1	1.3A	151

Where's Reading in the Classroom?

Synthesizing a Reading System

Beliefs

Vision

Curriculum

Assessment

Instruction

Learning Environment

Overhead I

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
1	1.3A	152

© SERVE 2004

Where's Reading in the Classroom?

Skills

Beliefs About Reading

Vision for Teaching and Learning

Curriculum

Assessment

Instruction

Learning Environment

Skills

Beliefs About Reading

Vision for Teaching and Learning

Curriculum

Assessment

Instruction

Learning Environment

Balanced

Four Processors

Where's the match? (Take personal notes)

Skills

Transactional

Skills

Beliefs About Reading

Vision for Teaching and Learning

Curriculum

Assessment

Instruction

Learning Environment

Skills

Beliefs About Reading

Vision for Teaching and Learning

Curriculum

Assessment

Instruction

Learning Environment

Competent Assessment of Reading:
Toolkit for Professional Developers

Overhead/Handout J

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Where's Reading in the Classroom?

Where's the Match?
Take personal notes

Beliefs About Reading

Vision for Teaching and Learning

Curriculum

Assessment

Instruction

Learning Environment

Competent Assessment of Reading:
Toolkit for Professional Developers

Overhead/Handout J

Section	Activity	Page
1	1.3A	154

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Where's Reading in the Classroom?

Evaluating Reading Systems
Integrated Model

Learner's Print Experiences

Code-Breaking Processes

Meaning-Making Processes

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Overhead/Handout J

Section	Activity	Page
1	1.3A	155

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Where's Reading in the Classroom?
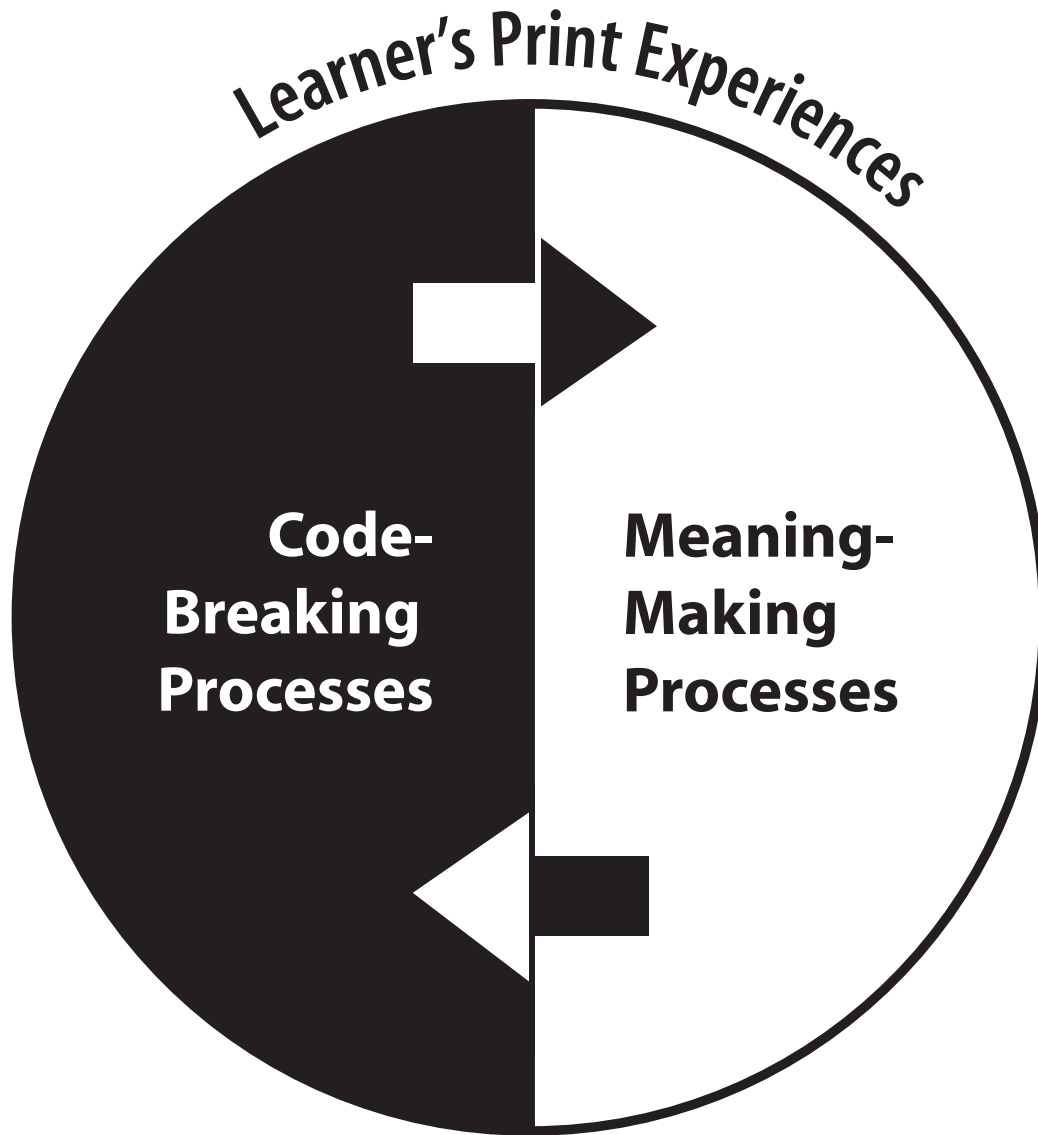
To Evaluate a Reading System
That Reflects a Reading Model
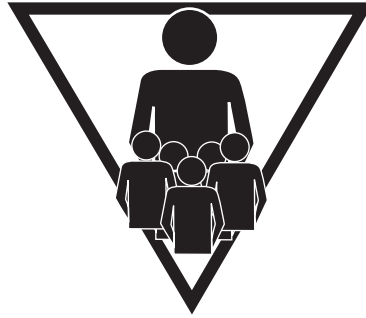
Determine how well:

🔅 **The learning targets match**

🔅 **The beliefs match**

🔅 **ALL students have ample opportunities to improve their reading performance**

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Where Am I?
Skills, Balanced, Transactional,
Four Processors, and Integrated
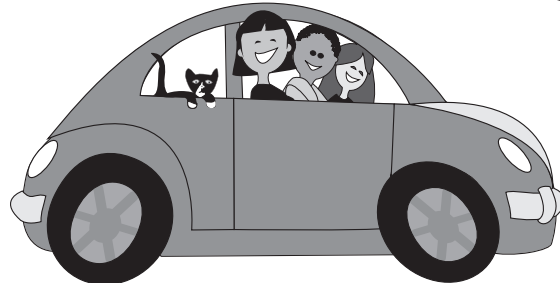
What do I believe about reading? What do I plan to do in my classroom?

Skills	
Transactional	
Balanced	
Four Processors	
Integrated	

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Toolkit for Professional Developers

Overhead/Handout K

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Section	Activity	Page
1	1.3A	157

Where's Reading in the Classroom?

Where's Reading in the Classroom?

Activity 1.3 has two different versions. This is VERSION B that provides teachers an opportunity to reflect upon and formulate their own beliefs about reading. VERSION A (previous activity) gives teachers an opportunity to review models of reading and reflect upon their own practice.

Facilitators should choose the version they feel best meets the needs of their participants.

Purposes

1. To develop a system's perspective of reading by analyzing, sharing, and synthesizing one's own beliefs
2. To evaluate current whole systems for growth opportunities in the teaching and learning of reading
3. To analyze reading assessments for consistency with beliefs about how the reading system works for each student
4. To critically examine the quality of time students spend operating their individual reading system

Uses

This is an introductory activity that examines classroom assessment in reading with a system's perspective. It can be implemented with teachers or educators interested in examining mismatches between learning targets and practice. Participants discuss and reflect upon beliefs and practices around the assessment of reading as it is currently found in today's classroom. They are encouraged to examine their own beliefs and practices as a vehicle for improving their assessment of reading as a tool for understanding their students as individual readers. Prerequisites might include teaching beginning reading or reading in the content area or designing reading curriculum.

Rationale

In this activity, one's own beliefs about reading and the beliefs of one's colleagues are used as a vehicle for examining reading as a system and developing a system's perspective of reading as it plays out in the classroom. Beliefs about reading, the vision for teaching and learning in reading and the curriculum, assessment, and instruction in reading are all interconnected in the reading system and may or may not be currently aligned to the learning targets. When there is a mismatch, the learner's reading performance can go off course. The purpose of this activity is to align personal beliefs about reading with the system and the learning targets.

If the act of reading is a system, which is the view of the developers of this *CAR Toolkit*, then the parts within that system are related and inseparable from each other. Depending upon how a teacher believes this system works, instructional decisions are made. It follows then that the beliefs of reading to which a teacher subscribes carry weight in how curricular materials are structured, how the teacher approaches teaching and assessing reading in the classroom, and, ultimately, how students view reading (Goodman, 1987). Thus, the system is a sort of road map for what happens in the teaching of reading.

Competent Assessment of Reading:
Toolkit for Professional Developers

Facilitator's Notes

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Section	Activity	Page
1	1.3B	159

Where's Reading in the Classroom?

As teachers construct their beliefs into classroom reading systems, they begin to examine how reading is currently taught and assessed. Classroom images bring reading alive, thereby allowing teachers to identify in concrete ways what their assessment practice reveals about their beliefs about reading and how the reading system works. When practice collides with beliefs and learning targets, there is room for improvement. In order for reading instruction to improve, teachers must analyze what works and act upon what can be improved in their assessment practice. As the activity concludes, teachers reflect on their practice and why they teach reading as they do. They examine whether or not their current assessment practice is consistent with their beliefs and learning targets set for learners in reading. It is the goal of this toolkit, that as teachers reflect on their practice, they will increase their capacity to act purposefully in the teaching and assessing of reading and to positively impact student reading performance.

Supplies

Chart paper

Markers

Tape

Easels

Facilitator's Notes

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
1	1.3B	160

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Where's Reading in the Classroom?

Materials

Item	Title	Page Number(s)
Overhead A	*Where's Reading in the Classroom?* (5 minutes)	170
Overhead B	*What Is a System?* (35 minutes for pages 171–177)	171–172
Overhead B	*What Is a System?*	173
Overhead B	*What Happens If?*	174
Overhead B	*Systems of Reading*	175
Overhead/Handout B	*Is the Reading System Working?*	176–177
Overhead C	*Review Your Definition of Reading* (110 minutes for pages 178–193)	178–179
Overhead C	*What Is Your Vision of Assessing Reading?*	180
Overhead/Handout C	*Analyzing Reading Beliefs*	181
Overhead/Handout C	*Spectrum of Importance in Teaching Reading*	182
Handout C	*Classroom Scenarios 1–5*	183–192
Overhead C	*Classroom Scenarios Discussion Questions*	193
Overhead D	*Synthesizing a Reading System* (35 minutes)	194–195
Overhead E	*To Evaluate a Reading System* (60 minutes)	196

4 hours and 5 minutes

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Toolkit for Professional Developers

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Facilitator's Notes

Section	Activity	Page
1	1.3B	161

Where's Reading in the Classroom?

▼ Facilitator Notes

Reviewing and Setting Purposes		**5 minutes**
Overhead A *Where's Reading in the Classroom?*	p. 170	Review the *CAR Roadmap* found at the beginning of Section 1. Explain where we are in our journey. Use the overhead to introduce the purposes of the activity.
Developing a Systems Perspective in Reading		**35 minutes**
Overhead B *What Is a System ?*	p. 171	Using overhead (page 171) ask participants to relate reading to a system. State, "All of these things are related to a common item." Ask, "Do they represent a system?" Discuss as necessary. (Some participants will probably say yes. It is okay to accept all answers—they will get your point later.)
Overhead B *What Is a System?*	p. 172	Read from the top of the overhead (page 172): "A collection of related parts is NOT a system." Ask, "What is a system?" To further develop the systems idea, ask for examples of systems. Discuss. Read the other statement from the overhead: "A working car IS a system." Ask, "Why?" Clarify as necessary.
Overhead B *What Is a System?*	p. 173	After a brief exchange, ask participants to share some of their definitions. Pull from the discussion and then read the working definition from the overhead (page 173): "A system is a collection of cohesive parts that are interconnected to function as a purposeful whole." Ask, "What does this mean to you? Remember that our purpose in this training is to look at the assessment of reading." Ask for a few participants to share their comments. Continue the discussion with the questions on overhead (page 174) and any other questions participants may have: 1. What happens if one part is not cohesive? 2. How does this affect the rest of the system if the parts are not interconnected? 3. What happens to functioning as a purposeful whole if one or more of the parts is not cohesive? Briefly point out that since the parts should be cohesive and interconnected, when just one part is not, the system malfunctions. Refer to the car analogy and give an example, such as a radiator hose getting a hole in it or the clutch cable breaking. The car may still work, but not as effectively.

Facilitator's Notes

Section	Activity	Page
1	1.3B	162

Where's Reading in the Classroom?

Competent Assessment of Reading:
Toolkit for Professional Developers

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Overhead B *System of Reading*	pp. 174–175	Use overhead (page 175) to transition the discussion toward a system's perspective in reading. State that in this activity, we will consider two systems in reading. One is the reading system of the individual child. For each child, reading comes together as a collection of cohesive interconnected parts. These parts function as a whole.
		The other system is the larger system of the classroom or school or school district. This larger reading system of the school has a dramatic influence on the reading system of the individual child. For example, if this larger system places a great deal of emphasis on reading aloud perfectly, the child will probably come to believe that perfect oral reading is what reading is. Or if this larger system overemphasizes literal comprehension, the child probably will not see higher order thinking as a part of reading. In the first two activities of the module, we examined the learner's reading system and how we believe it works. In this activity, we will analyze and synthesize reading systems as a whole to see if they match the learning targets in reading and our beliefs about the learner's reading system.
		Refer to the learning targets that participants had created earlier. Pose the question, "Are all students achieving these learning targets in reading?" Ask, "What does it tell you about the reading system if all students are not achieving the targets?" Discuss.
Overhead/ Handout B *Is the Reading System Working?*	p. 176	Refer participants to their handout (page 176), and state, "One reading expert, Marilyn Jager-Adams, offers some possible reasons for a malfunctioning reading system. What are the reasons she discusses?" Allow participants about 5 minutes to read the passage in their handout packet (page 176) and prepare for round-robin discussion.
Overhead/ Handout B *Is the Reading System Working?*	p. 177	Set the purpose for reading with questions on the overhead (page 177). Explain that for a round-robin discussion, each participant in the group of four responds to one of the following questions, in order, as follows:
		1. Is the reading system working? 2. Why does the car analogy break down? 3. Are the reading parts linked from the outset in your reading system? 4. Do we understand the reading system?
		As a participant responds to a question, the discussion begins. Instruct each group to spend the next 10 minutes, discussing the questions and preparing to respond to one of the questions in the whole group.
		Call time at 10 minutes, and ask for a volunteer from each group to respond to one of the discussion questions. Proceed until all four questions have been discussed.
		State, "In many cases, the reading system needs some work, so all students learn to read and write. Let's take a closer look at what and where reading systems can go off course by analyzing beliefs about reading and how they work with a system's perspective. By doing this, we can begin to see where problems are and what to do about them."

Competent Assessment of Reading: Toolkit for Professional Developers

Facilitator's Notes

Section	Activity	Page
1	1.3B	163

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Where's Reading in the Classroom?

Overhead C *Review Your Definition of Reading*	pp. 178–179	Ask participants to think about and respond individually to the following questions about reading: Review your definition of reading, use overhead (page 178). Decide what you believe reading to be. You may consider how you incorporate some or all of the following: ⊛ Decoding words ⊛ Visual letter recognition ⊛ Comprehension ⊛ Building vocabulary ⊛ Transaction between reader and text ⊛ Learner-centered way to construct meaning Give participants 10–15 minutes to work individually and then allow them to share with each other in small groups and then in the large group. This is an excellent opportunity for teachers to come together and examine the commonalities and the differences in a schoolwide vision of reading. Think about the most strategic grouping of teachers for these small group discussions in order to maximize the teachers' opportunity to build a coherent vision of reading and assessment of reading. In the whole group, address any concerns or questions. Then ask participants to reflect upon their vision for teaching and learning how to read and to answer individually the following questions. They may write their responses on the handout form for these questions (page 179). 1. What is the importance of the explicit teaching of skills? 2. How do you decide when and how to teach skills explicitly? 3. What about mini-lessons? 4. How should readers develop good reading strategies? 5. How often should students engage in discussion that explores meaning? 6. Should students share work and teach each other? 7. Should reading and writing be taught together or separately? 8. What importance do silent reading, guided reading, and shared reading have in the classroom? Call time after 15–20 minutes. Once again, allow participants to share in small groups and then in the whole group. This, again, is another opportunity to begin to build a schoolwide vision and system of assessing reading.

Facilitator's Notes

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
1	**1.3B**	**164**

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Where's Reading in the Classroom?

Overhead C *What Is Your Vision of Assessing Reading?*	p. 180	Finally, give participants approximately 15–20 minutes to respond to the following series of questions (page 180) about assessment: 1. How important is diversity of types of assessment? Or can reading be assessed by a few well-selected methods? 2. What do you think are the most important ways to assess reading? 3. Do you use different types of assessments to determine different aspects of reading? Be as specific as you can. 4. How should the results of assessments be used? You may asked that each group (use four groups or add additional questions for more groups) to take one question from the overhead list and discuss it and answer it on chart paper to post for all to view. Then a "walk about" can be conducted with participants using Post-it™ notes to add to the comments on the chart paper. The facilitator can summarize his/her observations to conclude this section.
Overhead/ Handout C *Analyzing Reading Beliefs*	p. 181	Ask participants to complete the sheet (page 181) entitled *Analyzing Reading Beliefs* (individually) to summarize their own ideas about what is important in reading.
Overhead/ Handout C *Spectrum of Importance in Teaching Reading*	p. 182	Participants need to be in small groups of teachers who work together (same school, same grade level, same team, etc.). Ask these small groups to use *Spectrum of Importance in Teaching Reading* (page 182) to analyze how much consensus there is among them as colleagues and what differences there may be in priorities. Participants should first fill in the individual perspective section of the handout; they should work together to fill in the schoolwide perspective section. Give groups approximately 15–20 minutes to complete and discuss this spectrum. Ask groups to report out and post any significant insights or questions.
Handout C *Classroom Scenarios (1–5)*	pp. 183–192	**Putting Reading Beliefs Into Action** Let individuals read *Classroom Scenarios 1–5 (*pages 183–192) and individually respond to the question at the end of each scenario. In small groups allow participants to discuss these scenarios, which are based on different beliefs about reading.
Overhead C *Classroom Scenarios Discussion Questions*	p. 193	Use questions on overhead (page 193) to prompt their conversation: What practices do they agree with? Disagree with? Which practices resemble those in their classrooms? After the small groups have had a chance to discuss, share, and synthesize ideas and beliefs, bring the entire group together, and ask how this set of discussions clarified their own thinking and helped them understand the thinking of colleagues. How can this activity help to build a schoolwide system of reading?

Competent Assessment of Reading:
Toolkit for Professional Developers

Facilitator's Notes

Section	Activity	Page
1	1.3B	165

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Where's Reading in the Classroom?

Synthesizing Reading Systems		**35 minutes**

Overhead D *Synthesizing a Reading System*	p. 194	State, "Now, it's time to take what we have learned by analyzing, or looking at our own beliefs, to synthesize a reading system, or put it back together in a new way." Ask, "Why is it important to put together a reading system?" Discuss. Participants should articulate that the quality of the whole reading system determines the quality of the readers. Use the overheads (pages 194–195) to guide the groups as they synthesize, or bring together, a reading system in the next 15 minutes as follows: ✇ Put the information together in a unique way using the resources. ✇ Talk about the connections between the parts. ✇ Teach how the parts interconnect to function as a purposeful whole. Remind participants to use available resources for the task.
Overhead D *Synthesizing a Reading System*	p. 195	Show participants the overhead (page 195), and describe how all the components of a reading system must work together. Explain how beliefs, the vision, then curriculum, assessment, instruction, and the learning environment should be aligned. For example you may share the following: One key *belief* of a teacher may be that reading begins with the individual learner and is learner-centered. This teacher would try to get to know all her students individually because of that belief—she would want to know what types of text they were familiar with, what they were interested in reading, and their individual reading levels. Her *vision* of school would include a great deal of personal autonomy and enough text so that students could read different pieces. The *curriculum* would focus on learning targets, yet be flexible enough to include individual choices of text to read and projects to complete. The *assessments* would be diverse and would emphasize self-assessment as well as individual assessment, since the teacher believes that the individual is central to the reading process. Her *instruction* would also be flexible; most of the time students would be working at workstations where learning targets are posted. Finally, the *learning environment* she creates would emphasize variety, flexibility, and choice. The room would have workstations with controlled student choice as to seating. However, chairs could be moved to accommodate small groups and whole group work. There would be inviting and comfortable places for students to read independently. The room would provide a print rich environment with multiple types of text, a variety of reading levels, and multiple topics from which children could choose.

Facilitator's Notes

Where's Reading in the Classroom?

Overhead D	p. 195	Directions:
Synthesizing a Reading System (continued)		Tell participants that the goal is to teach their system to the others to the point that they can make a judgment as to the effectiveness of the reading system. Participants can remain in their small groups for this part. Give them 25 minutes for this part.
		Distribute chart paper, markers, and tape for participants to use to create their reading system. Remind them of what a system is and that their visual should show how the parts of the system are interconnected and work together.
		Allow time for groups to synthesize the reading system, and as they finish, instruct them to post each system on the wall.

Evaluating Reading Systems	**60 minutes + (depending upon number of groups)**

Overhead E	p. 196	When all systems are posted, refer back to the learning targets and assessment indicators agreed upon in Activity 1.2. Tell the participants that they will be discussing how closely each system is aligned with those learning targets and assessment indicators. Allow each group 10 minutes to present its reading system.
To Evaluate a Reading System		After the presentations, in the whole group, guide participants in the evaluation of each system according to the criteria on the overhead (page 196). Evaluate to see if beliefs, vision, curriculum, assessment, and instruction match with their learning targets and assessment indicators. Proceed step-by-step through this process by determining:
		✤ How well the learning targets match.
		✤ How well the indicators match.
		✤ How well the beliefs match.
		✤ If the system provides ample learning opportunities for **all** students to improve their reading performance.
		Discuss any insights, concerns, or questions participants may have about the alignment of beliefs and systems.

Competent Assessment of Reading:
Toolkit for Professional Developers

Facilitator's Notes

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Section	Activity	Page
1	**1.3B**	**167**

Where's Reading in the Classroom?

Transition Notes

Teachers tend to teach reading more eclectically, pulling from tools and strategies that they feel work. However, so much of what teachers have focused on in reading in the past dealt with a packaged program rather than what was understood about the reading system and the learner. This needs to change. As we examine what we are doing in the teaching and assessing of reading, we need to build on the relationship between teachers and students and results rather that focusing on a program that decides what is important to teach. This will help teachers determine where students are and the next learning steps in their progress toward becoming effective readers.

We know that expert teachers teach reading in an eclectic style, pulling from tools that are strategically used to improve learner performance. However, when we examine the systems of reading at work in the classroom in a strict sense, it is easier to see the purposes for the assessment of reading. Are the reading tasks students do really consistent with what we want students to become? If we really want students to become effective readers, then time must be purposefully planned to match those desired results. We know that the time students spend actually engaged in reading as well as the quality of reading experiences impacts reading achievement and that currently, on average, those activities comprise only about 10 percent of classroom activities (Allington, 1994). Marie Clay states in an observation survey, "Successful readers learn a system of behaviors which continues to accumulate skills merely because it operates" (1993, p. 15). Becoming an effective reader requires learning opportunities that improve the operation of the reading system. One way to ensure that this happens is to provide learning opportunities that engage learners in operating their reading system.

In the next section, we look at how selecting appropriate assessments can have a direct impact on reading instruction and, ultimately, provide the quality of the learning opportunities necessary for improved reading performance.

Facilitator's Notes

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
1	1.3B	168

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Where's Reading in the Classroom?

Overheads & Handouts
Activity 1.3B

Learning to read is an individual journey....

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Section	Activity	Page
1	1.3B	169

Where's Reading in the Classroom?
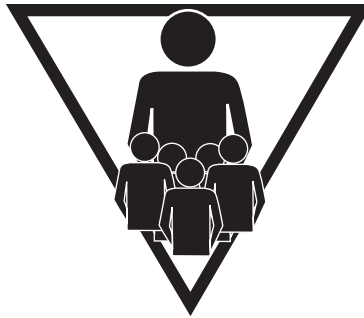
Where's Reading in the Classroom?

Purposes:

1. To develop a system's perspective of reading by analyzing, sharing, and synthesizing one's beliefs

2. To evaluate current whole systems for growth opportunities in the teaching and learning of reading

3. To analyze reading assessments for consistency with beliefs about how the reading system works for each student

4. To critically examine the quality of time students spend operating their individual reading system

Overhead A

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
1	1.3B	170

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Where's Reading in the Classroom?

What Is a System?

All of These Things Are Related to a Common Item...

Do They Represent a System?

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Toolkit for Professional Developers

Overhead B

Section	Activity	Page
1	1.3B	171

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Where's Reading in the Classroom?

What Is a System?

A collection of related parts is NOT a system.

A working car IS a system.

Adapted from *Toolkit98*, Introduction, Activity Introduction 2—Creating an Assessment Vision

Overhead B

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
1	1.3B	172

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Where's Reading in the Classroom?

What Is a System?

A system is a collection of cohesive parts that are interconnected to function as a purposeful whole.

SYSTEM

Competent Assessment of Reading:
Toolkit for Professional Developers

Overhead B

Section	Activity	Page
1	1.3B	173

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Where's Reading in the Classroom?

In a system, what happens if...

- One part is not cohesive?

- One part is not interconnected to the rest of the system?

- One part is not functioning as a part of the purposeful whole?

Overhead B

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
1	1.3B	174

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Where's Reading in the Classroom?

Systems of Reading

The learner is the reading system

Competent Assessment of Reading

Learning to read is an individual journey....

The system for teaching reading

SYSTEM

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Toolkit for Professional Developers

Overhead B

© SERVE 2004

Section	Activity	Page
1	1.3B	175

Where's Reading in the Classroom?

Is the Reading System Working?

Marilyn Jager-Adams claims that "[T]he car analogy breaks down" here (1990, p. 20). "So apt for describing the operation of the system, it is wholly inappropriate for modeling its acquisition" (p. 20).

Why Is This?

She continues, "In contrast, the parts of the reading system are not discrete. We cannot proceed by completing each individual subsystem and then fastening it to another. Rather, the parts of the reading system must grow together. They must grow to one another and from one another.

For the connections and even the connected parts to develop properly, they must be linked in the very course of acquisition. We cannot properly develop the higher-order processes without due attention to the lower; we cannot focus on the lower-order processes without constantly clarifying and exercising their connections to the higher."

Are Reading Parts Linked From the Outset in Your Reading System?

"It is only when we understand the parts of the system and their interrelations that we can reflect methodically and productively on the needs and progress of each of our students" (p. 21).

Do We Understand the Reading System?

Overhead/Handout B

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
1	1.3B	176

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Where's Reading in the Classroom?
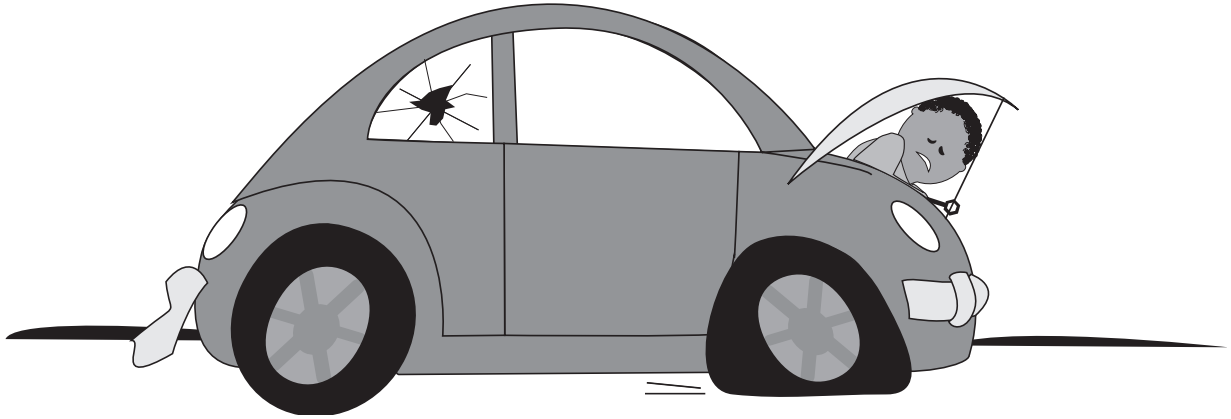
Is the Reading System Working?

Why Does the Car Analogy Break Down?

Are Reading Parts Linked From the Outset in Your Reading System?

Do We Understand the Reading System?

Competent Assessment of Reading:
Toolkit for Professional Developers

Overhead/Handout B

© SERVE 2004

Section	Activity	Page
1	1.3B	177

Where's Reading in the Classroom?

Review Your Definition of Reading
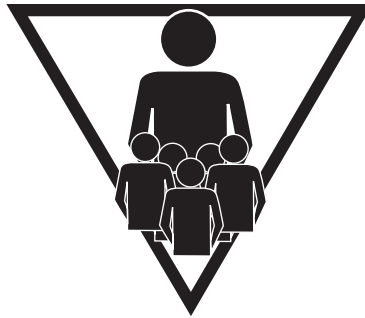
Decide what you believe reading to be.

You may consider how you incorporate some or all of the following:

- Decoding words

- Visual letter recognition

- Comprehension

- Building vocabulary

- Transaction between reader and text

- Learner-centered way to construct meaning

Overhead C

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
1	1.3B	178

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Where's Reading in the Classroom?

Review Your Definition of Reading

What is your vision for teaching and learning how to read?

- **What is the importance of the explicit teaching of skills?**

- **How do you decide when and how to teach skills explicitly?**

- **What about mini-lessons?**

- **How should readers develop good reading strategies?**

- **How often should students engage in discussion that explores meaning?**

- **Should students share work and teach each other?**

- **Should reading and writing be taught together or separately?**

- **What importance do silent reading, guided reading, and shared reading have in the classroom?**

Competent Assessment of Reading:
Toolkit for Professional Developers

Overhead C

© SERVE 2004

Section	Activity	Page
1	1.3B	179

Where's Reading in the Classroom?

What Is Your Vision of Assessing Reading?

- ❧ How important is diversity of types of assessment? Or can reading be assessed by a few well-selected methods?

- ❧ What do you think are the most important ways to assess reading?

- ❧ Do you use different types of assessments to determine different aspects of reading? Be as specific as you can.

- ❧ How should the results of assessments be used?

Overhead C

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
1	1.3B	180

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Where's Reading in the Classroom?

Analyzing Reading Beliefs

My Beliefs About Reading	
My Vision for Teaching and Learning	
My Curriculum	
My Assessment	
My Instruction	
My Learning Environment	

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Toolkit for Professional Developers

Overhead/Handout C

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Section	Activity	Page
1	1.3B	181

Where's Reading in the Classroom?

Spectrum of Importance in Teaching Reading

Individual Perspective

This is very important.   **This is less important.**

Spectrum of Importance in Teaching Reading

Schoolwide Perspective

This is very important.   **This is less important.**

Overhead/Handout C

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
1	1.3B	182

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Where's Reading in the Classroom?

Classroom Scenario: One

Where's Reading in This Classroom?
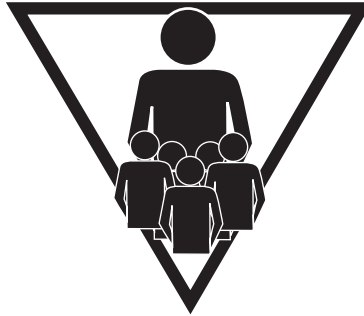
Learning Environment

- Bulletin boards display letters of the alphabet that may have pictures that begin with the letter.
- Charts display writings to be copied or word lists that highlight the letter/sound or spelling patterns being studied.
- Walls show the letter/sound or spelling pattern that is the focus of instruction and student pictures or spelling assignments that contain that letter or pattern.
- Classroom library has several books that contain language patterns and highlight the letter(s) or pattern(s) that are the focus of study.
- Desks face the front of the room or the teacher.
- The teacher calls students to order to review the letters/sounds already learned by pointing and reciting.

Reading Lesson With Assessment

The letter name/sound or spelling pattern. Several students are called upon at random to check their knowledge of this skill.

Next, the teacher introduces the new letter/sound or spelling pattern to be learned. She provides direct instruction by telling the name of the letter and sharing pictures of objects that begin with that letter/sound or words that contain the spelling pattern. Students are prompted to generate more examples to add to the list. She records the words on a chart or the board. By using the words from the students, she directly teaches the sound that the letter or spelling pattern makes.

To check for understanding, students repeat the sound that the letter or pattern makes by picking a word from the chart, "reading" the word, and then voicing the beginning letter/sound or pattern. The teacher provides feedback. The teacher then reads a book or passage containing the letter or pattern

Competent Assessment of Reading:
Toolkit for Professional Developers

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Handout C

Section	Activity	Page
1	1.3B	183

Where's Reading in the Classroom?

Classroom Scenario: One (continued)

they are learning. As she reads, attention is drawn to words that contain the letter or pattern of study. In addition, the teacher points out patterns and conventions of particular interest.

Finally, the students are given the opportunity to practice the letter/sound or spelling pattern they are learning. They are asked to draw pictures of things that begin with the letter of study on a worksheet or their journal paper or record the words in their spelling journal. Students remain in their seats to accomplish this task. When students finish the work, they can go to centers, which include a classroom library and a word work area. They also meet with the teacher to share their pictures while the teacher labels it with the name of the object or checks their list for errors. The teacher re-teaches any student(s) who still has confusions about the letter/sound or pattern of study.

Other instructional activities and assessment

The students do a phonics worksheet to help them practice the letter/sound or spelling pattern. Then the class reviews words that have opposite meanings or antonyms. The teacher might read a book or passage that has antonyms. As the teacher reads, she asks students to listen for antonyms. Once the students identify the antonyms, the teacher "pulls the antonyms out of the book" by writing each one on opposite pages of a teacher-made book. The teacher models how to illustrate the antonyms. As she reads another page or passage, the students read the antonyms in the teacher-made book and add new antonyms to the next two pages. The teacher then distributes teacher-made books to each child to make their own antonym book. The teacher continues reading the book or passage until all of the antonyms are found and recorded. Students record the antonyms and illustrate them in their books. The students are encouraged to add more antonyms to their books. The teacher periodically observes students as they illustrate and read the antonyms in their book to make sure they understand.

Small group work

As students work at their seats on the activities mentioned above. The teacher calls small groups of students grouped by ability to a reading table. In the small group of high-achieving students, the teacher reviews the vocabulary and sets the purpose for reading. Students read the selection and answer vocabulary questions. In the small group of grade-level achievers, the teacher continues to work on the letter/sound or spelling pattern. If the students accomplish this task, they are asked to read a passage containing the skill in practice in round-robin fashion. The low-achieving group continues to work on the letter/sound or spelling pattern. They complete a worksheet by reading a passage altogether and filling in the blanks with words that have the pattern they are learning. In each of the groups, the teacher monitors progress by observing students and the accuracy of their work.

Where's Reading in This Classroom?

Handout C

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
1	1.3B	184

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Where's Reading in the Classroom?

Classroom Scenario: Two

Where's Reading in This Classroom?

Learning Environment

- Bulletin boards display vocabulary lists and frequently used words.
- Charts display work that focuses on a comprehension skill and poetry.
- Walls show student-made word lists, student-created pages for a class book, and graded work that received excellent marks.
- Classroom centers with a library housing a large collection of books from a variety of genres, including those provided by the basal series.
- Seats may be grouped toward the teacher with centers on perimeter.

Reading Lesson With Assessment

The teacher transitions the class to reading. She has selected a non-fiction piece from the basal about telephones to read to the class to support the thematic work going on and to teach about how word meanings change when the prefix *tele-* is added. This is the next vocabulary skill in the basal for the class to learn. She reads the text pointing out the word parts and their meaning. After prompting, the students distinguish between this prefix and other prefixes they have learned as the teacher creates a chart to sort the words that have prefixes. As the teacher reads, she calls attention to other words in the selection that can be categorized into the different prefix categories. When the teacher is finished reading, she reviews the charted prefixes as the students read with her. She then tells students what they will do at their seat to learn more about prefixes. The students will look in the dictionary and create their own lists of words for each prefix category in their workbook. They will also write what each word means after the prefix is added. In addition, students will copy their spelling list, which also focuses on prefixes and their meanings. The teacher will check the work later in the day for accuracy.

Then the teacher talks about the selection and what it is about. The students are focusing on summarizing today in their comprehension lesson, so she teaches this skill to the class by assisting students

Competent Assessment of Reading:
Toolkit for Professional Developers

Handout C

© SERVE 2004

Section	Activity	Page
1	1.3B	185

Where's Reading in the Classroom?

Classroom Scenario: Two (continued)

in locating the main points in the non-fiction selection. She then summarizes the selection to model the skill. Next she reviews last week's story and asks students to summarize the story. Several students interject plausible summaries. She reinforces and then moves on to tell students what they will do at their desk to demonstrate their learning. Students are to read several passages and find the main points to use in writing a summary in the next lesson.

Small group work

As students stay at their seats to complete the vocabulary and comprehension work, the teacher calls a group of students for the next story in their text. As the students take their seats, she teaches the vocabulary found in the story they will be reading this week. The students read the words from the list and complete a page to practice the words. The group checks the page together when they are finished. The teacher then introduces the story for the week with a poem. The students join in to read the poem too. When they finish talking about the poem and what it means, students are asked to write a sentence to tell the main idea of the poem as a review of last week's comprehension skill. Tomorrow the group will read the story and continue their work on summarizing. It is time to call the next group, so the teacher dismisses this group and checks to make sure they know what to do when they return to their seats to complete their work.

As the reading period continues, the teacher calls each group for reading instruction and checks student work as they finish. If the work is finished correctly, students may then go to centers that are theme related. There is a science center that focuses on the communications and a math center that has word problems about measurement. There is also an art center where students are making a book about communications. In addition, there is a reading center with teacher-selected library books about communications for students to read more about what they are learning. At the vocabulary center, students are creating nonsense words with prefixes. The teacher checks center folders once a week on a rotating basis to make sure students understand the tasks and are completing their work satisfactorily.

Where's Reading in This Classroom?

Handout C

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
1	1.3B	186

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Where's Reading in the Classroom?

Classroom Scenario: Three

Where's Reading in This Classroom?
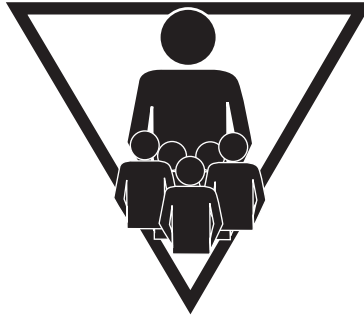
Learning Environment

- ⊛ Library is the focal point equipped with many books at a variety of levels (preferably 30 books per child) and includes rug, lamp, couch, and posters about reading.
- ⊛ Library is used as instructional area as well.
- ⊛ Writing materials for publishing are readily available.
- ⊛ Bulletin boards show mailing system, student writings that celebrate success in writing as well as "works in progress."
- ⊛ Students are talking, sharing work, and teaching each other.
- ⊛ Seats are grouped with large work areas where seating is random.

Reading Lesson With Assessment

The teacher brings the students to the reading carpet to teach them a mini-lesson. This 15-minute lesson is on strategic reading with a focus on comprehension. A reading strategy is introduced or reviewed by the teacher on what to do before, during, or after reading in order to become a better reader.

The students are dismissed from the group and asked to practice this new strategy while reading books of their choice as found in the classroom. The students may read silently, with a partner or in a small group. While the students are reading, the teacher is roaming to monitor success. The teacher is doing either formal or informal reading conferences with a number of students while monitoring.

Next, the students begin literature circles. They are grouped based on the selected titles of books they chose to read for homework. They begin an informal discussion of the book as well as discuss questions the teacher has prepared for them. They also point out examples of times they used the comprehension strategy taught in the mini-lesson. Students then write a mini-retell of the story they discussed. This retell is part of an assessment for comprehension.

Competent Assessment of Reading:
Toolkit for Professional Developers

Handout C

Section	Activity	Page
1	1.3B	187

© SERVE 2004

Where's Reading in the Classroom?

Classroom Scenario: Three (continued)

Then, the teacher gathers the students into the reading area to debrief their reading. They discuss what went well, what they can do differently tomorrow, as well as review the strategy taught earlier and address any questions concerning using the comprehension strategy in reading.

After the reading debriefing session, the teacher begins a mini-lesson with writing. The lesson is on strategic writing, and the question addressed is, "What can you do to become a better writer?" The teacher teaches or reviews a specific strategy that she has noticed students need help with in their writing, speaking to the audience.

After the mini-lesson, students begin writing workshop. The students are encouraged to apply the strategy they just talked about. Students get their writing folders and begin working on their writing at whatever point they are in the writing process. Some students may be drafting, others may be working on a final copy, while others may be sharing their work publicly in another classroom. The teacher is conducting roving conferences with students, teaching them one-on-one as she sees the need. As she conferences, she assesses to see if the students are applying the strategy she taught in the mini-lesson.

When it is time to close writing workshop the students are called to the reading circle to debrief. They discuss things that went well and things they can do better the next day. They also review the strategy that they discussed earlier in the mini-lesson.

Where's Reading in This Classroom?

Competent Assessment of Reading:
Toolkit for Professional Developers

Handout C

Section	Activity	Page
1	1.3B	188

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Where's Reading in the Classroom?

Classroom Scenario: Four

Where's Reading in This Classroom?

Learning Environment

- ✎ Bulletin boards display student writing samples with illustrations and student-made computer-generated texts with graphics.

- ✎ Charts focus on enlarged texts, strategies, and class procedures and processes.

- ✎ Walls have an evolving word wall that is systematically built over time and word banks with content vocabulary.

- ✎ Extensive library contains leveled texts and books to be read to, with, and by students.

- ✎ Reading table with leveled books is center of classroom with large areas for writing and reading.

Reading Lesson With Assessment

The teacher begins the large block of time devoted to language by working with words. Students manipulate words and experience how they work while the teacher directs according to a series of well-planned lessons that follow a logical progression of word-building skills. For this lesson, she distributes a pack of letters to each student and proceeds to have them manipulate the cards to make big words or multi-syllabic words. She points out or asks them to observe relationships between word parts as they look at each letter in each word. When they finish this sophisticated word play, students generate their own list of words by recording them in their personal wordbook anthology. Students are expected to build this word bank and take responsibility for using the words correctly when they write. Words are to be grouped as to meaning or common word parts as determined by the student.

Next, the teacher transitions all of the students to the reading area of the room where an enlarged content area text is on the overhead. She models how to determine importance in text using a non-fiction selection from their science book and a technique called V.I.P. (that is, Very Important Points developed by Linda Hoyt). On the overhead, she demonstrates how to read a portion of the text and prioritize the content by marking what is important with a sticky note strip (a 4 x 6 sticky note cut into strips so each

Competent Assessment of Reading:
Toolkit for Professional Developers

Handout C

Section	Activity	Page
1	1.3B	189

© SERVE 2004

Where's Reading in the Classroom?

Classroom Scenario: Four (continued)

strip has a small sticky area). In this passage, there are three important points, so as she reads aloud, she demonstrates the thinking process it takes to determine those points.

For the next portion of the text, she distributes a science text to pairs of students and a limited number of sticky note strips to each student. Students work with their partners to determine the important points, not to exceed five, in a small passage. After this attempt, she calls the group to order to hear their thinking process. They chart the important points of the text and will build on to it over the next few days as they read to help them understand this difficult content area text. At the end of the process, the class will prioritize the most important points of this chapter and justify their reasoning.

As the teacher observes the whole group, she notices that several students need more initial instruction. So she calls those students to the reading table to work with a text that is nonfiction and at their instructional level. Students work through the same process of finding Very Important Points with the support of the teacher and a text that is easier for them to read.

While the teacher works with this group, the rest of the students read independently in a text that is at their independent level. They are responsible for recording how much they read, summarizing the content of what they read, locating words and content that are new and/or confusing, and discussing the content when their group is called to the teacher. Students have set goals for their reading and are responsible for reaching their goals.

Finally, students are called to the writing area to apply and use what they are learning in reading. Since the class is working on determining important points in text during reading, the writing project is on report writing. Students have selected their topic and are researching during their independent reading time and during content area time in the afternoon. Today's lesson focuses on constructing paragraphs using an important point as the main idea. The teacher models the basics of paragraph writing using her hand as a guide to the structure of paragraphs.

After a brief lesson, she allows ample time for the students to write and to try the same process on their own in workshop style. She monitors progress by roaming and observing student progress. If necessary, she meets with small groups and individuals to take a closer look at paragraph writing using their own writings.

Where's Reading in This Classroom?

Competent Assessment of Reading:
Toolkit for Professional Developers

Handout C

Section	Activity	Page
1	1.3B	190

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Where's Reading in the Classroom?

Classroom Scenario: Five

Where's Reading in This Classroom?

Learning Environment

- ⏀ Learning targets are posted. Research and resource books are organized at each workstation.
- ⏀ Models or exemplars of exemplary student work that meet the targeted standards are attractively displayed.
- ⏀ A job board outlining possibilities for expected work or work in progress is posted in the room.
- ⏀ Extensive library contains leveled texts and books that is managed by students and categorized by level, subject, or author as appropriate.
- ⏀ Seats and materials are organized in workstations with controlled student choice as to seating; no visible teacher workstation is evident.

Reading Lesson With Assessment

Students are working towards achievement of the posted learning targets by investigating and showing what they know through agreed upon work while the teacher roams, observes, and coaches as necessary. The work takes place at workstations supported with teacher lessons to keep the learning momentum on track. Class meetings are called to give general information to the whole group or to initiate or model new learning. Otherwise, the teacher instructs individuals or small groups as assessment indicates the need.

The focus of the work for the next few weeks is on making connections to enhance comprehension, comparing and contrasting content information in a variety of ways, and understanding ecosystems and how living things are interdependent. Learning targets are prioritized for the year, so the teacher knows how much time students can spend learning and demonstrating achievement. The targets were also grouped to maximize connections between subject areas. The teacher and students are keenly aware of what achievement of the targets looks like as she has developed assessments prior to the work and has detailed the performance levels of the most important and most difficult targets using several models and/or exemplars and anchors with her students.
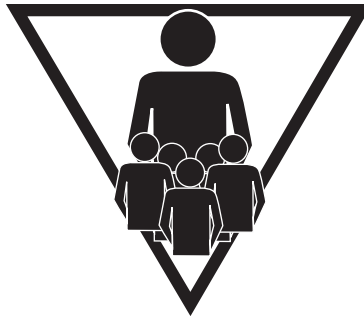
Competent Assessment of Reading:
Toolkit for Professional Developers

Handout C

Section	Activity	Page
1	1.3B	191

© SERVE 2004

Where's Reading in the Classroom?

Classroom Scenario: Five (continued)

To show what they know, students have decided that they need to observe an ecosystem, to research ecosystems beyond familiar ones, and to record their findings. Then they feel that they will have ample information to design and build or simulate their own ecosystem to demonstrate their learning.

The teacher has organized her instructional and assessment information according to students and learning targets on a clipboard, and it is kept at hand to make notes during the day as she observes individuals and peer interaction. From her notes and writing samples, she has decided that several students need a few lessons to deepen their understanding of how to make meaningful connections to enhance comprehension.

To get the learning on track, the teacher has designed a series of lessons and this is the first one. She calls students together near a chart to model and demonstrate the expected learning. The students know from feedback that they need to improve in this area so when the teacher gives the signal, individuals leave their workstations to gather at the meeting place. The rest of the students continue working at their stations.

To start the lesson, the teacher reviews the learning targets they are working towards. Everyone agrees and the lesson proceeds. The teacher models how to make meaningful connections to enhance comprehension by reading a passage from a selected text and stopping periodically to think aloud about the connections she makes as she reads. She marks each connection with a sticky note so she can come back and explain how it helped her understand the content better. After several examples, she goes back to each sticky note and thinks aloud again about how each connection enhances her comprehension of the content. If the connection enhances her comprehension, she charts the sticky note on one side of a T-chart with a brief explanation of how it enhances her comprehension next to it on the other side of the T-chart. Then students read the next passage of the text silently and mark connections they are making as they read with a sticky note. When all students read to the stopping place, each student shares his or her connection. Each student tells how this connection enhances his or her comprehension of the content. The group discusses and meaningful connections are charted. At the end of the lesson, the learning target is revisited and students decide if they need to work more on comprehension and this connection strategy. The next day, the teacher models the same process and students take over a little more of the responsibility for their understanding and use of reading strategies to help them comprehend what they are reading.

After the lesson, the teacher drops in on several students to hear them read as they research. While they are reading, she lets them know she is listening or asks them to read aloud so she can check fluency. She takes notes for a miscue analysis and retell. She analyzes this with the students and supports their next learning step with a mini-lesson or makes the decision to instruct them later.

Finally, the teacher meets with a group of students who are ready to record their findings in a field journal format. She models how to compare and contrast the information they have gathered using her personal field journal. She knows she will need to meet with this group several times until they are firm on the process.

Handout C

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
1	1.3B	192

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Where's Reading in the Classroom?

Classroom Scenarios Discussion Questions

What practices do you agree with?

Disagree with?
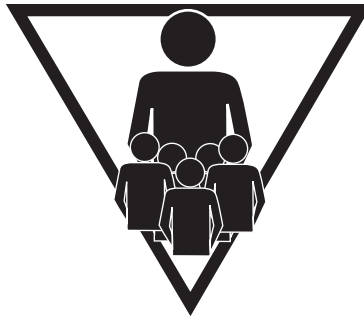
Which practices resemble those in your classroom?

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Overhead C

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Section	Activity	Page
1	1.3B	193

Where's Reading in the Classroom?

Synthesizing a Reading System

To synthesize a reading system:

☸ **Create a new way to show how the system works.**

☸ **Talk about the connections between the parts.**

☸ **Teach how the parts interconnect to function as a purposeful whole.**

Overhead D

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
1	1.3B	194

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Where's Reading in the Classroom?

Synthesizing a Reading System

Beliefs

Vision

Curriculum

Assessment

Instruction

Learning Environment

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Toolkit for Professional Developers

Overhead D

Section	Activity	Page
1	1.3B	195

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Where's Reading in the Classroom?

To Evaluate a Reading System

Determine:

☣ **How well the learning targets match.**

☣ **How well the indicators match.**

☣ **How well the beliefs match.**

☣ **If the system provides ample learning opportunities for all students to improve their reading performance.**

Overhead E

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
1	1.3B	196

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Where's Reading in the Classroom?

Section 2
Acting as an Assessor

Competent Assessment of Reading

Learning to read is an individual journey....

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CAR Roadmap
A Professional Development Journey

GOAL: Improved Reading Performance for All Learners

Adjust

Acting as a Reader

What do we want students to know and be able to do?

Understanding reading

Synthesizing reading

Understanding what effective readers do

Establishing learning targets

Involve Students

Reflect

Understanding Assessment

Synthesizing Reading

Understanding what effective readers do

Selecting reading assessments

How do we know if students know and can do it?

Acting as an Assessor

Involve Students

Reflect

Acting as a Researcher

How will we get students there?

Criteria for Evidence

Bodies of Evidence

Systematic Evidence

Examining Results

Involve Students
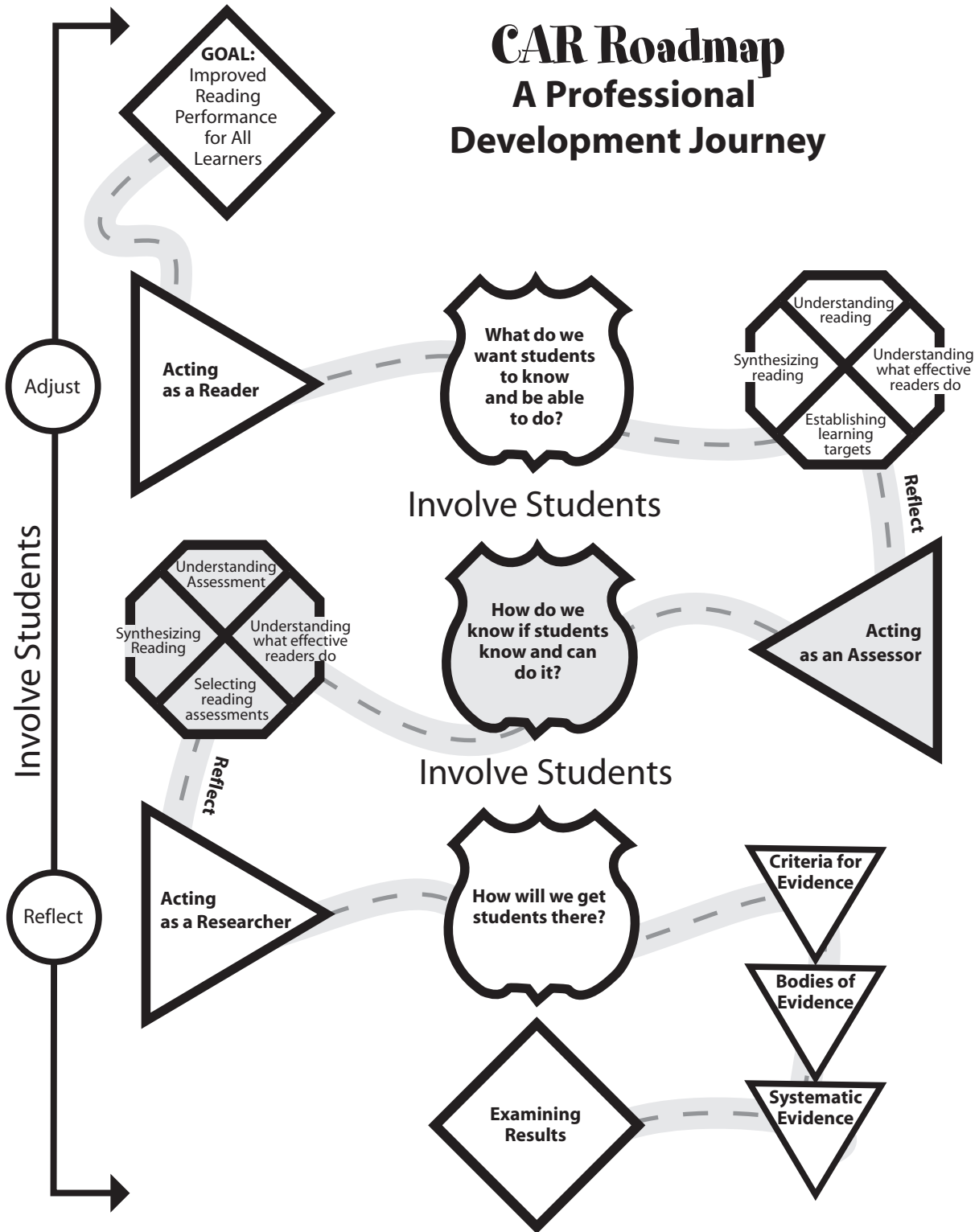
Competent Assessment of Reading:
Toolkit for Professional Developers

⟨?⟩ Do We Understand Assessment?

Purposes

1. To understand principles of quality assessment in reading

2. To examine one's own reading assessment practices to find opportunities for refinement

3. To begin to analyze reading assessments in terms of purpose, balance, and target/method match

4. To understand the importance of the alignment of curriculum, instruction, and assessment for achievement in reading

Uses

This is an intermediate activity. Prerequisites might include prior training in assessment and/or reading. If participants have not had formal training experiences in assessment, the information about assessment provided in this activity can serve as a foundation for understanding assessment in reading. All teachers have experience with assessment but few have had training in high-quality, student-involved classroom assessment. This activity can be used with teachers or educators who are interested in improving reading instruction by developing a reading assessment system that supports learners as they learn to become effective readers.

Rationale

Firm evidence shows that assessment is an essential component of classroom work and that when done well can improve achievement (Black & Wiliam, 1998). We also know that assessment drives instruction in the classroom (Doyle, 1980). Historically, however, most assessment has been conducted at the end of instruction to measure achievement outcomes—summative assessment of learning—rather than driving instruction to provide information that teachers can use to modify instruction before it is too late—more formative assessment for learning (Clay, 1993).

Assessment is not typically a component of preservice training and remains at elective status or nonexistent in many graduate programs. Consequently, teachers may not be aware of the power that formative assessment, in particular, can play in learning. They often find it difficult to set up a reading assessment system that can guide teaching or to improve achievement by involving students in their own assessments. Therefore, assessment training is essential for reading teachers.

Effective teachers of reading use assessments designed to monitor the growth and reading achievement of their students as they work on reading tasks and use this information to inform reading instruction as it occurs (Clay, 1980). Teachers need to be able to determine the quality of the assessments they use,

Competent Assessment of Reading:
Toolkit for Professional Developers

Facilitator's Notes

Section	Activity	Page
2	2.1	199

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Do We Understand Assessment?

whether or not the assessments measure what is valued in effective reading, and to choose quality assessments that foster improvement in the quality of reading instruction. Ultimately, good professional development in assessment is needed if teachers are to facilitate improved student achievement in any subject. This activity begins to provide baseline assessment information to the reading teacher through inquiry and active participation in one quality reading assessment.

In this activity, teachers are put in the role of an assessor, using an integrated instructional assessment procedure called Literature Circles. During this assessment, the skillful assessor can observe how the learner solves problems and observe multiple processes of the learner's reading system and the integration of those processes. On the surface, Literature Circles may seem to be an instructional method rather than an assessment. That is one of the strengths of this assessment. The assessment is tightly woven into the instruction. If one or the other were removed, the value of the reading instruction would unravel into a simple activity. This can be a very different way of assessing for teachers, but one that is effective in informing and improving instruction if observations are recorded systematically. When teachers are taught to put on the assessor's hat, a very different perspective of assessment is revealed that allows teachers to look at their assessment practices differently.

Paying attention to these principles of sound assessment can result in more accurate data collected on student learning that gives better information on which to base decisions. Participating in and probing Literature Circles can help teachers to uncover and understand principles of sound assessment. For example, considerations of sound assessment include:

- ✺ Setting clear purposes for assessment
- ✺ Utilizing target-method-match
- ✺ Aligning the assessment to important learning targets
- ✺ Avoiding potential sources of bias and distortion
- ✺ Collecting enough evidence to make good decisions about learning

Again, these principles of sound assessment are very complex. However, teachers are typically, handed a reading curriculum, and teaching begins with the first page of this curriculum guide. This activity teaches the teacher the fundamentals of quality assessment and how to begin to tailor assessments to measure achievement of school or grade-level, agreed-upon learning targets in reading.

Finally, teachers self-assess their knowledge and classroom practice in reading and assessment. Literature Circles, as an assessment, models a quality tool to help teachers assess student reading.

Supplies

Overhead projector

Screen

Blank transparencies

Transparency pens

Excerpts from *The Reading Times* on card stock, cut into sections and placed in envelopes

Article for Literature Circle— Black, P., & Wiliam, D. "Inside the Black Box: Raising Standards Through Classroom Assessment," *Phi Delta Kappan*, October 1998, pp. 139–148 or

"Bridges Freeze Before Roads," *ASCD Yearbook 1996: Communicating Student Learning, 1996*, pp. 8–12.

Facilitator's Notes

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
2	2.1	200

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Do We Understand Assessment?

Materials

Item	Title	Page Number(s)
Overhead A	*Key Vocabulary Terms* (20 minutes for pages 210–212)	210–211
Overhead/Handout A	*Do We Understand Assessment?*	212
Overhead/Handout A	*The Reading Times* (excerpts copied onto card stock, cut into sections and put in envelopes with corresponding portion of the answer key) (20 minutes for pages 213–218)	213–218
Handout B	*Shifts in Reading Self-Assessment* (15 minutes for pages 219–221)	219
Overhead B	*What Does This Self-Assessment Mean for Me as a Reading Teacher*	220
Overhead B	*Quality Assessments are…*	221
Overhead C	*Literature Circles as an Assessment — Directions* (45 minutes for pages 222–226)	222
Overhead C	*Literature Circles as an Assessment — Discussion Starters*	223
Overhead C	*Literature Circles as an Assessment — Set the Rules*	224
Overhead C	*Literature Circles as an Assessment— Debriefing*	225
Overhead C	*Clarifying Criteria*	226
Overhead D	*Alignment: Curriculum, Assessment, Instruction* (30 minutes for pages 227–228)	227
Overhead/Handout E	*Matching Assessments to Learning Targets*	228
Overhead/Handout F	*Matching Assessments to Your Targets* (30 minutes for 229–230)	229
Overhead/Handout G	*Reading Assessment Quality Checklist*	230

2 hours and 40 minutes

Competent Assessment of Reading:
Toolkit for Professional Developers

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Facilitator's Notes

Section	Activity	Page
2	2.1	201

Do We Understand Assessment?

⚆ Facilitator Notes

Reviewing and Setting Purposes		**20 minutes**
Overhead A *Key Vocabulary Terms*	pp. 210–211	Use the *CAR Roadmap* overhead and explain where we are in our journey (found at the beginning of Section 2). Introduce the *Key Vocabulary Terms* (pages 210–211) by one of two ways: ⚉ Ask groups to look over the *Key Vocabulary Terms* handout and note which two terms they had difficulty with—write these out on chart paper—and ask participants to try to give "real world" examples of some of the harder terms. ⚉ Allow for questions and discussions about those terms. OR You may: ⚉ Print and cut out the vocabulary words and definitions separately, placing them in small plastic bags. ⚉ Working in small groups, participants should match the vocabulary terms with the definitions. ⚉ Ask participants to note which 2 terms they had difficulty with—write these out on chart paper—and ask participants to try to give "real world" examples of some of the harder terms. Go over the correct answers and allow participants to raise questions. Use the overhead (page 212) to introduce the purposes of this activity.
Overhead/ Handout A *Do We Understand Assessment?*	p. 212	If you have participants who are confused with assessment terms, then you may ask, "Have you had classroom assessment training during your service as class-room teachers?" Accept all responses, and tell them that most teachers have little training in classroom assessment. Emphasize the critical role reading plays in the classroom if our students are to continue to learn. But, they should real-ize that often our insecurity or lack of understanding of classroom assessment methods and strategies limits us in assessing readers well enough to know what each student needs in order to improve. Some students may need help in oral fluency while others need extra help in the use of reading strategies, and assess-ment is the best way to isolate any difficulties or weaknesses. Assessment should help drive the instruction students need. If we are to help students improve in reading, one way is to examine our assessment of reading processes to make sure that they reinforce those attributes of reading performances that we value. Also, the use of formative assessment (where teachers understand the targets in reading, collect quality evidence, make good inferences, and modify instruction to support student reading performance) is a powerful tool that can help create a learning environment that supports student learning over just testing.

Facilitator's Notes

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
2	**2.1**	**202**

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Do We Understand Assessment?

The Reading Times		**20 minutes**
Overhead/ Handout A *The Reading Times and Answer Key* *The Reading Times* excerpts copied onto card stock, cut into sections.	pp. 213–218	If there are any doubts about the importance of learning to read in order to read to learn, perhaps some statistics can support the case for using formative reading assessment to support student performance. Give each group one section or card. (You should already have put the excerpts from *The Reading Times* (pages 214–217) on card stock, cut into sections.) Ask participants to fill in the blanks, thus completing the Cloze procedure. Allow 10 minutes for each group to "read" their portion of the review and share the findings with the group. Ask participants, "What strategies did you use to find the answers?" Some will say they guessed. Point out that this is one error we need to eliminate from assessment of reading. Students should not have the opportunity to guess their way into successful reading performances. You may either give out the *Answer Key* (page 218) for *The Reading Times* or go over the answers verbally. Participants can use page 218 of *The Reading Times* to follow along with the other group responses. State that the purpose of this section of the training is to learn key things about assessment that can positively impact the achievement of the reader.
Self-Review of Reading Assessment Practices to Find Opportunities for Improvement		**15 minutes**
Handout B *Shifts in Reading Self-Assessment*	p. 219	Allow participants about 10 minutes to reflect on *Shifts in Reading Self-Assessment* (page 219). Emphasize each point briefly before moving on, making the case for thinking about reading assessment differently from historical practice. Ask participants to share an example from their classroom that illustrates a shift in their assessment practice? Ask, "Why do you think this training focuses on assessment as a process and not a test? Allow participants to discuss any shift they find particularly intriguing or problematic. Discuss.
Overhead B *Quality Assessments are…*	pp. 220–221	Share the overheads on pages 220–221, and emphasize that these are the key focus points for reading assessment as addressed in this training and also the current thinking in assessment with the purpose of improving learning. These key points are addressed in *Shifts in Reading Self-Assessment* (page 219). Be prepared to lead participants through these key points using an example such as a novel unit. Emphasize the difference between assessment *of* and *for* learning. You may want to read or refer to Rick Stiggins' article to gain more information and insight to share with the participants. You can find this article at *www.assessmentinst.com* Stiggins, Rick. (2002). *Assessment for learning: A vision for the future of assessment in the United States.* Portland, OR: Assessment Training Institute.

Competent Assessment of Reading:
Toolkit for Professional Developers

Facilitator's Notes

© SERVE 2004

Section	Activity	Page
2	**2.1**	**203**

Do We Understand Assessment?

Beginning to Analyze Reading Assessments in Terms of Purpose, Balance, and Target/Method Match		45 minutes
Overhead C *Literature Circles as an Assessment—Directions*	p. 222	Ask, "What makes a reading assessment a quality assessment?" Discuss. Set the stage for the purpose of the Literature Circle simulation, namely to uncover the principles of assessment embedded within Literature Circles. State that Literature Circles meet the criteria for a quality reading assessment as described in the *Shifts in Reading Self-Assessment*. Use the overhead to give directions. Tell participants they will now model a Literature Circle. Choose an article on assessment. (One suggestion is "Inside the Black Box: Raising Standards Through Classroom Assessment." Another selection could be "Bridges Freeze Before Roads." Both of these articles are in Section 4, Resources, of the *CAR Toolkit*. Or you may choose any other article on classroom assessment.) Ask participants to read the article individually.
Overhead C *Literature Circles as an Assessment—Discussion Starters*	p. 223	Go over the directions for participants. To facilitate the inquiry, use the following overheads, *Literature Circles as an Assessment (*page 222)*, Discussion Starters* (page 223), *Set the Rules* (page 224), and *Debriefing* (page 225). Give discussion starters about the article, such as the following: ⊛ I think… ⊛ I feel… ⊛ I agree… ⊛ I notice… ⊛ I wonder… ⊛ I wish… ⊛ I learned…
Overhead C *Literature Circles as an Assessment—Set the Rules*	p. 224	Set the rules, such as ⊛ Sit where all participants can be seen. ⊛ Respect what is being said. ⊛ Speak one at a time. ⊛ Stay on the subject. ⊛ Make thoughtful comments. Allow participants to engage in discussion in the Literature Circle. You may choose a facilitator, but most adults will not need a group leader for this activity. During the Literature Circle, you should monitor and record anecdotal notes regarding participants' discussions, performance, and content understanding in the five reading assessment targets. In the debriefing, you may share your observations with participants, modeling for them the feedback process. This will model good practices that teachers should do as well during their Literature Circles with their students.

Facilitator's Notes

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
2	2.1	204

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Do We Understand Assessment?

Overhead C	p. 225	Debrief the discussion with a question, such as
Literature Circles as an Assessment— Debriefing		✆ What went well with the literature discussion? ✆ What would you change if you were in another literature discussion group? ✆ How can you use this assessment in your classroom? ✆ What evidence did your performance reveal about your level of engagement or understanding? Clarify misconceptions and note participants' questions. In the debriefing, discuss pertinent topics further as necessary. Give feedback to participant groups as to their performance based on the five assessment targets.
Overhead C *Clarifying Criteria* Blank transparency and pen or chart paper	p. 226	Finally, using the overhead on page 226, ask participants to clarify the criteria for a Literature Circle by engaging in small group discussions to generate this criteria. A whole group discussion would then allow participants to share ideas and come to consensus. Record the criteria the group generates. Possible criteria could include: ✆ Focused on important ideas in text. ✆ Demonstrated the ability to paraphrase ideas clearly and accurately. ✆ Made connections to personal experiences and/or real-life applications. *Note for classroom application*: It is a good idea to communicate the learning targets when you assign reading to your students. It is also important to communicate the criteria up front to students; this will help them with a successful performance. This is always a good assessment practice. State that the remainder of the activity involves analyzing the Literature Circles simulation for the principles of quality assessment. Ask, "What student learning targets would you want to develop by using Literature Circles in the classroom?" Discuss. Ask participants to share the purpose for Literature Circles as an assessment. Ask, "Why is it important to know what and why you are assessing?" State that knowing the purpose for assessment and matching an assessment to the purpose is one principle of sound assessment. Discuss the power of using formative assessments (continuous monitoring of student learning with the purpose of providing feedback to the learner) to improve performance and that primarily the purpose for Literature Circles is to monitor progress and to provide feedback to learners about their progress.

Competent Assessment of Reading:
Toolkit for Professional Developers

Facilitator's Notes

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Section	Activity	Page
2	2.1	205

Do We Understand Assessment?

Understanding the Importance of the Alignment of Curriculum, Instruction, and Assessment for Achievement in Reading		30 minutes
Overhead D *Alignment: Curriculum, Assessment, Instruction*	p. 227	Use the overhead (page 227) to introduce a discussion of alignment. Point out the importance of alignment as a principle of assessment. Refer to the Literature Circle for examples and non-examples while explaining alignment. For example, if you want your students to articulate ideas about what they have read, to engage in higher order thinking, you must give them the opportunities to discuss and probe what they read. Choosing one answer from a multiple-choice test will not allow students to engage in higher order thinking. Remember the targets in your curriculum, the ways you assess your students' understanding of those targets, and classroom instruction must all be aligned.
Overhead/ Handout E *Matching Assessments to Learning Targets*	p. 228	Alignment is one principle of sound assessment. Ask, "What are some other principles of sound assessment that were modeled in the Literature Circle?" (You may want to write the principles of sound assessment noted in the purposes of this activity (page 212) just for their information.) Note responses on a blank overhead. Use the overhead entitled *Matching Assessments to Learning Targets* (page 228). Explain that reading is a complex process during which a number of things must happen simultaneously. Even though we can focus our attention on one target (for example, using strategies), the reader cannot engage only in using strategies. The reader uses strategies to gain comprehension, to engage in higher order thinking, to motivate him or herself, and to read orally. Ask participants to keep the integration of these targets in mind as they consider Literature Circles as an assessment of the five targets. Directions: You may choose to ask participants to do this activity individually or in small groups. Using *Matching Assessments to Learning Targets* (page 228), give one or two examples of how the Literature Circle participants engaged in and could assess each of the five targets. For example, leaning forward to listen carefully to another person's ideas could indicate motivation. Ask participants to focus on the two questions on page 228. "Which learning targets does the Literature Circle match?" "Did the Literature Circle incorporate all the learning targets?" Allow for whole group discussion of participants' responses. Ask for participants to share any examples or responses to the questions they feel are important.

Facilitator's Notes

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
2	2.1	206

© SERVE 2004

Do We Understand Assessment?

Matching Assessments to Your Targets		30 minutes
Overhead/ Handout F *Matching Assessments to Your Targets*	p. 229	Now ask participants to complete the handout entitled *Matching Assessments to Your Targets* (page 229). Participants should work in groups for this activity. The first purpose of this activity (at the bottom of the page) is to match their current reading assessments to the five targets. Many assessments will measure more than one target, while some will assess only one. Participants need to understand: 1. They already use many classroom assessments—many of which match the learning targets. 2. It is important to clarify which assessments match which targets. Ask them to complete the assessment examples keeping their own classroom in mind. Summarize this part by asking each group to share at least two responses. The second question in this activity asks participants to articulate how assessment is a process where all the parts must work together smoothly and simultaneously. Parts of a car are similar to the different reading targets. All parts must work together, and if one part does not work well, the system as a whole will not function well. Just as a mechanic would assess a malfunctioning car to determine which part needs adjustment, the teacher would assess which aspect of the reading process is not functioning well. In order to summarize this section, have participants draw or write out the analogy between a car and reading on chart paper. Each group should post their chart and explain to the whole group the analogy they came up with.
Overhead/ Handout G *Reading Assessment Quality Checklist*	p. 230	As closure, ask participants to read and consider the *Reading Assessment Quality Checklist* (page 230). Ask them to discuss how this checklist could help them improve the classroom assessments they use. Also, ask them to respond to how they could use this checklist as a springboard for beginning the dialogue for schools working with the assessment of reading.

Competent Assessment of Reading:
Toolkit for Professional Developers

Facilitator's Notes

© SERVE 2004

Section	Activity	Page
2	2.1	207

Do We Understand Assessment?

Transition Notes

By self-assessing, teachers must realize they are lifelong learners. No matter how much or how little is known about assessment of reading, there is always room for growth. There are many quality assessments used in the field of reading. If done well, the Literature Circles, also referred to as a literature discussion, is just one quality method used to assess and teach reading.

Quality assessment is embedded within a Literature Circle experience. Other reading assessments can also be embedded with Literature Circles. Encourage participants to take a closer look at literature discussions and possible assessment pieces used within them. As you read professional information about literature discussions, you will find there is no "exact" way to conduct them. Some people find it helpful to read about how others began to incorporate Literature Circles into their language arts block to include the assessment of reading. That leads us to more quality assessments in reading, which the next activity focuses on.

The strength of a reading assessment system lies in alignment of curriculum, assessment, and instruction in reading, the quality of the learning targets, and those assessments that are designed to measure and inform the teaching and learning of those targets. The assessments used to measure effective reading must match the learning targets and get at what we value in effective reading. This is a very different approach to assessment of reading, focusing on the processes that are key to an effective reading system and how those pieces are working together, rather than discrete pieces or components of the system taught and assessed in isolation. Let's take a look at other ways assessment measures effective reading and effective reader progress.

Facilitator's Notes

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
2	2.1	208

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Do We Understand Assessment?

Overheads & Handouts
Activity 2.1

Competent Assessment of Reading

Learning to read is an individual journey....

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
2	2.1	209

Do We Understand Assessment?

Key Vocabulary Terms

assessment

?

Part 1 Terms: Acting as a Reader

Alignment	The desired match between the curriculum, assessment (including grading and reporting), and instruction in standards-based teaching and learning.
Anecdotal Records	Observations of student performance that are recorded and taken at the moment, specifically describe the behavior of the reader and are free of identifying causes or conclusions.
Assessment-Instruction Cycle	The continuous process of gathering information from the reader in the form of assessment and then using that information to inform and adjust instruction to improve reading performance.
Assessment Purposes	The reasons for assessing impact assessment design. For example, the purpose of formative assessment might be to assess reader progress, to monitor achievement, or to see how the reader is doing with the current course of instruction. Summative, diagnostic, and evaluative assessments are also purposes for assessing.
Baseline Data	A quantitative or qualitative measure of the learner's current understanding and knowledge. It is the point from which future growth and achievement are compared.
Diagnostic Assessment	An assessment designed to find out what students currently know and can do and what they have already learned. This information should inform future instruction.
Embedded Assessment	A learning assessment so tightly woven into the instruction that it is difficult to recognize the task as an assessment.
Evaluative Assessment	A measure to help students understand their learning in terms of achievement and progress and set goals for future learning. In addition, the purpose for this type of assessment is to provide feedback to the learner in the form of self-assessment or reflections.

Overhead A

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
2	**2.1**	**210**

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Do We Understand Assessment?

Key Vocabulary Terms (continued)

Formative Assessment	Continuous monitoring of student learning with the purpose of providing feedback to the learner as to progress and achievement, thereby supporting and informing the teacher as to the next teaching steps.
Individual Reading Conference	A one-on-one vehicle to assess reader progress and achievement with specific setting, materials, and procedures for before, during, and after a reading.
Literature Circles	A reading assessment that involves student discussion and response focused on student-selected print. The assessment is conducted in a small and temporary group setting with specific performance criteria.
Principles of Quality Assessment	Generalizations that encompass current understandings and accepted practices in assessment to guide the selection and implementation of assessments. For example, regular assessment and feedback to students regarding progress is part of good teaching.
Prompt	Leading or guiding question or phrase that evokes a response from a reader in a conference, discussion, conversation, or essay question.
Quality Feedback	Information given to the reader regarding performance that is frequent, specific, timely, and describes performance compared to that of an effective reader performance.
Results-Based Decision Making	Assessment data aligned to curriculum goals in reading used to make instructional decisions for optimizing learning.
Rubric	A scoring tool with known criteria used with an assessment to describe performance levels.
Summative Assessment	An assessment that summarizes learning. It is usually given at the end of a course or unit of study. High-quality summative assessments can themselves be learning experiences and can also provide feedback as to the quality of teaching and learning. Their main purpose is to provide evidence to make judgments about the quality of student learning.
Target/Method Match	The desired relationship between a learning target and an assessment method used to assess that target. The relationship is usually qualified by the verb used in the statement. For example, if the learning target is oral fluency, then the assessment method should involve oral reading.
Written Retell	A structured written response to a reading selection.
Zone of Proximal Development	The desired match between instruction, the learner's developmental level of learning, and the learning targets as coined by Lev Vygotsky. To optimize learning toward the target, the teacher assesses to find what a learner is using but confusing and designs appropriate learning opportunities to improve performance.

Competent Assessment of Reading:
Toolkit for Professional Developers

Overhead A

© SERVE 2004

Section	Activity	Page
2	**2.1**	**211**

Do We Understand Assessment?

Do We Understand Assessment?

```
   assessment
   ┌─────────┐
    \   ?   /
     \  •  /
      \___/
```

Purposes:

1. To understand principles of quality assessment in reading

2. To self-evaluate reading assessment practices to find opportunities for refinement

3. To begin to analyze reading assessments in terms of purpose and target/method match

4. To understand alignment of curriculum, instruction, and assessment to improve achievement in reading

Overhead/Handout A

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
2	2.1	212

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Do We Understand Assessment?

The Reading Times

Competent Assessment of Reading Review and Statistics   May 2000

What the Numbers Say…

The single most important activity for building the knowledge required for eventual success in reading is _____. This is especially true of preschoolers. The benefits are greatest when the child is an active participant, engaging in _____, learning to identify _____ and _____, and talking about the _____ of words (Anderson, p. 23).

From a single exposure to a word in meaningful context, a child has the likelihood of between _____ and _____% of learning the meaning of the word. By implication, the extent of this type of incidental vocabulary acquisition depends strongly on_____ (Adams, p. 28).

More than _____% of the different words children read occur less than _____ times in every _____ words of text (Adams, p. 34).

Out of _____ most frequent words in English, just _____ follow sound-symbol generalizations that might be taught in first grade (Adams, p. 108). However, _____ stable rimes are contained in _____ of the words commonly found in the speaking vocabularies of primary-grade children. Nearly _____ primary-grade words can be derived from a set of only _____ rimes (Adams, p. 85).

As many as _____% of all school-age children experience great difficulty learning to read through the methods commonly found in schools (Liberman & Liberman, 1990).

Adults who are illiterate account for more than _____% of unemployed Americans. In addition, _____% of incarcerated individuals, nearly _____% of minority youth, and _____% of adjudicated juveniles are functionally illiterate (Lerner, 1988).

There is a misconception that children will grow out of their reading problems if we "give them time." However, research shows that _____% of children who are poor readers in the _____ grade remain poor readers in the _____ grade (Foorman, Fletcher, & Francis, 1997).

There is evidence that achievement in reading is improved by placement in material that a student can read orally with a low error rate _____ and that students placed in materials that they read with greater than _____% errors tend to be off-task during instruction (Adams, p. 113).

The average third-grader can read an unfamiliar story aloud at the rate of about _____ words per minute. The corresponding rate for poor readers is _____ words per minute. According to scholars, this rate is so slow as to interfere with comprehension (Anderson, p. 13).

In short, the failure of a substantial number of students to learn to read during the critical _____ of school is a national problem— _____ that confronts every community, every school, and a cross-section of American children: _____ , _____, _____, from _____ and _____ schools (California Department of Education, 1996).

Adams, M. J., *Beginning to Read: Thinking and Learning About Print,* 1990, see references.

Anderson, R. C. et al., *Becoming a Nation of Readers: The Report of the Commission on Reading*, 1985, see references.

California Department of Education, *Teaching Reading: A Balanced, Comprehensive Approach to Teaching Reading in Prekindergarten through Grade Three*, 1996, see references.

Foorman, B., Fletcher, J., & Francis, D., *A Scientific Approach to Reading Instruction*, (1997), see references.

Lerner, J. W., *Theories for Intervention in Reading*, 1988, see references.

Liberman, I. Y., & Liberman, A. M., "Whole Language vs. Code-Emphasis: Underlying Assumptions and Their Implications for Reading Instruction," *Annals of Dyslexia*, 40, 51–78.

Competent Assessment of Reading:
Toolkit for Professional Developers

Overhead/Handout A

Do We Understand Assessment?

The Reading Times

The single most important activity for building the knowledge required for eventual success in reading is _____. This is especially true of preschoolers. The benefits are greatest when the child is an active participant, engaging in _____, learning to identify _____ and _____, and talking about the _____ of words (Anderson, p. 23).

Word Bank

letters   words   meanings

discussions   reading aloud to children

The Reading Times

From a single exposure to a word in meaningful context, a child has the likelihood of between _____ and _____% of learning the meaning of the word. By implication, the extent of this type of incidental vocabulary acquisition depends strongly on _____ (Adams, p. 28).

Word Bank

the amount a child reads   5%   94%

20%   million   ten

Overhead/Handout A

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
2	**2.1**	**214**

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Do We Understand Assessment?

The Reading Times

Out of _____ most frequent words in English, just _____ follow sound-symbol generalizations that might be taught in first grade (Adams, p. 108). However, _____ stable rimes are contained in _____ of the words commonly found in the speaking vocabularies of primary-grade children. Nearly _____ primary-grade words can be derived from a set of only _____ rimes (Adams, p. 85).

Word Bank

thirty-seven   14   150

272   500   1, 437

The Reading Times

As many as _____% of all school-age children experience great difficulty learning to read through the methods commonly found in schools (Liberman & Liberman, 1990).

There is a misconception that children will grow out of their reading problems if we "give them time." However, research shows that _____% of children who are poor readers in the _____ grade remain poor readers in the _____ grade (Foorman, Fletcher, & Francis, 1997).

Word Bank

ninth   74   25

third

Competent Assessment of Reading:
Toolkit for Professional Developers

Overhead/Handout A

Section	Activity	Page
2	2.1	215

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Do We Understand Assessment?

The Reading Times

Adults who are illiterate account for more than _____% of unemployed Americans. In addition, _____% of incarcerated individuals, nearly _____% of minority youth, and_____ % of adjudicated juveniles are functionally illiterate (Lerner, 1988).

Word Bank

85   40   5

60   75

The Reading Times

There is evidence that achievement in reading is improved by placement in material that a student can read orally with a low error rate (_____%) and that students placed in materials that they read with greater than _____% errors tend to be off-task during instruction (Adams, p. 113).

The average third-grader can read an unfamiliar story aloud at the rate of about _____ words per minute. The corresponding rate for poor readers is _____ to_____ words per minute. According to scholars, this rate is so slow as to interfere with comprehension (Anderson, p. 13).

Word Bank

100   5   70

50   2 to 5

Overhead/Handout A

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
2	**2.1**	**216**

Do We Understand Assessment?

The Reading Times

In short, the failure of a substantial number of students to learn to read during the critical _____ of school is a national problem — _____ that confronts every community, every school, and a cross-section of American children: _____, _____, _____, from _____ and _____ schools (California Department of Education, 1996).

Word Bank

private   first three years   rich and poor

public   one   rural and urban   male and female

Competent Assessment of Reading:
Toolkit for Professional Developers

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Overhead/Handout A

Section	Activity	Page
2	2.1	217

Do We Understand Assessment?

Key for The Reading Times

The single most important activity for building the knowledge required for eventual success in reading is <u>reading aloud to children</u>. This is especially true of preschoolers. The benefits are greatest when the child is an active participant, engaging in discussions, learning to identify <u>letters</u> and <u>words</u>, and talking about the <u>meanings</u> of words (Anderson, p. 23).

From a single exposure to a word in meaningful context, a child has the likelihood of between <u>5</u>% and <u>20</u>% of learning the meaning of the word. By implication, the extent of this type of incidental vocabulary acquisition depends strongly on <u>the amount a child reads</u> (Adams, p. 28).

More than <u>94</u>% of the different words children read occur less than <u>ten</u> times in every <u>million</u> words of text (Adams, p. 34).

Out of <u>150</u> most frequent words in English, just <u>14</u> follow sound-symbol generalizations that might be taught in first grade (Adams, p. 108). However, <u>272</u> stable rimes are contained in <u>1,437</u> of the words commonly found in the speaking vocabularies of primary-grade children. Nearly <u>500</u> primary-grade words can be derived from a set of only <u>thirty-seven</u> rimes (Adams, p. 85).

As many as <u>25</u>% of all school-age children experience great difficulty learning to read through the methods commonly found in schools (Liberman & Liberman, 1990).

Adults who are illiterate account for more than <u>75</u>% of unemployed Americans. In addition, 60% of incarcerated individuals, nearly <u>40</u>% of minority youth, and <u>85</u>% of adjudicated juveniles are functionally illiterate (Lerner, 1988).

There is a misconception that children will grow out of their reading problems if we "give them time." However, research shows that <u>74</u>% of children who are poor readers in the <u>third</u> grade remain poor readers in the <u>ninth</u> grade (Foorman, Fletcher, & Francis, 1997).

There is evidence that achievement in reading is improved by placement in material that a student can read orally with a low error rate (<u>2</u>% to <u>5</u>%) and that students placed in materials that they read with greater than <u>5</u>% errors tend to be off-task during instruction (Adams, p. 113).

The average third-grader can read an unfamiliar story aloud at the rate of about <u>100</u> words per minute. The corresponding rate for poor readers is <u>50</u> to <u>70</u> words per minute. According to scholars, this rate is so slow as to interfere with comprehension (Anderson, p. 13).

In short, the failure of a substantial number of students to learn to read during the critical <u>first three years</u> of school is a national problem—<u>one</u> that confronts every community, every school, and a cross-section of American children: <u>rich and poor</u>, <u>male and female</u>, <u>rural and urban</u>, from <u>public</u> and <u>private</u> schools (California Department of Education, 1996).

Overhead/Handout A

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
2	2.1	218

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Do We Understand Assessment?

Shifts in Reading Self-Assessment

Directions: Respond to this self-assessment in terms of where you feel you currently are. Read each statement as "In assessing reading, I…" and mark your current practice on the continuum. For example, if you conclude that "In assessing reading, I use only text bought assessments," then you would mark "1." If you conclude that "In assessing reading, I use a variety of reading assessments that include listening to a child read in a one-on-one conference," then you would mark "5." If you believe that you fall somewhere in between the two, you would mark "4," "3," or "2."

In assessing reading, I…	5	4	3	2	1	In assessing reading, I…
Use a variety of reading assessments that include listening to a child read and talk about his or her reading in a one-on-one conference.	⬅➡					Use primarily text-bought assessments that focus on assessing factual recall or isolated skills of reading rather than the processes or system of reading.
Assess for a variety of summative and formative purposes (emphasized during instruction at frequent intervals to let students know how they are doing) and to let me know how effectively I am teaching.	⬅➡					Assess only at the end of instruction or instructional units to see what was learned or to assign a grade. I use more summative assessment practices.
Use evidence collected from assessments for a *variety of purposes*, including: determining the strengths and con-fusions of the performance at this moment in time.	⬅➡					Use evidence collected from assessments only to determine students' ability to read or predict future reading performances.
Plan my instruction to take students to the next learning step in reading based upon the evidence collected from student assessments.	⬅➡					Plan my instruction based upon the scope and sequence or the programmed reading curriculum.
Allow students to have an active role with their assessments through self-assessment and reflection.	⬅➡					Play the solo role of assessor.
Develop a shared vision of what to assess and how to do it with my students.	⬅➡					Am the sole developer or selector of assessments in my classroom.
Continuously share assessment information with my students in the form of feedback as well as help them set goals for improvement in reading.	⬅➡					Keep assessment information to myself until the end of the reporting period at which time students see their grades.

Competent Assessment of Reading:
Toolkit for Professional Developers

Handout B

© SERVE 2004

Section	Activity	Page
2	2.1	219

Do We Understand Assessment?

What Does This Self-Assessment Mean for Me as a Reading Teacher?

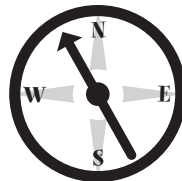## Quality Assessments are…

Taken often—in route, not at the end of the journey.

Used to provide quality feedback to the learner.

Aligned with (on the same route as) the reading curriculum.

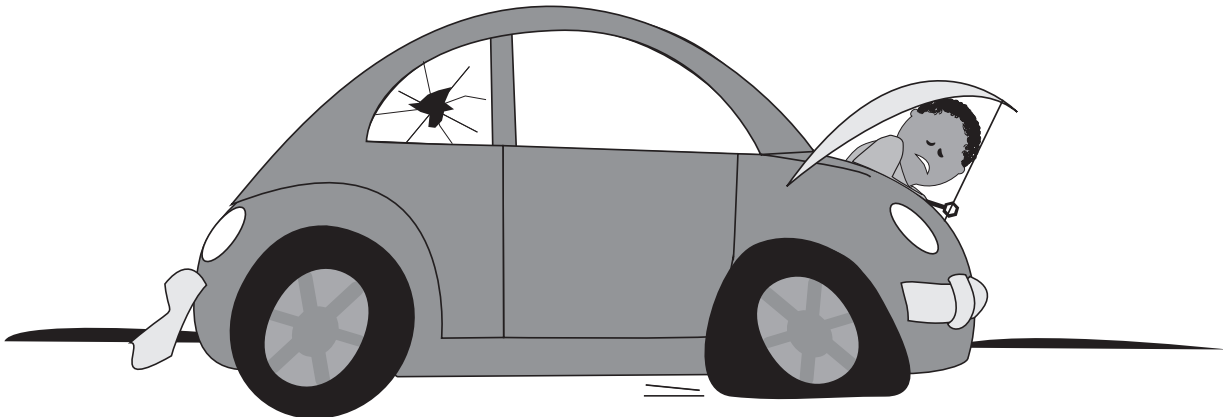Guides (or roadmaps) for the teaching and the learning.

Quality Assessments are...

...given before it's too late to improve.

Competent Assessment of Reading:
Toolkit for Professional Developers

Overhead B

© SERVE 2004

Section	Activity	Page
2	2.1	221

Do We Understand Assessment?

Literature Circles as an Assessment

Directions to Participants

assessment

?

Engage in the simulation and provide evidence that you have…

- **Read the article.**

- **Made comparisons to classroom experience.**

- **Asked questions for clarification.**

- **Contributed personal insights.**

Overhead C

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
2	2.1	222

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Do We Understand Assessment?

Literature Circles as an Assessment

Discussion Starters

I think…

I feel…

I agree…

I notice…

I wonder…

I wish…

I learned…

Competent Assessment of Reading:
Toolkit for Professional Developers

Overhead C

© SERVE 2004

Section	Activity	Page
2	2.1	223

Do We Understand Assessment?

Literature Circles as an Assessment

Set the Rules

- Sit where all participants can be seen.

- Respect what is being said.

- Speak one at a time.

- Stay on the subject.

- Make thoughtful comments.

Overhead C

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
2	2.1	224

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Do We Understand Assessment?

Literature Circles as an Assessment

Debriefing

assessment

?

- **What went well with the literature discussion?**

- **What would you change if you were in another literature discussion group?**

- **How can you use this in your classroom?**

- **What evidence did your performance reveal about your level of engagement or understanding?**

Competent Assessment of Reading:
Toolkit for Professional Developers

Overhead C

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Section	Activity	Page
2	2.1	225

Do We Understand Assessment?

Clarifying Criteria

assessment

?

Now that you have experienced a Literature Circle, what criteria would you suggest for quality performance?

Overhead C

Competent Assessment of Reading:
Toolkit for Professional Developers

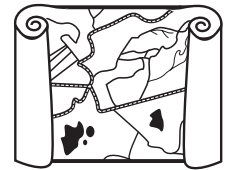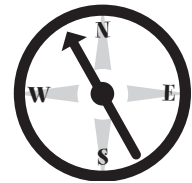| Section	Activity	Page
2	2.1	226

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Do We Understand Assessment?

Alignment:
Curriculum, Assessment, Instruction

All learning roads lead to the same destination. Or do they? If you want your students to achieve the learning targets in reading, you have to think like an assessor. Here's how…

C — **This is what I want all of my students to know and be able to do in reading.**

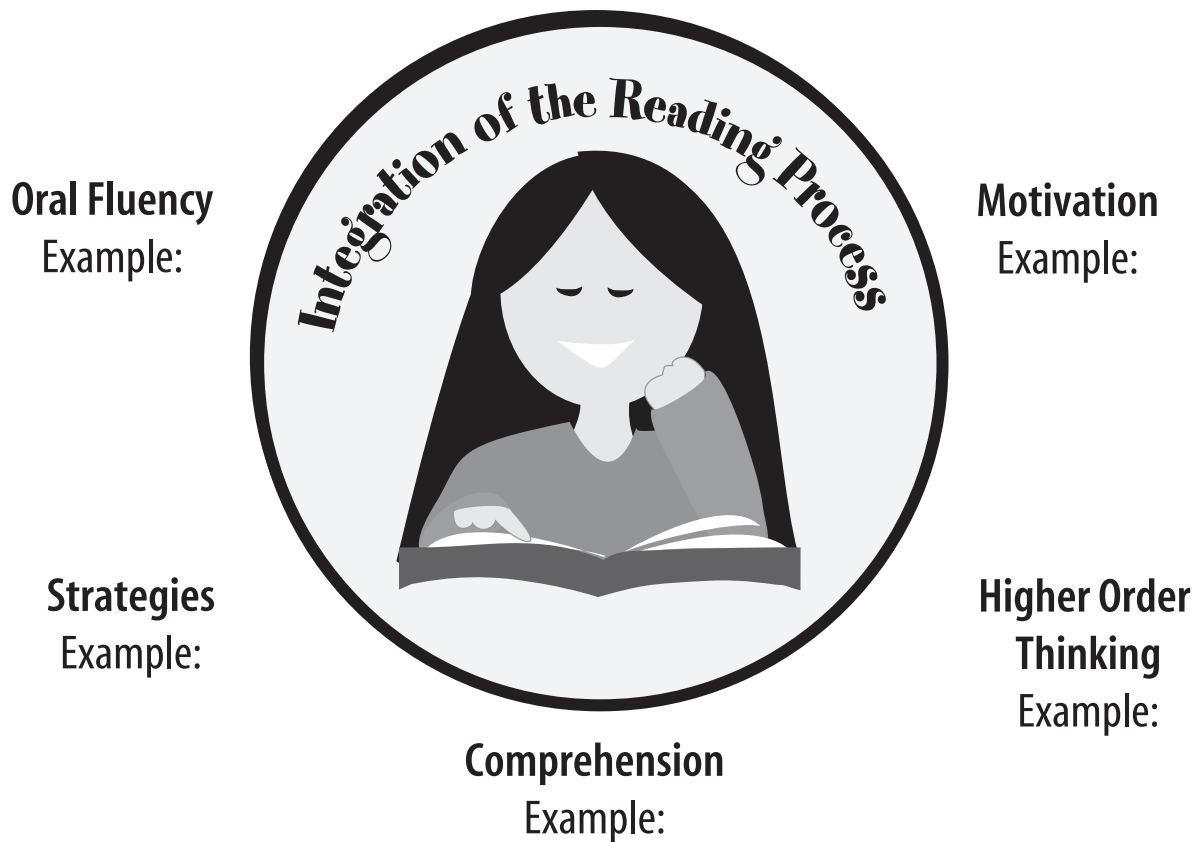**A** — **This is how I will check to see if they know and can do it.**

R — **This is how I will get them there.**

Competent Assessment of Reading:
Toolkit for Professional Developers

Overhead D

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Section	Activity	Page
2	2.1	227

Do We Understand Assessment?

Matching Assessments to Learning Targets

Which learning targets does Literature Circle match?

Oral Fluency
Example:

Integration of the Reading Process

Motivation
Example:

Strategies
Example:

Higher Order Thinking
Example:

Comprehension
Example:

Did the Literature Circle incorporate all the learning targets?

✓Matching Assessments to Your Targets

Do your assessments match your learning targets in reading? (The targets that you developed in Activity 1.2: What Do Effective Readers Do? Which one or two match the best for each target? (Remember, some may overlap.)

Oral Fluency

Assessment Example 1 _____

Assessment Example 2 _____

Comprehension

Assessment Example 1 _____

Assessment Example 2 _____

Strategies

Assessment Example 1 _____

Assessment Example 2 _____

Higher Order Thinking

Assessment Example 1 _____

Assessment Example 2 _____

Motivation

Assessment Example 1 _____

Assessment Example 2 _____

1. **In your group, discuss your assessments that best measure the reading learning targets above. Why do you feel there is a good match?**

2 . **In your groups, on chart paper, create a graphic using the CAR analogy to explain to the whole group how these five targets must work together in order for a student to read well.**

Competent Assessment of Reading:
Toolkit for Professional Developers

Overhead/Handout F

Section	Activity	Page
2	**2.1**	**229**

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Do We Understand Assessment?

Reading Assessment Quality Checklist

Directions:

Before selecting a reading assessment, determine the quality of the assessment with this test. Check

- "Certainly" if it is evident that the assessment meets the criteria.
- "Likely" if the assessment is likely to meet the criteria depending upon implementation.
- "Definitely not" if the assessment does not meet the criteria.

	Does the reading assessment follow these principles?	Certainly	Likely	Definitely Not
1	Does this assessment allow the teacher and learner insights into problem-solving and strategy use as part of the reading instruction?			
2	Does the reading assessment allow for timely feedback given in specific language about the reading performance so the learner can improve?			
3	Does the assessment allow for the learner to successfully participate at his or her level of learning, yet allow for the next learning steps in reading to take place?			
4	Does the assessment match the learning targets in reading and foster the integration of reading processes?			
5	Is this assessment part of a reading assessment system that gives a composite of the reader's performance?			
6	Are the expectations for the assessment clear to the learners?			
7	Is the reading assessment appropriate for the learner with language matching that of reading instruction?			
8	Does the assessment allow for an objective measurement of the performance of the learner, yet allow the learner to self-assess the performance?			
9	Does the reading assessment allow for the performance to be compared to his/her previous performances and to that of effective readers so that the learner can see his strengths, weaknesses, and improvements?			

Overhead/Handout G

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
2	2.1	230

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Do We Understand Assessment?

Checkpoints Along the Way

Purposes

1. To understand how to facilitate effective reader progress using assessment
2. To demonstrate quality reading assessments
3. To match reading assessments to learning targets
4. To practice giving quality feedback for improvement to readers
5. To begin to adjust instruction based on assessment evidence

Uses

This is an advanced activity. Prerequisites might include training in assessment from Sections 1 and 2.1 of this *CAR Toolkit*. This activity is designed for classroom reading teachers and other educators who need information on reading assessments that measure the progress of effective readers and how those readers are integrating the processes of code-breaking (decoding) and meaning-making (comprehension) when reading text.

Rationale

If teachers are going to improve reading instruction, they must begin to shift their beliefs about the assessment of reading. This is not an easy task, and long-standing misconceptions about assessment are not easily swayed. It is the belief of the developers of this toolkit, along with many others like Wiggins (1998), Wiliam and Black (1998), Stiggins (2002), and others working in the formative assessment domain, that this change begins with action (Clay, 1993).

Historically, reading has been assessed after instruction for a number of purposes:

- To monitor national progress in reading (Clay)
- To assess the effectiveness of the schools (Clay)
- To assess teacher-effectiveness (Clay)
- To place students in instructional programs (Allington)
- To predict learner "ability" in literacy learning (Allington)

It is not the purpose of the *CAR Toolkit* to debate the necessity for such measures, with exception perhaps to the last two purposes as directly related to classroom reading practice and as commonly held misconceptions about the uses of reading assessments. These two statements are paths that can misdirect the teacher and the learner if becoming an effective reader is the goal.

As the first of the last two statements suggests, assessment of reading has been used in the past to determine student groupings, placements, and

Competent Assessment of Reading:
Toolkit for Professional Developers

Facilitator's Notes

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Section	Activity	Page
2	2.2	231

Checkpoints Along the Way

appropriate instruction. While this sounds like a common-sense practice, the outcomes for students have not made much sense in light of what research says about effective reading instruction. Simply put, when a student is typecast as a nonreader or "slow" reader, typically the very diagnosis subjects the learner to more of the instruction that didn't work in the first place, that is less time spent really reading and slower-paced instruction in the strategies that make effective readers effective. Again, this sounds as if it makes sense, but it doesn't work. The very strategies that make effective readers effective are their automaticity and fluency at reading, their rich experiences and time spent with print, and the over learning of patterns that occur with encounters in print. None of these can be accomplished unless the reader engages in reading large quantities of print (Adams, 1990; Clay, 1993; Allington, 1996).

In addition, assessment of reading has also been used to predict a learner's so-called "ability" to read. The term "ability" should not be used lightly, however, because of implications, usually referring to lower intellectual functioning. For reading teachers, on the other hand, this term is commonly used, almost in passing when talking about a child who is "slow" to grow in reading. Competent Assessment of Reading does not espouse this purpose for assessment of reading; furthermore, it questions the idea that any one or even many reading assessments can define a person's reading "ability" (Clay, 1993; Allington, 1996).

Thus, typical purposes for assessment in the classroom are out of balance. They overemphasize summative purposes to provide information about students to others. They are not designed to do what reading assessment must do if learner performance in reading is to be affected (Clay, 1993). That is, assessments need to be designed to engage learners in the operation of the reading system, to record how the child works and problem-solves on reading print, and to inform teaching (Clay). In other words, the ongoing classroom assessments that best support student learning are formative—providing information for continuous student and teacher decision-making. The purpose of the assessment of reading in this activity does just that.

Supplies

Overhead projector

Screen

Blank transparencies

Transparency pens

Video—*Competent Assessment of Reading: Examining Individual Reading Conferences and Literature Circles*

Competent Assessment of Reading:
Toolkit for Professional Developers

Facilitator's Notes

Section	Activity	Page
2	2.2	232

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Checkpoints Along the Way

Materials

Item	Title	Page Number(s)
Overhead/Handout A	*Checkpoints Along the Way* (20 minutes for pages 242–243)	242
Overhead A	*A Penny for Your Thoughts*	243
Overhead/Handout B	*Why Assess Reading?* (15 minutes)	244–246
Handout C	*Teacher Experiences With Literature Circles— A Third-Grade Teacher's Story* (90 minutes for pages 247–262)	247–250
Handout C	*Teacher Experiences With Literature Circles— A Second-Grade Teacher's Story*	251–255
Handout C	*Teacher Experiences With Literature Circles— A Fifth-Grade Teacher's Story*	256–259
Overhead/Handout D	*Jigsaw Recording Sheet*	260
Overhead/Handout D	*The Literature Circle Planning Web Example*	261
Overhead/Handout D	*The Literature Circle Planning Web*	262
Overhead/Handout E	*Individual Reading Conference—Before Reading* (90 minutes for pages 263–268)	263
Overhead/Handout E	*Individual Reading Conference— During Reading*	264
Overhead/Handout E	*Individual Reading Conference— After Reading*	265
Handout E	*Individual Reading Conference— Information Sheet*	266
Handout E	*Individual Reading Conference— "The Essentials"*	267
Handout E	*Individual Reading Conference— Self-Assessment Form*	268
Overhead/Handout F	*Read-Aloud Coding Activity* (30 minutes)	269–270

4 hours and 5 minutes

Competent Assessment of Reading:
Toolkit for Professional Developers

Facilitator's Notes

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Section	Activity	Page
2	**2.2**	**233**

Checkpoints Along the Way

Facilitator Notes

Reviewing and Setting Purposes		**20 minutes**
Overhead/ Handout A *Checkpoints Along the Way*	p. 242	Use the *CAR Roadmap* journey (found at the beginning of Section 2) to explain where we are in our journey. Use the overhead (page 242) to introduce the purposes of this activity. Review purposes and any misconceptions about the assessment of reading. Clarify the purpose of Competent Assessment of Reading. Competent Assessment of Reading… ⊛ Is taken en route, often to inform instruction. ⊛ Results in quality feedback to the learner. ⊛ Is on the same route as the reading curriculum. ⊛ Guides the teaching and the learning, (Refer to Activity 2.1, page 220).
Overhead A *A Penny for Your Thoughts*	p. 243	Using the overhead (page 243), make the case for a learner-centered perspective of assessment of reading. "This too shall pass" is a common response to rethinking practice. However, society (as it should) now expects all children to learn to read, not just a few. Schools need to put their energy into establishing environments where learning to read and reading to learn are expected. "Here comes one more program. I can barely get everything done as it is," suggests that something new is being added to an already overloaded plate. One of the purposes of Competent Assessment of Reading is to help teachers focus the teaching with the end in mind, so teaching is more effective. By embedding quality reading assessments into instruction rather than tacking them on the end, learners engage in more print along the way, thereby impacting reading performance. "Just tell me what to teach, and I'll teach it." Competent Assessment of Reading is not a program; rather, it embodies principles, processes, and assessments that effective reading teachers should have in place if they want to affect reading progress. Using assessment in this way requires thoughtful action, not just action.

Facilitator's Notes

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
2	2.2	234

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Checkpoints Along the Way

Matching the Purpose of Reading Assessments to Learning Targets		**15 minutes**
Overhead/ Handout B *Why Assess Reading?*	pp. 244–246	This part of the activity is just to introduce the assessment terminology. Using the overhead on page 244, clarify the purposes of assessment, reviewing the terms diagnostic, summative, formative, and evaluative. (These are defined on the overheads and handouts used.) Ask participants to read over the sheet and answer the question found on the handout on page 245, "How are your reading assessments currently matched to the purpose?" (Feedback to the teacher and the learner.) Ask participants to discuss what this statement means to them. Using the handout (page 245) individual participants should outline on the pie chart what percentages of their assessment time are spent on each purpose, record a percentage, and then list some of the assessments that match the purpose. Answer and clarify as needed. Direct whole group discussion to any insights that participants have about their use of assessments. For example, many teachers find they use a surprisingly low percentage of formative assessments. Share responses with the whole group. Go over the handout (page 246) to summarize this part of the activity.

Understanding How to Facilitate Effective Reader Progress		**1 hour, 30 minutes**
Video: *Toolkit for Professional Developers Video Presentation* (Part 1: IRC, The Individual Reading Conference, Optional: the IRC Observation, and Part II, Literature Circle, Part II)		Set Up: In this next section, the facilitator will introduce two formative assessments that give feedback to the learner: the Literature Circle (LC), and the Individual Reading Conference (IRC). There are several ways to do this, depending upon the experiences and expertise of the participants. In the video, *Toolkit for Professional Developers Video Presentation,* Individual Reading Conferences and Literature Circles are examined and there is a segment that explains the Literature Circle as an assessment process. The facilitator needs to review the video prior to training and make decisions about how to use the video. (Also, within this video segment, the book used for student discussion at the end is not a middle school text, however, if asked this book is an excellent example of an easy-to-read text, but one that also can help push student thinking. The Literature Circle is an assessment that can help a teacher get at student higher order thinking when the appropriate text is used. The important idea about this video segment is that it models how teachers should create the classroom conditions over time to help students learn about and understand the assessment process of Literature Circles.)

Competent Assessment of Reading:
Toolkit for Professional Developers

Facilitator's Notes

		Directions:
Video (continued): *Toolkit for Professional Developers Video Presentation* (Part 1: IRC, The Individual Reading Conference, Optional: the IRC Observation, and Part II, Literature Circle, Part II)		Remind participants that they have already engaged in a Literature Circle themselves earlier in this training (Activity 2.1). You may wish to ask participants about their past experiences using Literature Circles with their students. Using the video *Toolkit for Professional Developers Video Presentation*, which contains three segments: 1) Part 1: IRC, The Individual Reading Conference, 2) Optional: An Example of an IRC, and 3) Part II: Literature Circle, show participants Part II: The Literature Circle Segment. This segment shows the process of conducting a Literature Circle and what it would look like in the classroom to implement Literature Circles with students over time and build their expertise. There are many things you could do with this video; however, some suggestions are 1) you may choose to show the entire video and then engage participants in discussion about the Literature Circle, or 2) you may stop the video periodically, at the titled breaks, to allow participants to ask questions and discuss. Bring closure to this part by asking, "How many of you do this type of assessment with your students?" "Is this assessment process good for our students? Why or why not?"
Handout C *Teacher Experiences With Literature Circles*	pp. 247–259	After participants are comfortable with the idea of the Literature Circle, move on to the next part of this activity. In groups of three, participants read one *Teacher Experience With Literature Circle*, Handout C (pages 247–259). Each participant reads one of the teacher stories and then shares what he/she has learned with the others. Participants read the story individually and take notes on the questions on the *Jigsaw Recording Sheet*, Handout D (page 260). ✧ Summarize how the teacher implemented Literature Circles. ✧ What assessments did the teacher use to gather information in order to plan instruction? ✧ What instructional methods facilitated student growth in reading?
Overhead/ Handout D *Jigsaw Recording Sheet*	p. 260	The participants will use the *Jigsaw Recording Sheet* (page 260) notes to explain to their two partners the story they just read. Therefore, in this section of the activity, participants will read about one teacher using a Literature Circle and hear about two other teachers' experiences using Literature Circles.
Overhead/ Handout D *Literature Circle Planning Web Example*	p. 261	Refer participants to the *Literature Circle Planning Web*, page 261, and the example. The facilitator "thinks aloud" to walk the participants through *The Literature Circle Planning Web Example*. If time permits, participants can fill out their own *The Literature Circle Planning Web* found on page 262, for use in their own classrooms.
Overhead/ Handout D *Literature Circles Planning Web*	p. 262	

Facilitator's Notes

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
2	2.2	236

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Checkpoints Along the Way

Overhead/ Handout E *Individual Reading Conference —Before , During, and After Reading*	pp. 263–265	Modeling the Individual Reading Conference Process for Teachers

Set Up:

Use Part I, the IRC, Individual Reading Conference segment of the video. (This video contains two segments on the IRC; the first segment shows a teacher explaining the Individual Reading Conference as an assessment process. In the second section, the teacher models an IRC with a student. You will need to preview this video and decide what segment you want to show the participants—there is *no need* to show both segments. For teachers who have no or little experience with the IRC, viewing both segments may be helpful. Teachers who have experience with this form of reading assessment may need only the explanation or the quick review of the Optional Part: IRC Observation.)

Directions:

View the segment that is entitled: Part I, the Individual Reading Conference on the video *Competent Assessment of Reading* with the participants. For inexperienced teachers, you may choose to explain an IRC and then go over handouts (pages 260–262) to show participants the structure of the IRC before they view the video. If participants are being introduced to this form of reading assessment for the first time, you may also choose to view and discuss the explanation, stopping to discuss key parts, and then view the entire IRC. Or, if participants are already experienced in the IRC, you may choose to view the entire video without stopping to discuss and then ask participants to identify the parts of the IRC, to evaluate how the teacher conducted the IRC, and/or to ask questions about the procedure.

It is very important that you consider your audience and choose how to present this section depending upon their background and experience.

After the video, ask, "How many of you do this type of assessment with your students? Is this assessment process good for our students? Why or why not?"

However you choose to sequence this section, you should give enough time for participants to understand the handouts on pages 260–262.

Use the handouts describing the IRC Before Reading, During Reading, and After Reading (pages 263–265) to review the video sections. The Before Reading handout contains questions about the process of setting up a good IRC. The During Reading handout contains questions about the student and teacher interactions on the video during reading. Finally, the After Reading handout contains discussion questions for participants to use to discuss what happened after the student finished reading.

Competent Assessment of Reading:
Toolkit for Professional Developers

Facilitator's Notes

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Section	Activity	Page
2	**2.2**	**237**

Checkpoints Along the Way

Handout E *Information Sheet*	p. 266	*The Information Shee*t (page 266) is a quick review of the key components of the IRC.
		Use *"The Essentials"* (page 267) to debrief.
		Point out that the *Self-Assessment Form* (page 268) is a useful tool for self-reflection.
Handout E *"The Essentials"*	p. 267	How much time you spend with the handouts on pages 262–268 will depend upon the background and experience of the participants you are working with. For teachers who already conduct IRCs, these forms may be useful for organizing the process. For inexperienced teachers, you may need to spend some time explaining the forms and using them as a teaching tool for how to conduct an IRC.
Handout E *Self-Assessment Form*	p. 268	Bring closure to this activity by allowing participants to make one comment or ask one question about the IRC. Organize this so that each participant has up to 30 seconds to make the comment or ask the question.

Practicing Giving Feedback for Improvement to Readers		**30 minutes**
Overhead/ Handout F *Read-Aloud Coding Activity*	pp. 269–270	This part of the activity serves as a follow-up to the IRC by focusing on how teachers can give effective feedback as they listen to students reading aloud. Refer to the *Read-Aloud Coding Activity* sheet (page 269) as well as placing it on the overhead. Walk participants step-by-step through the passage by read-ing the passage aloud, stopping after each miscue, so participants can code it accordingly:
		A—Would you correct the reader immediately? B—Would you do nothing at this point? C—Would you prompt the reader?
		After the facilitator finishes reading, discuss the miscues. Help participants under-stand that at most points, the most appropriate responses are B (do nothing) or C (prompt the reader). The student needs to become an independent reader who can self-correct, not a reader who depends upon the teacher. This activity is the beginning stages of training the participants how to listen critically and intently to the students while they read.

Facilitator's Notes

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
2	**2.2**	**238**

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Checkpoints Along the Way

Transition Notes

To assess is not enough. If the information from the assessment that is gathered during the course of instruction does not inform that instruction, then a valuable learning opportunity is lost. The immediacy of the feedback to the learner coupled with the timely response of the teacher to provide instruction at the zone of proximal development can help learners take the next learning step (Vygotsky, 1969) as seen in the Individual Reading Conference. The next activity examines a systematic process for observing learners in the course of problem-solving and using strategies in reading and, in turn, informing instruction to impact reading performance.

Competent Assessment of Reading:
Toolkit for Professional Developers

Facilitator's Notes

Section	Activity	Page
2	2.2	239

© SERVE 2004

Checkpoints Along the Way

Facilitator's Notes

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
2	**2.2**	**240**

© SERVE 2004

Checkpoints Along the Way

Overheads & Handouts
Activity 2.2

Competent **A**ssessment of **R**eading

Learning to read is an individual journey....

Checkpoints Along the Way

Purposes:

1. To understand how to facilitate effective reader progress using assessment

2. To demonstrate quality reading assessments

3. To match reading assessments to learning targets

4. To practice giving quality feedback for improvement to readers

5. To begin to adjust instruction based on assessment evidence

Overhead/Handout A

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
2	2.2	242

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Checkpoints Along the Way
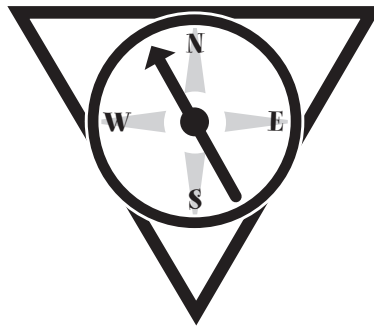
A Penny for Your Thoughts...

So, this too shall pass...

Here comes one more program. I can barely get everything done as it is!
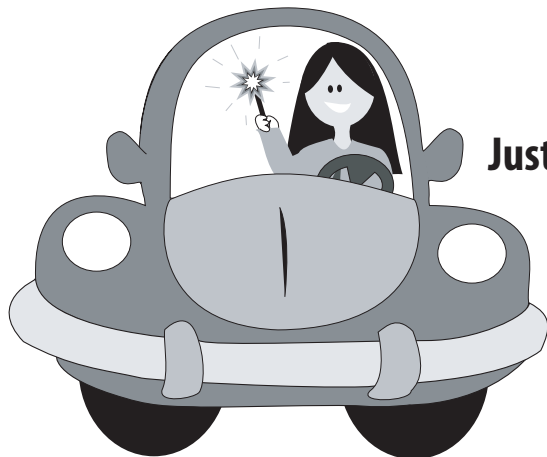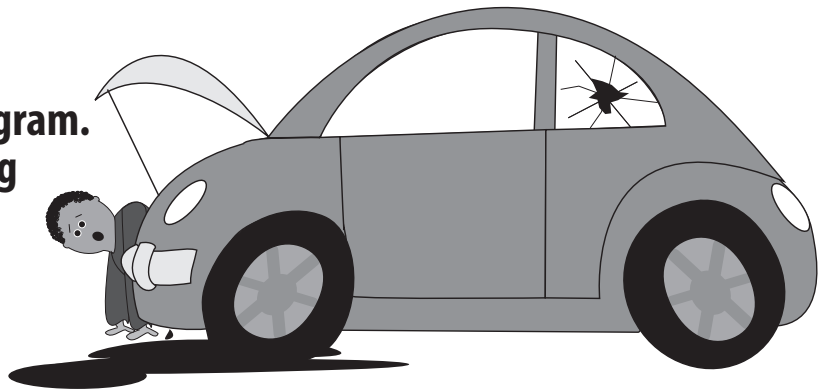
Just tell me what to teach, and I'll teach it.

Competent Assessment of Reading:
Toolkit for Professional Developers

Overhead A

Section	Activity	Page
2	2.2	243

© SERVE 2004

Checkpoints Along the Way

Why Assess Reading?
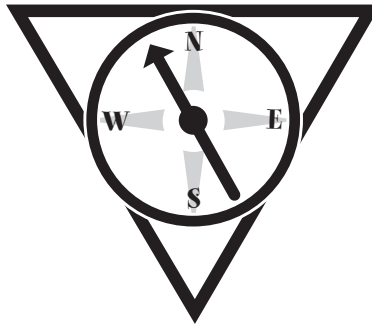
The purposes of Competent Assessment of Reading are to gain information by using the appropriate means for…

Diagnostic	☉ To find out what students currently know and can do ☉ To provide feedback to the teacher on what to teach and how to teach it
Formative	☉ To monitor student learning, support the next learning steps, and provide feedback while learning ☉ To provide feedback to the teacher on what to teach and how to teach it
Summative	☉ To give a grade ☉ To make a final, overall judgment on student achievement ☉ To communicate to others about student achievement ☉ To establish accountability
Evaluative	☉ To help students understand their achievement and set goals for future learning in conferences, interviews, and discussions by looking at the evidence ☉ To provide feedback to the learner regarding progress ☉ To provide feedback to the teacher on what to teach and how to teach it

What does each purpose of assessment have in common with the other purposes?

Overhead/Handout B

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
2	**2.2**	**244**

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Checkpoints Along the Way

Why Assess Reading?
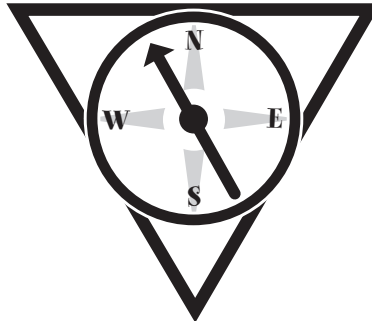
How are your reading assessments currently matched to the purpose?

What percentage of your assessments are currently used for the purpose of...

Diagnostics?
(for example—20%)

Formative Assessment?
(for example—30%)

Summative Assessment?
(for example—40%)

Evaluative Assessment?
(for example—
10% for a total of 100%)
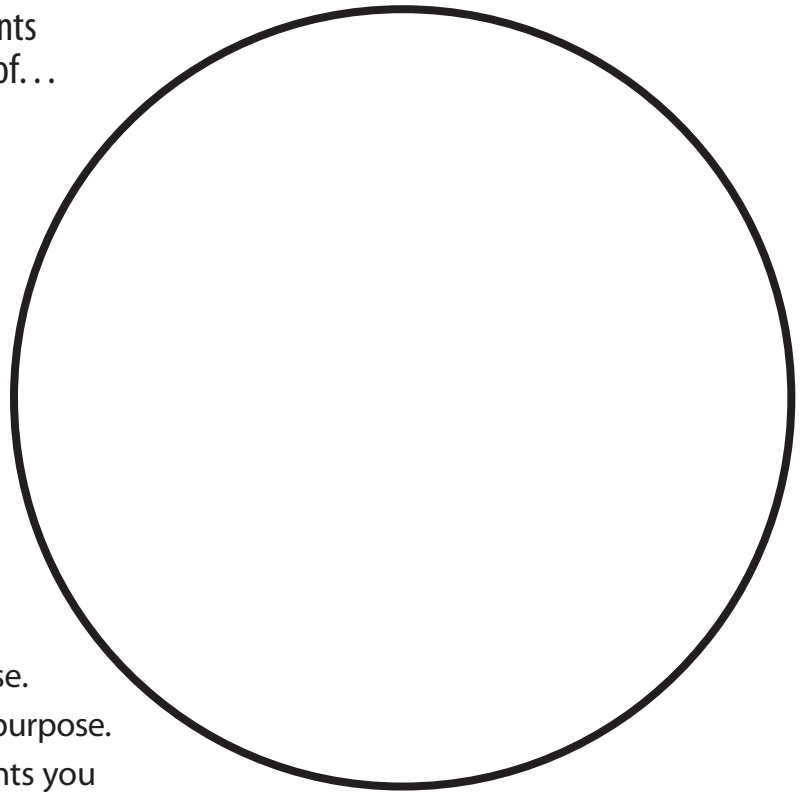
To complete the pie graph

- Show the percentage of assessments for each purpose.
- Label each portion with the purpose.
- Briefly list reading assessments you currently implement for each purpose.
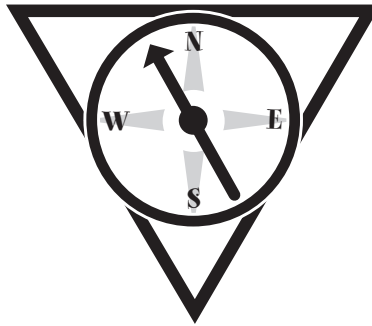
Competent Assessment of Reading:
Toolkit for Professional Developers

Overhead/Handout B

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Section	Activity	Page
2	2.2	245

Checkpoints Along the Way

Why Assess Reading?

The purposes of Competent Assessment of Reading are to…

⊛ **Provide feedback to the learner on what they know and can do in reading.**

⊛ **Provide feedback to the teacher on what to teach and how to teach reading to the learner.**

⊛ **Gain assessment information by using the appropriate means for…**

Diagnostics
   To find out what students currently know and can do

Formative
   To monitor the progress of the reader, provide feedback,
   and support the next learning steps

Summative
   To summarize learning

Evaluative
   To help students understand their achievement and set goals for learning in
   conferences, interviews, and discussions by looking at the evidence

Teacher Experiences With Literature Circles

A Third-Grade Teacher's Story

The Missing Piece: How Literature Circles Added Direction
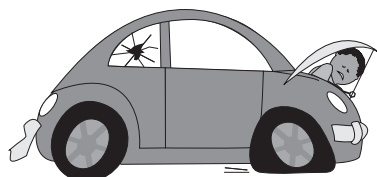
As I approached my tenth year of teaching, I reflected on all of the different strategies that I had implemented in my reading block over the years—buddy reading, listening centers, reading conferences, read-alouds, reading contracts, and many more process-oriented components. While I was happy with the progress I was making as a teacher and the progress the students were making in literacy, I wanted a more systematic way of teaching reading, without using basals, worksheets, and the more teacher-centered approach I had used in my earlier years of teaching.

I began to hear literature circles being discussed around my school. Professional articles began to circulate, and soon teachers began to request textbooks on how to implement literature circles. As I researched this subject for myself and discussed it with my colleagues, I realized that like everything else, literature circles meant different things to different people. Some teachers thought of them as what they had done many years ago—reading groups; others thought of them as a new way to ability group. I came to the conclusion that I had to sit down and think about what literature circles meant to me and how they could be implemented within the context of what I believed was an environment that promoted literacy. I thought about purposes for literature circles. I knew I wanted to:

1. Focus on reading comprehension.
2. Provide time for students to "talk" about stories.
3. Allow students to self-select books.

I knew that I didn't want the students to be:

1. Grouped homogeneously .
2. Assessed on their oral reading.

When my purposes were clear, I began to look for a professional text that would help me reach them. A friend suggested the book *Literature Circles* by Bonnie Hill, Nancy Johnson, and Katherine Noe. This book helped me structure my literature circles.

Competent Assessment of Reading:
Toolkit for Professional Developers

Handout C

Section	Activity	Page
2	2.2	247

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Checkpoints Along the Way

I began by gathering sets of texts from a variety of genres and a wide range of reading levels. In the beginning, I had only a few sets of books, so I had to be creative in trying to find more. I will share with you some of my strategies:

- I asked parents to buy the class a book instead of buying me a Christmas present.
- I chose two or three books from the scholastic book order and asked parents to buy one for the class.
- I used my scholastic book order bonus points to buy multiple copies of books.
- I asked the PTA to buy sets of books (rationale presented).
- I wrote small grants.
- I made a presentation (rationale included) to my principal asking for money to buy books.
- Slowly, I gathered quite a collection of quality books to be used for literature circles.

The Model That Evolved

As I began thinking about how to group my students, the one thing I was sure of was that I wanted to allow students to have choice in what they read to improve motivation. However, I knew I would face problems, such as groups of friends choosing the same books. I decided that I would offer my class a "controlled" choice. Let me explain: Each week, I gave my students a choice of four books. I advertised these books in a book talk on Friday afternoon. After the advertisement, I listed the books on the chalkboard and handed out index cards. The students were asked to list their choices in priority order. I arranged the groups of five or six students while trying to give them their first or second choice. Because I have a limited supply of books, they (the books) were used for two weeks so that the students read two out of the four books offered.

Once the assignments were made, the students took their books home on Friday afternoon, and the Literature Circles began. The schedule that I used is as follows:

- Friday—Students take books home to read. (When trade books are read, the entire book is read over the weekend; other arrangements were made when we began chapter books.)
- Monday—Students with the same title gather in groups to discuss the story.
- Tuesday—Journal writing.
- Wednesday and Thursday—Reading response.
- Friday—Sharing.

Handout C

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
2	**2.2**	**248**

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Checkpoints Along the Way

Schedule in Detail
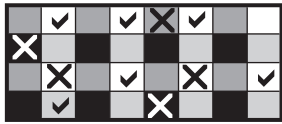
On Monday, the students gathered in groups to discuss their books. In the beginning, this was difficult for them; therefore, I (or another teacher working with us) had to participate in order to guide/model/ teach them how to discuss. I had a standard format for discussions. We first retold the story in round-robin style. In other words, one student would begin retelling the story up to a certain point; then another child would continue the retell. We found that this type of retelling held the students somewhat accountable. After that, we started out with two predictable questions: "What did you notice about the story?" and "What did the story remind you of?" After the two initial questions, the students began with genuine conversations about the story. The students became better and better at conversing about stories as they practiced throughout the year. I continued to model proper ways to converse about stories throughout the year as well.

On Tuesday, the students wrote in journals. They were asked to write their thoughts, feelings, etc. that were related to the story in a special, student-made journal. This came easy for most students because they have rehearsed what they want to say about the story on Monday during discussions. For those who are having trouble, we brainstormed words to help them get started. Our chart looks something like this:

- ☙ I think...
- ☙ I feel...
- ☙ I wonder...
- ☙ I wish...
- ☙ If I were…
- ☙ I noticed...

Some students chose not to write about their feelings, rather to write summaries or letters to characters in their journals instead.

Wednesdays and Thursdays were days to work on reading responses. On Wednesday, the groups reconvened and discussed how they as a group or individually would like to share their story with their classmates. Some groups made games; others preferred to create puppet shows to retell the story. Some students chose not to participate in group activities and worked on an individual reading response. The following were the most popular ways to respond to literature:

- ☙ Puppet shows
- ☙ Reader's theater
- ☙ Board games
- ☙ Mobiles

Competent Assessment of Reading:
Toolkit for Professional Developers

Handout C

- Ⓐ Advertisements
- Ⓐ Extending the story
- Ⓐ Story trail
- Ⓐ Comic strips

Fridays were exciting days. This was the day that the students shared their reading responses. This not only helped the students internalize the story they had read but also helped them gain confidence in their ability to speak and present in front of a group. Reading, writing, speaking, listening, and viewing were all put into action during sharing time on Fridays.

Assessment

I chose not to give grades during literature circles; therefore, I planned assessments that gave me formative information. Such information helped the student understand his/her weaknesses and strengths as well as gives me information with which to plan instruction. I developed a weekly assessment and a quarterly assessment. (See Section Four.) The purpose of the weekly assessment was to provide day-to-day feedback on how the student was doing with the technical aspects of literature circles as well as a space to include anecdotal notes about the child's reading comprehension. The quarterly assessment was in the form of a checklist. The purpose of this assessment was to give an in-depth look at where a student was specifically with reading comprehension. The reading target for comprehension within this assessment was based on higher-level connections with literature. I also informally assessed as students were discussing literature, as well as looked at their reading response activities, such as a written retell, as a way of assessing how well they understood a story or concept.

Informing Parents

I found that some parents enjoy literature circles as much as students do. Keeping them informed helped to create a positive relationship and support system. I always began by writing a letter to the parents (see attachment) explaining literature circles at least one week before we began the process. This allowed them plenty of time to ask questions. The letter followed by the ongoing "parent-friendly" weekly assessment set literature circles up for smooth sailing!

Final Thoughts

I've found that students in my classroom love books and are always anxious to begin another round of literature circles. My students appreciate having a choice in the books they read, the opportunity to read good books, and the time to talk with their classmates about literature. Through my experiences, I have found that literature circles are a powerful way to spark a love of reading, and they help to deepen children's understanding of the world around them.

Handout C

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
2	2.2	250

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Checkpoints Along the Way

Teacher Experiences With Literature Circles

A Second-Grade Teacher's Story

The Missing Piece: How Literature Circles Added Direction
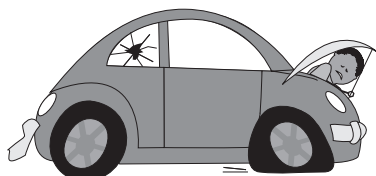
As a primary teacher, my goal was to establish a child-centered classroom. It seemed, however, that each year there were students I couldn't reach with my traditional reading program. In addition to this problem, I also noticed that my students didn't choose to read when given the chance, nor did they discuss stories outside of reading time. As I saw it, they were not exhibiting behaviors that led me to believe they loved to read. So, I sought reading methods that would improve performance as well as set the stage for my students to be lifelong readers.

I researched and read the most recent findings about learning to read and formulated a plan that included literature circles. There were several steps I took to implement literature circles, as follows:

1) I knew students needed to have choice or at least controlled choice in the materials they read in order to motivate them to read. So, the school and I purchased a wide range of texts at different levels. Some of the books were leveled, and some were not. I also used many poems, charts, language experiences, writing, and explicit programmed phonics embedded in one of the series as texts in the literature circles.

2) Literature circles allowed me to focus on where each child was in the process of learning to read and write rather than simply moving from one story to the next. Consequently, I engaged in the reading process, and my students also engaged in their own learning.

3) I knew that research clearly showed that students needed to have many encounters with print to become fluent. So my students had chances to read "real" books every day. Children were allowed to choose books from a range that was appropriate to their instructional and independent reading levels. They also took their reading home to share with their family.

4) I wanted my students' writing intertwined with their reading. These processes are very closely related in their development, and I wanted them to work in tandem.

5) I knew that students needed to talk about what they were reading to make sense of it or to question it. Thus, literature circles were rich with discussions.

6) I knew that my assessment would drive my instruction, so my reading assessments were "real" and at the appropriate level. I wanted my students to actually read passages from

Competent Assessment of Reading:
Toolkit for Professional Developers

Handout C

© SERVE 2004

Section	Activity	Page
2	2.2	251

Checkpoints Along the Way

"real books" (sometimes orally and sometimes silently) in their assessments and talk or write about what they had read, just like lifelong readers do.

The Model That Evolved

To find out where my students were in reading. I listened to each one read and gave an oral retell. As I listened to them read orally, I let them read until I found their level of instruction. Meanwhile, I sent home a letter telling the parents about reading and getting their permission to take responsibility for the books along with the child. Once I knew where to start with each child and had parents' permission, we began literature circles.

Two days a week—The texts used for literature circles were at the students' instructional to independent level. Students chose a text at their level from one of the appropriate baskets, read it, and then discussed it with a group. During this assessment and instruction time, comprehension of the text was the focus. Sometimes each child had the same book; sometimes each had different books. I had a reasonable number of students so I could meet with students in literature circles every other day. The groups were flexible and conducted on demand—that is, when the student was ready to visit the station. However, each student worked through the literature circle station and took his/her book home to read. As the year progressed, students became more fluent and they decided to select books to read and discuss together in groups. I would meet with them every other day.

One day a week—While students were reading and writing each day, one day a week I focused on listening to each child read his/her own writing, conference about it, and publish it. In this setting, I assessed where each child was and taught conventions of language, story structure, and sound-symbol relationships as appropriate to the child. Since the writing was about the reading, the instruction reinforced reading concepts as well.

Two days a week—The other two days a week, I focused on assessing and listening to children read books on their instructional reading level. I chose the appropriate text from leveled stories with embedded systematic phonemic patterns built in. So the focus of this group time was on phonemic awareness and how to put symbols and structures together to make meaning. Students were grouped according to their reading performance at that particular time, not ability grouped. Children moved in and out of groups frequently as they progressed. As students became fluent, the range of text broadened to include a leveled-text classroom library that I accumulated.

Handout C

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
2	2.2	252

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Checkpoints Along the Way

Schedule in Detail

Time was sometimes a barrier because it seemed there was never enough of it. However, a 20:1 teacher-pupil ratio allowed me to hear every child read almost every day. In addition, my administrator instituted a large block of uninterrupted time as a language block. The chart below shows how the 90-minute block of time was used in second grade:

Time	Teacher action	Student action
20 minutes	⊕ Direct instruction of systematic phonics with comprehensive review	⊕ Read orally from charts, poems, stories ⊕ Interact as group and individuals to sound work review

20 minutes	Literature Circles and/or Guided Reading
	⊕ Listen to students read
	⊕ Assess students as they read
	⊕ Document daily progress
	⊕ Develop comprehension and reading strategies with students as they read
	⊕ Guide student selection of texts
		⊕ Work on sound work
		⊕ Read independently from books
		⊕ Respond to reading by…
		  ⊕ Writing about what is read relating to classroom or personal experiences
		  ⊕ Sharing with someone else through a retell or discussion about story elements with peers

20 minutes	⊕ Interactive writing instruction	⊕ Listen to a story ⊕ Respond to the story ⊕ Create a strategy for writing (prewriting)

35–40 minutes	Literature Circles and/or Guided Reading
	⊕ Listen to students read
	⊕ Assess students as they read
	⊕ Document daily progress
	⊕ Develop comprehension and reading strategies with students as they read from texts at the instructional level
	⊕ Guide student selection of texts
		⊕ Work on sound work
		⊕ Read independently from books
		⊕ Respond to reading by…
		  ⊕ Writing about what is read relating to classroom or personal experiences
		  ⊕ Sharing or discussing with peers
		  ⊕ Publishing writings
		⊕ Appropriate real-world reading and writing at stations

Students rotated from station to station in heterogeneous groups. That way, students could focus during the long periods of uninterrupted time for deeper learning in reading and writing. It was a challenge at first to schedule engaging appropriate work that the students would focus on, but I got better at it.

Competent Assessment of Reading:
Toolkit for Professional Developers

Handout C

© SERVE 2004

Section	Activity	Page
2	2.2	253

Checkpoints Along the Way

Assessment

Another significant part of the program was the assessment system to measure student progress. To measure reading progress, students read texts appropriate to their instructional and independent levels, and to measure writing, students wrote on their individual writing level. Several pieces of evidence documented student progress. As students read each day, I took anecdotal records to document my teaching and their learning. Students read individually at their instructional level for a running record approximately every six weeks or if they needed to change text level. Students responded to the literature they read both orally in oral retells and discussions, and in writing with written retells; feedback was given in real time according to rubrics established as a group over time. I also kept a reading skill checklist on a continuum (rubric of sorts) for each student. Students also took a district mandated computer-based test in October and April to provide more evidence of their progress and instructional level.

Finally, students reflected on their individual performance and set personal goals for learning to read. I used these assessments to make formative and summative judgments about each student's progress on a developmental process rubric, to tell me what to teach next and at the end of each term to report achievement. Since the assessment was so tied to the instruction, I began to adjust my instruction to where the child was, rather than the child adjusting to where I thought he/she should be. This type of approach focused on student learning supported by teaching strategies rather than the other way around.

Informing Parents

As a result of using literature circles in this way, parents began to talk about their child's performance in reading and to ask for appropriate ways to participate. They read and discussed with their children every night and documented each reading and any challenges faced and conquered in the text by the child. They came to story nights and portfolio nights where their child shared what he/she was learning about reading and writing. This time of sharing reading had a positive effect on the child's progress. What I observed was the more the child and parent participated in reading, the more progress the child made in reading.

Handout C

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
2	2.2	254

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Checkpoints Along the Way

Final Thoughts

When I implemented literature circles using a variety of texts, student reading performance far surpassed reading performance of the past. In fact, I found that I had to read constantly to keep appropriate new books in my students' hands. Ultimately, my students were more fluent, could and would talk and write about what they were reading, read more difficult texts, chose to read, and asked to read more often as compared to the traditional reading approach.

Furthermore, there were no extrinsic incentives to read. There were no stickers, points, or prizes attached to reading books. My students were reading because they loved to read and wanted to spend their spare time reading. This perhaps, more than anything else, made me a believer in using literature circles to assess and teach reading.

Competent Assessment of Reading:
Toolkit for Professional Developers

Handout C

Section	Activity	Page
2	**2.2**	**255**

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Checkpoints Along the Way

Teacher Experiences With Literature Circles

A Fifth-Grade Teacher's Story

The Missing Piece: How Literature Circles Added Direction

I've always wanted students to be in charge of their own excitement for reading, and I didn't see that happening when students read the short excerpts of literature and went page-by-page through the basal. I also knew that when we all read the same excerpts, not all of the students wanted or could read the selection. So when I moved from teaching third grade to teaching fifth grade, it was the perfect opportunity to go beyond the basal and reading groups and to try a more student-centered approach like Literature Circles. I first found out about this approach when I participated in a long-term study on implementing Guided Reading. The text we used, *Guiding Readers and Writers Grades 3–6: Teaching Comprehension, Genre, and Content Literacy* by Fountas and Pinnell, detailed how to implement both Guided Reading and Literature Circles. I couldn't help but read the sections on Literature Circles, and what I read about them hooked me.

I felt that Literature Circles offered several opportunities for students that appealed to my philosophy of teaching and those became the learning targets. As I saw it, Literature Circles offered opportunities for students to:

- Improve fluency.
- Improve comprehension.
- Improve vocabulary.
- Develop an intrinsic love for reading by reading many books that were high-quality literature.
- Learn to think and ask higher-level questions before, during, and after reading, while supporting the answers to those questions with details from the text.
- Learn how to participate in a discussion about books like adults do.
- Make choices about what to read.
- Interact with others and learn from each other.

When I decided to make the switch to Literature Circles, I also read Harvey Daniel's book on Literature Circles and found Laura Candler's website that had practical information on implementation. I started collecting literature from book clubs that was of high interest to fifth-graders, but ranged in difficulty.

Handout C

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
2	2.2	256

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Checkpoints Along the Way

The Model That Evolved

Since I was new at Literature Circles, I eased into a routine with my students. In the first round, I just let students pick any book in my collection, experience the responsibility and opportunity to read what they chose, and learn how to be accountable for what they read in their discussion group. After they read, they wrote one higher-level thinking question on a slip of paper for their group to discuss.

To raise the level of questions for discussions, I taught students how to think and construct higher-level questions using the Q.A.R. strategy—Question, Answer, Relationship. This strategy helped students think in concrete terms about what they were reading and their resulting questions on a comprehension continuum. The questions were classified from literal, right there questions to author and you questions to think and search questions, and finally, to the inferential end of the continuum or on my own questions. Using this strategy and analyzing questions constructed by the students from their reading on a daily basis, they gradually learned how to write and answer higher-level thinking questions.

While the first round of Literature Circles was successful at helping students get in the habit of reading, learn expectations, take responsibility for their reading, learn the level of questions, and get hooked on the process, I learned ways to improve the next round.
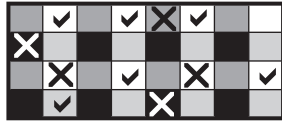
In the second round, I made some changes. I offered fewer text choices. This helped me manage the number of groups I had going. Students were allowed to pick from several texts ranging in level of difficulty. However, I let the students pick, even if I thought the text might be too difficult. I made sure there was enough support for the student to be successful. To select their text, students wrote their first three choices on a slip of paper, and I tried to honor at least their second choice, if not the first.

Students took on more responsibility in this round as expectations were raised. They were expected to write and answer higher-level questions from the text and support their answers with information from the text. They were also expected to read their chosen text, record new vocabulary, and select parts of the book to discuss, and then engage in lively student-led discussions.

In the next round, I plan to gradually introduce jobs, like illustrator, word professor, and discussion director, that are more typically found in Literature Circles. However, my goal is for students to balance their roles with enjoying and focusing on the literature.

Competent Assessment of Reading:
Toolkit for Professional Developers

Handout C

Section	Activity	Page
2	2.2	257

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Checkpoints Along the Way

Schedule in Detail

In reading, I have to schedule time for Literature Circles as well as time to read the newly adopted basal program. This presents problems, especially with 29 students in a portable building, but I've worked around the obstacles by incorporating centers into reading time.

Before each reading period, we have a class meeting to clarify the learning targets. We work as a team in my room, so there is lots of modeling and discussion to make sure expectations are clear up front. Students are taught to participate and pull their weight in the group, to talk about what is working and what is not and that a difference of opinion is okay, and above all, to read what they are expected to read before coming to the discussion.

The schedule goes something like this:

Monday, Wednesday, and Friday—Literature Circles meet for half-hour sessions.

Tuesday and Thursday—Basal groups, in the spirit of Guided Reading, meet with me.

When students are not with me in groups on Tuesdays and Thursdays, they are at centers. One of the centers is independent reading where they read their Literature Circle selection. I have seven groups running right now. The texts range in difficulty as follows: *House of Dies Drear*, *The Witch of Blackbird Pond*, *Hatchet*, *The Cay*, *I'm Bud*, *Not Buddy*, *Boston Jane*, and *The BFG*. When students meet in their Literature Circle, they set a goal for how many pages to read during center time. Also at the center, students are expected to prepare for the discussion by recording on a slip of paper the number of pages read, one higher order thinking question with text-supported answer, new vocabulary, and any part of the text they want to discuss with the other students.

On Mondays, Wednesdays, and Fridays, students meet in Literature Circles. They are in charge, but they follow a set routine. When students meet, they discuss their questions and answers, unknown words, unclear parts, and predictions. In the time remaining, they read aloud to each other and set goals for reading by the next time they meet. When Literature Circles time is finished, I collect the slips and keep them to guide the discussion in class about constructing and developing higher order thinking questions and to enrich students' vocabulary.

Assessment

Assessment is central to what happens every day and goes back to the initial learning targets set when I implemented Literature Circles. I assess students on progressing toward those targets on a daily basis, and I assess when students complete a book.

Handout C

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
2	2.2	258

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Checkpoints Along the Way

While students meet in Literature Circles, I observe. I sit with each group for a few minutes and listen for evidence that they read, discussed, and analyzed the text as well as interjected in the discussion. Each time I focus on a different group. What I observe guides what I teach next in each of the targeted areas. My observations are also part of an end-of-book assessment along with a group assessment of how each individual contributed to the discussions.

In addition to observations, there is an end-of-book assessment. At the end of the text, students write a short summary, list five unknown words, predict the meaning and confirm the meaning with resources, and construct three higher order thinking questions and support their answers with details from the story. Then students are given a question to answer from the literature strand of standards that would apply to any book and is linked to what we have been learning about in literature in general. For example, "What is the genre of your book and how do you know?" Finally, students illustrate a part of the book and write a caption that explains the illustration and what the character is saying, thinking, or doing. I use a rubric for grading the end products. The rubric dimensions are worth five points each as follows:

- Writing a summary
- Building vocabulary
- Constructing higher-level questions and answering with supporting details from the text
- Illustrating
- Completing a graphic organizer

The end-of-book assessment concludes with a book talk to "sell" the book to others.

Informing Parents

Since I started the year off with Literature Circles and parents were informed at the onset, they just think it is the way reading is conducted in fifth grade. Many of my students were in my third-grade class so their parents knew how I liked to teach. They welcomed and desired this type of learning environment for their child. Parents of high-performing students liked the fact that their child can go as far as they desire, and parents of low-performing students liked the fact that their child is exposed to literature they wouldn't normally be exposed to if they were in a more traditional classroom.

Final Thoughts

Literature Circles have really turned my students on to literature and reading. I like the fact that reading in the classroom is not just about me, and what I have to say; it is about the students and what they are reading and discussing. I have seen higher-level questioning improved and using supporting details increased. Vocabulary has grown and fluency has increased as well. Student reading levels are increasing, I believe, because they select the book they want to read. All in all, students are making progress in reading in a more relaxed atmosphere while keeping expectations high.
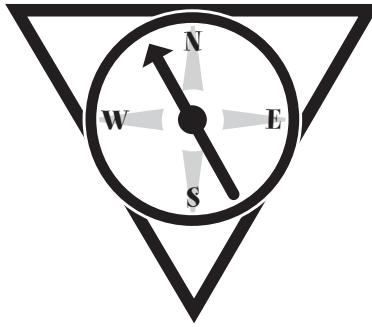
Competent Assessment of Reading:
Toolkit for Professional Developers

Handout C

© SERVE 2004

Section	Activity	Page
2	2.2	259

Checkpoints Along the Way

Jigsaw Recording Sheet

Summarize how the teacher implemented Literature Circles.

What assessments did the teacher use to gather information in order to plan instruction?

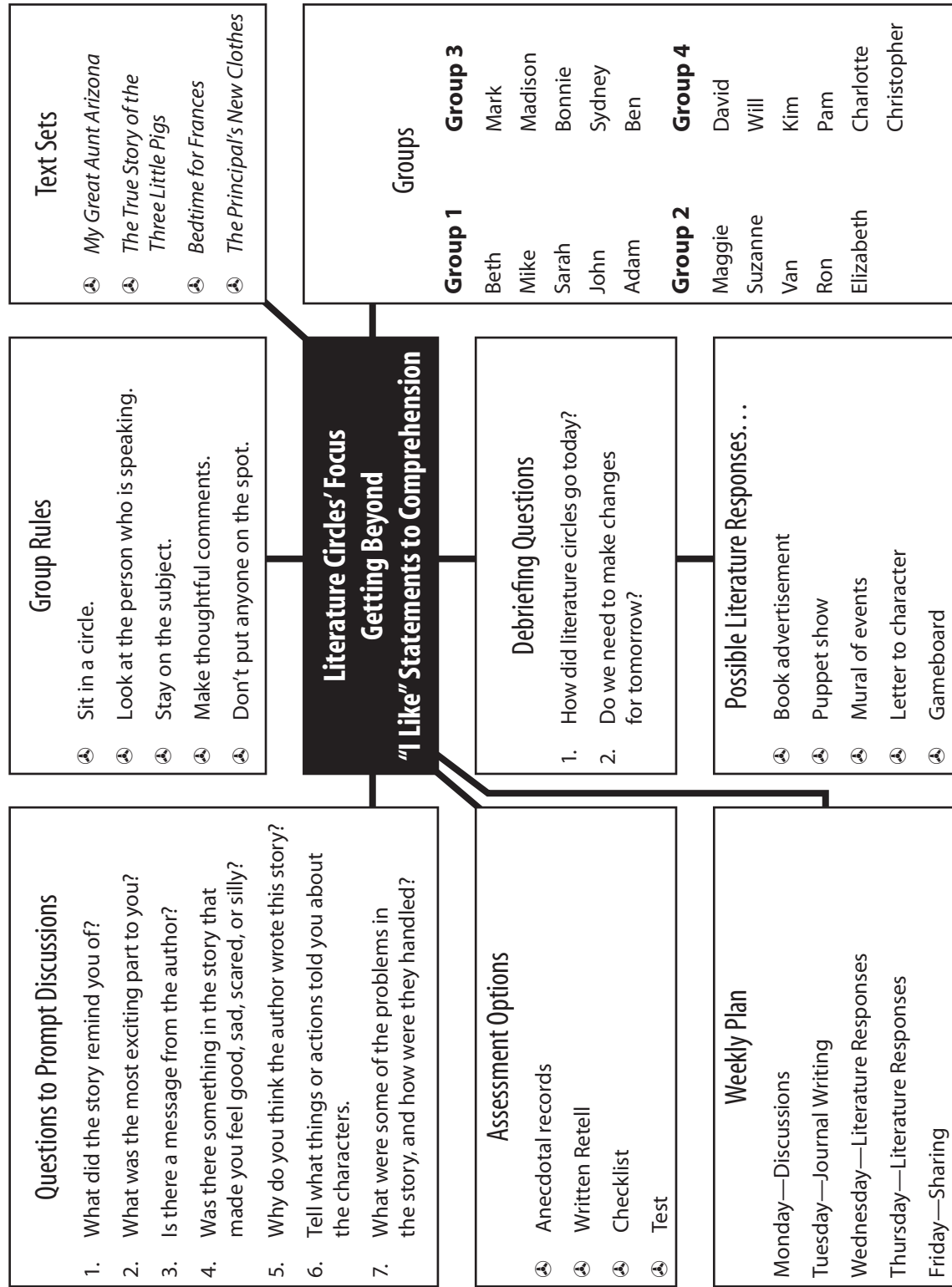**What instructional methods facilitated student growth in reading?**

Overhead/Handout D

Competent Assessment of Reading:
Toolkit for Professional Developers

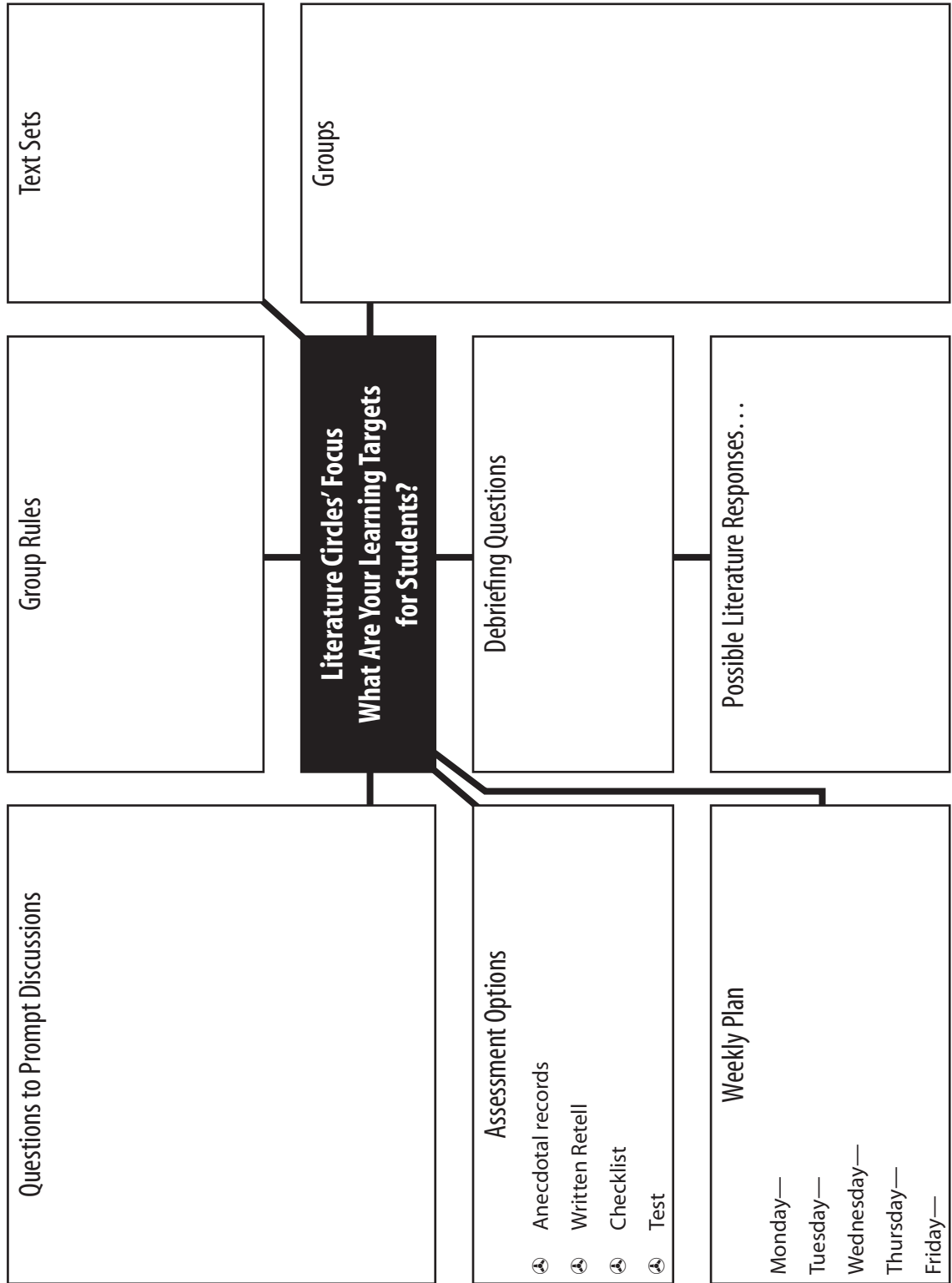| Section	Activity	Page
2	2.2	260

© SERVE 2004

Checkpoints Along the Way

The Literature Circle Planning Web Example

Text Sets

- *My Great Aunt Arizona*
- *The True Story of the Three Little Pigs*
- *Bedtime for Frances*
- *The Principal's New Clothes*

Groups

Group 1	Group 3
Beth	Mark
Mike	Madison
Sarah	Bonnie
John	Sydney
Adam	Ben

Group 2	Group 4
Maggie	David
Suzanne	Will
Van	Kim
Ron	Pam
Elizabeth	Charlotte
	Christopher

Group Rules

- Sit in a circle.
- Look at the person who is speaking.
- Stay on the subject.
- Make thoughtful comments.
- Don't put anyone on the spot.

Literature Circles' Focus
Getting Beyond
"I Like" Statements to Comprehension

Debriefing Questions

1. How did literature circles go today?
2. Do we need to make changes for tomorrow?

Possible Literature Responses...

- Book advertisement
- Puppet show
- Mural of events
- Letter to character
- Gameboard

Questions to Prompt Discussions

1. What did the story remind you of?
2. What was the most exciting part to you?
3. Is there a message from the author?
4. Was there something in the story that made you feel good, sad, scared, or silly?
5. Why do you think the author wrote this story?
6. Tell what things or actions told you about the characters.
7. What were some of the problems in the story, and how were they handled?

Assessment Options

- Anecdotal records
- Written Retell
- Checklist
- Test

Weekly Plan

Monday—Discussions
Tuesday—Journal Writing
Wednesday—Literature Responses
Thursday—Literature Responses
Friday—Sharing

Competent Assessment of Reading:
Toolkit for Professional Developers

Overhead/Handout D

Section	Activity	Page
2	2.2	261

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Checkpoints Along the Way

The Literature Circle Planning Web

Text Sets

Groups

Group Rules

Questions to Prompt Discussions

**Literature Circles' Focus
What Are Your Learning Targets
for Students?**

Debriefing Questions

Possible Literature Responses. . .

Assessment Options

- Ⓐ Anecdotal records
- Ⓐ Written Retell
- Ⓐ Checklist
- Ⓐ Test

Weekly Plan

Monday—

Tuesday—

Wednesday—

Thursday—

Friday—

Overhead/Handout D

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
2	2.2	262

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Checkpoints Along the Way

Individual Reading Conference

Before Reading…

- What was the purpose for reading?

- How was background knowledge connected for the reader?

- What reading strategies were reviewed?

- How did the text challenge yet support the reader?

- How was the reader guided to focus on understanding the text for discussion?

- How was the story appropriately introduced?

Competent Assessment of Reading:
Toolkit for Professional Developers

Overhead/Handout E

Section	Activity	Page
2	2.2	263

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Checkpoints Along the Way

Individual Reading Conference
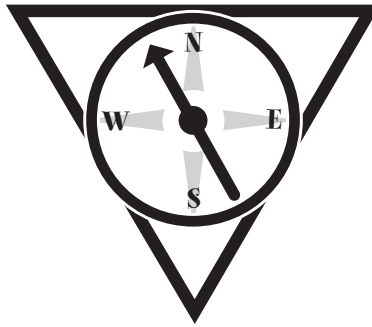
During Reading…

☘ How were interruptions limited?

☘ How was the reader encouraged and prompted to use reading strategies when he/she came across difficulties?

Overhead/Handout E

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
2	2.2	264

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Checkpoints Along the Way

Individual Reading Conference
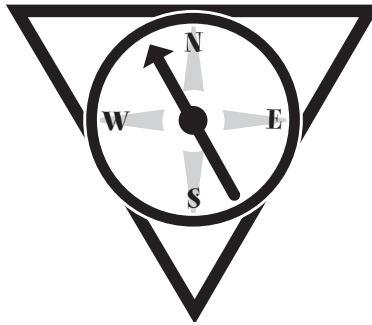
After Reading…

⚐ What were the appropriate directions for a retell?

⚐ How did the discussion go from open-ended to a prompt?

⚐ How was the reader prompted to reread and self-correct portions of the text that were misread and changed the author's meaning?

⚐ What mini-lesson was provided to instruct the child on becoming a more effective reader at the time of the conference?

Competent Assessment of Reading:
Toolkit for Professional Developers

Overhead/Handout E

Section	Activity	Page
2	2.2	265

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Checkpoints Along the Way

▽ Individual Reading Conference

Information Sheet

Materials needed:

- ⚙ Text that challenges and supports the reader appropriately
- ⚙ Individual Reading Conference (IRC) Form
- ⚙ Tape recorder (optional)
- ⚙ Pencil for marking

Setting:

- ⚙ Teacher and student sit side-by-side in a comfortable and reasonably quiet place.

Procedures

Before Reading:

Remind the students of the learning targets emphasized in the retell: comprehension, reading strategies, higher order thinking, oral fluency, and motivation. Prior to reading, establish a comfortable tone with the student. Provide directions about your role as a teacher as the student reads aloud. Make the student aware that he/she will be asked to retell the story or story portion once finished with the read aloud. Therefore, comprehension should be stressed. Ask the student to predict elements based upon title, cover of the book, any background knowledge, or perhaps the first paragraph.

During Reading:

As the student reads aloud, listen and assess his/her use of reading strategies. Avoid interrupting as much as possible. Encourage the reader to use reading strategies to enhance comprehension.

After Reading:

Ask the student to retell the story. Complete an unaided and aided retell. Help the student understand how he/she might become a more effective reader by engaging in oral fluency, strategies, comprehension, higher order thinking, and motivation. This individualized instruction might focus on the before, during, or after reading process. Record the student's dated reading performance on an Individual Reading Conference Form.

Learning Targets

- ⚙ The IRC can focus on the following assessment targets:
- ⚙ Oral fluency, comprehension, strategies, higher order thinking, and motivation

Handout E

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
2	**2.2**	**266**

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Checkpoints Along the Way

Individual Reading Conference

"The Essentials"

Teacher	Student
Before Reading	
✤ Clarify the assessment targets ✤ Select several texts within the range of the child's reading level—from lower end to high end ✤ Pre-read the text in order to predict possible problems and prepare possible mini-lessons ✤ Prepare an introduction to the book ✤ Engage the child in a discussion to connect background knowledge needed to read the story ✤ Ask the child to make predictions related to the story	✤ Select a book from the given choices ✤ Participate in a conversation about the book ✤ Engage in making connections to prior knowledge ✤ Make predictions related to the story ✤ Understand assessment targets
During Reading	
✤ Observe reading behaviors ✤ Recognize the use of strategies or the lack of target use when the reader comes across difficulty ✤ Appropriately prompt the reader when he/she comes across difficulty	✤ Read the whole text or a meaningful whole ✤ Use reading strategies when the student comes across difficulty
After Reading	
✤ Talk about the story with the child ✤ Move from unprompted retell to a more prompted retell ✤ Assess the reader's performance based on assessment targets ✤ Revisit the text for learning opportunities based on individual needs ✤ Document/take anecdotal records about the child's reading behaviors and strategies	✤ Participate in a conversational-style discussion of the story read ✤ Recognize reading strategies used when difficulties were encountered ✤ Revisit text at the point where the student had problems ✤ Understand what the student needs to work on based on assessment targets

Competent Assessment of Reading:
Toolkit for Professional Developers

Handout E

Section	Activity	Page
2	2.2	267

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Checkpoints Along the Way

Individual Reading Conference

Self-Assessment Form

Before Reading	Yes	No
Did the text challenge as well as support the reader?		
Was the reader asked to review reading strategies?		
Was the reader reminded to focus on understanding the text so he/she will be able to discuss the text when finished?		
Was there an appropriate introduction to the story?		
Was the reader aided in pulling up background knowledge that may help with comprehension?		
Was the reader clear about the learning targets being assessed?		
During Reading	**Yes**	**No**
Were interruptions limited?		
Was the reader encouraged and prompted to use reading strategies when he/she came across difficulties? ⊛ Reread/self-correct ⊛ Thinking/predicting ⊛ Meaningful substitution ⊛ Read on ⊛ Read-on/Re-read/Self-correct ⊛ Sound out ⊛ Say the meaning of the word or words ⊛ Use picture clues ⊛ Use background knowledge		
After Reading	**Yes**	**No**
Did the reader receive appropriate directions for a retell?		
Did the discussion go from open-ended to prompted?		
Was the prompted retell conversational style?		
Was the reader encouraged to re-read and self-correct selected portions of text that changed the author's meaning?		
Was I able to observe the intended targets?		

Handout E

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
2	**2.2**	**268**

Checkpoints Along the Way

▽ Read-Aloud Coding Activity

A—Would you correct the reader immediately?
B—Would you do nothing at this point?
C—Would you prompt the reader?

                  said
Tom turned to Bob and asked, "How long will the snowman last? Will
             (1)   **(2)**

he last until mother gets here?" Bob said, "Oh yes, but why don't we take

                  vis   *house*
our snowman to visit your mother? We can roll him over to your yard. That
             (3)   **(4)**

would be better than asking your mother to come here." "Look, Bob!"
                                            (5)
                        whales
shouted Tom, "look at those wheels. It will be easy to move the snowman on them."
                    (6)   **(7)**

                         friends   *around*
After a hearty supper, Hayes joined the fellows about the fire. His appearance did not (at all)
                              (1)   **(2)**   **(3)**   **(4)**

settle all the questions in the minds of is brother young rangers. They simply (saw) a loose, lank
                                            (5)   **(6)**
young
youth with tow-colored sunburned hair and a berry-brown, ingenuous face that wore a
  (7)

quizzical, good-natured smile.

Competent Assessment of Reading:
Toolkit for Professional Developers

Overhead/Handout F

Section	Activity	Page
2	**2.2**	**269**

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Checkpoints Along the Way

Read-Aloud Coding Activity

A Would you correct the reader immediately?

B Would you do nothing at this point?

C Would you prompt the reader?

Handout F

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
2	2.2	270

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Checkpoints Along the Way

Connecting Assessment to Instruction

Purposes

1. To understand the assessment-instruction cycle for improving reading performance

2. To understand the teacher's role in connecting assessment to instruction

3. To use assessment evidence as a basis for acting purposefully in completing the assessment-instruction cycle

4. To improve the practice of giving quality feedback as part of the assessment-instruction cycle

5. To connect the writing process to the reading progress in collecting evidence and completing the assessment-instruction cycle

Uses

This is an advanced activity to be used with educators who can talk about specified learning targets in reading and observable reader behaviors that indicate reading performance. The activity approaches reading with a longitudinal perspective of growth over time and how to affect reader progress. In addition, it assumes that participants have considerable background in assessment and are ready to move beyond the basics into implementation and informing instruction based upon the evidence.

Rationale

One way to improve performance in reading for *all* students is good first teaching (Fountas & Pinnell, 1996). Authors of *Guided Reading: Good First Teaching for All Children*, Fountas and Pinnell go on to say that the "most essential element in that process (reading) is the teacher who provides the raw material—demonstrations, explanations, appropriate materials, feedback, and encouraging and revealing interactions" (1996, p. xvii).

Richard Allington states in *The Schools We Have, The Schools We Need* that "access to high-quality instruction is what seems to matter" (p. 11) in literacy learning regardless of curriculum. Furthermore, it is "skilled craftspeople," as claimed by Marie Clay (1993), who "fine-tune the ongoing construction or performance" of reading. If this is true, all children are going to need access to high-quality literacy experiences and good first teaching. Thus, all teachers must be taught to translate the evidence collected from high-quality reading assessment to instruction. The developers of this toolkit (and probably others) call the process of making these connections to improve performance the assessment-instruction cycle.

Furthermore, it is the belief of the developers that teachers *can* learn to act purposefully and reflectively to provide effective reading instruction to all learners based upon evidence collected from the Competent Assessment of Reading. This is a complex process that requires opportunities to approximate and receive feedback to become more effective at reading instruction, just as the reader needs opportunities to approximate and receive feedback with print to become an effective reader. Neither will become automatic without practice and feedback in the course of operation.

Competent Assessment of Reading:
Toolkit for Professional Developers

Facilitator's Notes

© SERVE 2004

Section	Activity	Page
2	2.3	271

Connecting Assessment to Instruction in Reading

This activity models good first teaching strategies, demonstrates how the assessment-instruction cycle works, and gives teachers the opportunity to act out the assessment-instruction cycle. To act purposefully in reading, teachers must be equipped with knowledge of the learner and knowledge of the reading system. Teachers must apply this knowledge while assessing where the learner is in operationalizing the reading system with a long-term perspective. Based upon the evidence, the learner's zone of proximal development (Vygotsky) can then be determined. This provides the teacher with the necessary information to take appropriate instructional action while supporting the learner toward the next learning step. With practice and good teaching, teachers can learn to adjust their reading instruction to the learner based upon evidence from reading assessments and improve the quality of reading instruction for *all* students.

Supplies

Overhead projector

Screen

Blank transparencies

Transparency pens

Chart paper

Markers

Tape

Student work samples of reading assessment handouts copied onto transparencies (collect after use).

Example and non-example feedback cards cut up and sorted into sets (collect after use).

Facilitator's Notes

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
2	2.3	272

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Connecting Assessment to Instruction in Reading

Materials

Item	Title	Page Number(s)
Overhead A	*Connecting Assessment to Instruction—Purposes* (5 minutes)	288
Overhead A	*What Is the Teacher's Role?* (10 minutes)	289
Overhead B	*The Big Picture and Day-to-Day Views* (15 minutes for pages 290–292)	290
Overhead B	*Assessment-Instruction Cycle*	291–292
Overhead C	*Know the Learner* (80 minutes for pages 293–297)	293
Overhead/Handout C	*Snapshots of a Learner*	294
Overhead/Handout D	*Bay District Schools Reading Record* *Bay District Schools Writing Record*	295–296
Overhead/Handout D	*Know the Reading System*	297
Overhead/Handout D	*Pichs* (30 minutes for pages 298–303)	298
Overhead D	*Feedback: Pichs*	299
Overhead/Handout D	*Bats* *Pandas*	300–301
Overhead D	*Analyze the Learner*	302
Overhead D	*Feedback: Bats and Pandas*	303
Overhead E	*Determine the Zone* (25 minutes for pages 304–307)	304
Overhead/Handout E	*Select an Appropriate Assessment*	305
Handout E	*Determine the Zone*	306
Overhead/Handout E	*Determine the Zone*	307
Handout F	*Purposefully Act* (30 minutes)	308–312

3 hours and 15 minutes

Competent Assessment of Reading:
Toolkit for Professional Developers

Facilitator's Notes

Connecting Assessment to Instruction in Reading

Facilitator Notes

Reviewing and Setting Purposes		**5 minutes**
Overhead A *Connecting Assessment to Instruction— Purposes*	p. 288	Review the *CAR Roadmap* (found at the beginning of Section 2) and explain where we are in our journey. Use the overhead (page 288) to introduce the purposes of this activity.
Understanding the Teacher's Role		**10 minutes**
Overhead A *What Is the Teacher's Role?* Title on chart paper: "Can Do's of Literacy Learning," chart paper, tape	p. 289	Ask, "What is the teacher's role in literacy learning?" Discuss and record responses on chart paper with the title, "The Can Do's of Literacy Learning." To spark teachers to think deeper about their role, ask, "Which hat do you wear in the classroom?" Use the overhead (page 289) *What Is the Teacher's Role* to start the discussion. Keep the quote at the bottom of the overhead covered. After discussion, state that many researchers have evidence that the role the teacher plays in literacy learning and the quality of reading instruction is *the* most important factor in a child's reading success (Allington, 1996; Fountas & Pinnell, 1996). Lackluster results can, therefore, be disconcerting to teachers who spend much time, energy, and effort on literacy learning. However, purposeful actions that teachers choose to take or not to take can make a difference for learners (Allington, 1996). Let's examine things that we can do to improve literacy learning. Group participants and instruct them to brainstorm actions they *can* take and adjustments they *can* make to positively impact reading performance and to prioritize and record those actions on chart paper. Invite each group to state the most important item on its list to be compiled on the whole group "can-do" list. Continue the process without repeating any one statement.

Facilitator's Notes

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
2	**2.3**	**274**

© SERVE 2004

Connecting Assessment to Instruction in Reading

Overhead A (continued)		Elaborate on teacher actions that can be taken but might have been overlooked, such as the following:
		✿ Be crystal clear on learning targets, both what good readers do and how students progress toward those goals.
		✿ Support the reader to complete appropriately leveled tasks.
		✿ Instruct at the appropriate level.
		✿ Catch and intervene early when a reader is operating with an unbalanced reading system (i.e., when one piece of the reading process requires so much concentration that the other processes involved are inoperative).
		✿ Provide substantial amounts of easy-reading practice with books.
		✿ Provide substantial amounts of instructional text and support from the teacher.
		✿ Revive motivation to learn by providing ample print experiences where the learner is successful and using assessment as a means to increase student motivation to learn.
		✿ Act on assessment information to improve the quality of reading instruction.
		✿ Know where the learner is in the reading process.
		✿ Stay focused on the learning targets in reading.
		✿ Selectively abandon practices that take learning off course.
		✿ Know and understand the reading system and the developmental nature of learning.
		✿ Select appropriate materials for the reader.
		✿ Act on what is sound practice rather than waiting to acquire the skill.
		✿ Connect reading and writing to real world contexts.
		Reveal the quote (Allington, 1996) at the bottom of overhead and read.

Understanding the Assessment-Instruction Cycle · 15 minutes

Overhead B *The Big Picture and Day-to-Day Views*	p. 290	If, as Allington states, "high-quality instruction with substantial opportunities to read and write is what seems to matter" (page 289), this activity is designed to accomplish this by using reading assessments to inform and improve the quality of day-to-day reading instruction in an assessment-instruction cycle. Explain The Big-Picture View and The Day-to-Day View of the assessment-instruction cycle using the overhead (page 290).

Competent Assessment of Reading:
Toolkit for Professional Developers

© SERVE 2004

Facilitator's Notes

Section	Activity	Page
2	2.3	275

Connecting Assessment to Instruction in Reading

Overhead B *Assessment-Instruction Cycle*	pp. 291–292	Use the *Assessment-Instruction Cycle* overhead (page 291), and explain that it is a process that has a backward-thinking design, that is, the process begins with the end in mind (Stiggins, 2002) and is focused on targets rather than being activity-driven or grade-level specific. Ask, "What do you know about the assessment-instruction cycle?" Discuss. Use the overhead, and refer participants to the corresponding page in their handouts. Elaborate on the discussion to explain that the learning process continuously spirals from where the learner is toward more sophisticated reading performances as follows:
		✦ Know the reading system ✦ Know the learner ✦ Determine the zone ✦ Purposefully act ✦ Reflect on the results
		In this activity, we will put this process into action. Just as the reading process is not natural (D'Arcangelo, 1999), the reflective nature of the assessment-instruction cycle is also learned. With practice and feedback, both processes operate more smoothly.

Understanding the Assessment-Instruction Cycle: Know the Learner   40 minutes

Overhead C *Know the Learner*	p. 293	State that the next step in the process is to know the learner (use handout page 293). Teachers can usually talk about what children are doing, what they know, and what they have difficulty with in reading. According to Marie Clay in *An Observation Survey* (1993), however, teachers need to know and observe specific things when children interact with the text. Refer to the overhead (page 293) to show that teachers need to look for:
		✦ Strengths and weaknesses ✦ Competencies and confusions ✦ Processes and strategies used ✦ Evidence of what the child already understands

Facilitator's Notes

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
2	**2.3**	**276**

© SERVE 2004

Connecting Assessment to Instruction in Reading

| Overhead/
Handout C

Snapshots of a Learner | p. 294 | To help teachers understand how to do this, use Handout C (page 294). Ask teachers to "picture" a particular reader at their level and brainstorm what that reader does when he/she reads in terms of observable behaviors. In considering "evidence of these behaviors," they may include writing that the student has done about what he or she has read. To jump-start the process, use the five targets for assessing readers found on the bottom of the handout on page 294:

⊛ Oral fluency
⊛ Motivation
⊛ Higher order thinking
⊛ Comprehension
⊛ Strategies

Allow participants about five minutes to brainstorm, keeping the student in mind. Discuss, making sure that participants understand the connections among these five targets. Also, make the point that in looking at work samples that illustrate how well the student is reaching these targets, we can consider samples of the student's writing. These samples of student writing can include pieces the student has written about what she/he has read and samples that illustrate the student's command of language and language conventions. Emphasize that reading and writing are processes that should be dovetailed, not separated. For example, students need to become aware of the writer behind the text and observe how that author organizes ideas, develops characters, introduces ideas, etc. Students thus use the text they read as models to instruct them on how to become better writers. Conversely, when they are writing, students need to think about the reader and what makes text interesting and meaningful. They can use their strategies as readers to help them become better writers. |
| Overhead/
Handout D

Bay District Schools Reading & Writing Records

Chart paper | pp.
295–296 | To continue the process and refine thinking, group participants according to different levels of learners, for example, emergent, developing, primary, intermediate, etc. Or you may group participants by grade levels. Tell them that each group will eventually be refining a snapshot of a typical learner, for example an emergent reader or a fifth-grade student. Refer participants to longitudinal rubrics (pages 295–296). (*Or use other rubrics you collect that may be more appropriate for your grade levels or participants.*) These rubrics will help them to put words to what they know readers at their assigned level do. Model how to use these resources to describe, rather than compare or quantify, their level of reader. Allow the next 10 minutes for participants to describe and record on chart paper what readers do at the level they have just been assigned (emergent, developing, etc.). Ask participants to give a relatively detailed or complete description of the level reader, not just list what a typical reader may be able to do. Point out to participants that they should organize their descriptions by the five reading targets (oral fluency, comprehension, strategies, higher order thinking, and motivation). |

Competent Assessment of Reading:
Toolkit for Professional Developers

Facilitator's Notes

© SERVE 2004

Section	Activity	Page
2	2.3	277

Connecting Assessment to Instruction in Reading

Overhead/ Handout D *Know the Reading System*	p. 297	Call time so groups can share descriptions of their level of reader with the others in an around-the-room rotation. Posters should be sequenced from the beginning levels to the more sophisticated reader levels. The entire group goes to the first poster, and those responsible will explain their description. After 1–2 minutes, call time, and instruct the entire group to rotate to the next poster. Allow participants to explain descriptions and call time after 1–2 minutes. Continue the process until all groups have rotated to each poster. Participants may take notes on the handout (page 297). This process should take about 10 minutes. State that we have begun to develop a longitudinal reading rubric to build upon as we observe readers operating on print. Ask, "Why are rubrics like these important in the teaching of reading? How are they different from other rubrics you have seen or used?" Discuss and explain the importance of longitudinal rubrics, or continuums, and clarify any misconceptions. State that building this continuum of reading provides a structure for systematic observations and informs teaching and learning in reading. For example, oral fluency will be a target in all grade levels. However, it will look, and sound, very different in a first-grader, a fifth-grader, and a twelfth-grader.

Understanding the Assessment-Instruction Cycle: Knowing the Reading System
40 minutes

Overhead/ Handout D *Bay District Schools Reading & Writing Records* Chart paper Sentence strips	pp. 295–296	The first step in the assessment-instruction cycle is to know the reading system as we discovered in previous training in Section 1, Activities 1.2, 1.3 A, and 1.3 B. Ask, "Why is this important and what does this mean?" After discussion, state that to know the reading system means to clearly define what effective readers know and can do in terms of learning targets. Keeping the "end in mind," as Rick Stiggins suggests, reduces the margin of error in observations (Clay, 1993). Ultimately, what you know about reading and writing will determine what you can observe in a reader's progress (Clay, 1993). In Section 1, Activity 2, we began to define what effective readers know and can do as posted on the charts and their handouts. Now let's take the charts and organize them to describe the longitudinal growth of readers over time. To know the reading system means to know the learning targets and be able to describe the targets in observable behaviors as the learner grows to reach them. That allows the teacher and the students to know where they are in achieving the targets and to be able to see what the next learning step is. We will refer to this as a longitudinal picture of readers as they develop over time in the five-targeted areas of oral fluency, comprehension, strategies, higher order thinking, and motivation. Refer participants to the charts as posted.

Facilitator's Notes

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
2	**2.3**	**278**

© SERVE 2004

Connecting Assessment to Instruction in Reading

| Overhead/
Handout D
(continued) | | To continue the process and refine thinking about the five-targeted areas, assign each target to a group of participants. Explain that for this portion of the activity, each group of participants will be charged with describing what it looks like to achieve at the highest level of achievement or to describe the most sophisticated effective reader for their category. (Participants should still be grouped by levels such as emergent reader or Grade 5.) In other words, ask the participants to describe what the student who exits this level looks like, regardless of what grade level the participant might teach. As resources for their task, participants should refer to the charts of the five targets and the Effective Reader charts from Section 1, Activity 2. They may also refer to state documents and the Bay District longitudinal records (pages 295–296) to get an idea of what a longitudinal picture of readers looks like for kindergarten through second grade (or other resources more appropriate for your audience). Model how to use these resources to describe, rather than compare or quantify, a reader performance.

Distribute chart paper labeled with a target to each group. Give a sentence strip to each member of each group. Allow each participant 3 minutes to think about the most important descriptors for their category and target. They may post their thoughts on Post-its™. Call time and ask participants to discuss for 3 minutes in their groups. They are sharing their thoughts on the most important descriptors at this point. Ask participants to prioritize and ask each participant in the group to be responsible for a different descriptor for their target and to explain that descriptor on a sentence strip. Ask participants to give a relatively detailed or complete description of the most sophisticated reader performance for their target, not just a list of what a typical reader may be able to do. Remind them that they are clarifying learning targets. Allow participants 3 minutes to write and explain their descriptor on the sentence strip. Call time and allow participants to share their descriptors for their category in their group and post the sentence strips on the chart one-by-one continually refining the descriptors as they proceed. Allow 3 minutes. Ask participants if they have a complete picture of the most sophisticated performance of an effective reader for their target as they exit this level. Allow participants 3 minutes to make further refinements before posting their charts on the wall around the room.

Share the descriptors for each of the five targets—oral fluency, comprehension, strategies, higher order thinking, and motivation—in an around-the-room rotation. Ask participants to stay in their group and to move from their chart to the next chart when the signal is given. Give the signal. Ask participants for the next 3 minutes to read the chart together and make further refinements to the descriptors for the target with the markers provided. If they have any questions as to the meaning of a descriptor, they should put a question mark or refine the statement to make it clearer. Give the signal. Allow participants to move to the next chart. Allow 3 minutes. Continue this process until participants have read each of the charts for the five targets. |

Competent Assessment of Reading:
Toolkit for Professional Developers

Facilitator's Notes

© SERVE 2004

Section	Activity	Page
2	2.3	279

Connecting Assessment to Instruction in Reading

Overhead/ Handout D (continued)		As time permits, proceed by describing the weakest level of performance for each of the targets. Create descriptors parallel to each of the statements in the most sophisticated level of performance indicators. Continue in the same fashion as described above for this level of performance.
		State that we have begun to develop a longitudinal reading rubric by describing the most sophisticated performance of the learning targets for each of the five targets to build upon as we observe readers operating on print. Ask, "Why are rubrics like these important in the teaching of reading? How are they different from other rubrics you have seen or used?" Discuss and explain the importance of longitudinal rubrics and clarify any misconceptions. State that building this continuum of reading clarifies learning targets, provides a structure for systematic observations, and informs teaching and learning in reading. For example, oral fluency will be a target in all grade levels. However, it will look, and sound, very different for a first-grader, a fifth-grader, and a twelfth-grader.
		The facilitator will need to transfer the descriptors from the charts to the overhead throughout the development process. Explain that the remaining levels of performance will need to be defined as teachers observe readers and the subtleties of differences in performances between the levels of readers for each descriptor. This could be revisited throughout the course of long-term professional development in Competent Assessment of Reading.
Understanding the Assessment-Instruction Cycle: Analyze the Learner		**30 minutes**
Overhead/ Handout D *Bay District Schools Writing Record*	p. 296	State that the next step in the cycle is to analyze the learner. Teachers can usually talk about what children are doing, what they know, and what they have difficulty with in reading. According to Marie Clay in *An Observation Survey* (1993), however, teachers need to know and observe specific things when children interact with the text. Revisit the overhead on page 293, and remind participants of what teachers need to observe in order to "know the learner":
		✺ Strengths and weaknesses ✺ Competencies and confusions ✺ Processes and strategies used ✺ Evidence of what the child already understands
		Listening to a student read aloud and listening to a student talk about what he/she has read are good ways to collect evidence about competencies and confusions, strengths and weaknesses, processes and strategies being used, and what the child already knows. Looking at a child's writing also gives good evidence.
		Refer participants to the *Bay District Schools Writing Record* (page 296). This longitudinal record helps teachers clarify targets consistently over time. Allow participants to read and ask questions about these stages: Early Emergent, Emergent, Beginning, Developing, Early Fluent, and Fluent. Point out how these stages develop over time. For example, a student moves from mentally composing complete sentences, to writing repetitive sentence patterns, to using limited sentence patterns, to using a wider variety of sentence patterns, to using varied sentence patterns.

Facilitator's Notes

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
2	**2.3**	**280**

© SERVE 2004

Connecting Assessment to Instruction in Reading

Overhead/ Handout D *Pichs*	p. 298	Then, use the overhead (page 298) to model how to use a student work sample, *Pichs*, to determine the student's performance level. Ask participants where (there may be more than one place) would this writer fall on the Reading and Writing Continuum (pages 295–296). Share their responses. (The writer of *Pichs* has elements of a beginning, a developing writer, and an early fluent reader and writer.)
Overhead D *Feedback: Pichs*	p. 299	Use overhead (page 299), *Feedback: Pichs,* to demonstrate how to analyze and diagnose the student's level of expertise. Point out to participants that this feedback analyzes the strengths of the student, the weaknesses, some of the processes used, and what the student needs next in instruction. This feedback allows the teacher to complete the assessment-instruction cycle.
Overhead/ Handout D *Bay District School Reading Record*	p. 295	Discuss, making sure that participants understand the connections among the five targets and why reading and writing are connected on the *Bay District Schools Reading Record* (page 295). Explain that dovetailing the reading-writing processes is important. Students need to become aware of the writer behind the text and observe how the author organizes ideas, develops characters, introduces ideas, etc. Students thus use the texts they read as models to instruct them on how to become better writers. Conversely, when they are writing, students need to think about the reader and what makes text interesting and meaningful. They can use their strategies as readers to help them become better writers.
Overhead/ Handout D *Bats* *Pandas*	pp. 300–301	Continue the activity by grouping participants and asking them to use the same process with the *Bay District Schools Writing Record* (page 296) and *Bats and Pandas* (pages 300–301) as work samples. Instruct participants to try the process in their group by using the evidence to answer the following questions as found on their handout, *Snapshots of a Learner,* page 294: ☻ What are the reader's strengths and weaknesses? ☻ What are the reader's competencies and confusions? ☻ What processes and strategies does the reader use? ☻ What does the reader already understand?
Overhead D *Analyze the Learner*	p. 302	Call time and ask groups to share their findings and the evidence they used to draw their inferences by answering the following questions about their learner: ☻ How is the learner operating the reading-writing system? ☻ Where is the learner on his or her learning journey? ☻ What are the next learning steps?
Overhead D *Feedback: Bats and Pandas*	p. 303	Ask participants to read *Feedback: Bats and Pandas (*page 303) to compare their analysis with that on the overhead. Be sure participants understand what a rich source of assessment student work samples can be and how teachers should use evidence from student work in completing the assessment-instruction cycle. Conclude by asking, "How can we use the information we know about the reader and the reading system to improve day-to-day reading instruction?" Discuss.

Competent Assessment of Reading:
Toolkit for Professional Developers

Facilitator's Notes

Section	Activity	Page
2	2.3	281

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Connecting Assessment to Instruction in Reading

Understanding the Assessment-Instruction Cycle: Determine the Zone		**25 minutes**
Overhead E *Determine the Zone*	p. 304	Refer again to the assessment-instruction cycle overhead (page 292). State that once we know the reader and his or her reading system, the next step is to determine the *zone of proximal development*, as Vygotsky (1962) put it. Ask participants, "What is the zone of proximal development? How can we determine the zone?" Discuss. You may revisit the student samples, *Pichs*, *Bats*, and *Pandas* (pages 298, 300, and 301) to illustrate the zone of proximal development. For example, the student in *Bats* can record simple ideas with some details, but these ideas are merely listed. The student has not yet learned how to organize ideas. His zone lies between what he can already do (listing) and what he is still confused about (organizing). State that while the zone can be illusive, it is manageable and even desirable to improve the quality of reading instruction. To determine the zone, first, select the most appropriate reading assessment. The assessment should match the purpose for the assessment. The facilitator conducts a think-aloud using overhead (page 304) and gives an example as you explain this overhead. For example: ☠ Target: problem-solving and using strategies ☠ Purpose: to see how the reader is integrating these two processes ☠ Assessment that will measure that: Running record and retell
Overhead/ Handout E *Select an Appropriate Assessment*	p. 305	A non-example for this purpose would be reading words from a list. Ask, "Why?" Discuss to clarify.
Handout E *Determine the Zone*	p. 306	State that if the most appropriate assessment is chosen—that is, one that leaves little to inference (Clay, 1993)—then the results reveal how the reader is operating on text. If the teacher can discover how a student is operating on text, then instruction can be made to be more effective (Clay, 1993). Refer participants to the handout to examine the assessments they have learned about in this training and the purposes for each assessment.

Facilitator's Notes

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
2	**2.3**	**282**

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Connecting Assessment to Instruction in Reading

Overhead/ Handout E	p. 307	To simulate the process, ask participants to select an assessment from the list on page 305 and to give information for making instructional decisions about their reader in terms of integrating the processes. Participants use the handout on page 306, *Determine the Zone*, to take notes. They should be ready to explain why they selected the assessment and how they would use the evidence to inform instruction. Share responses at each table.
Determine the Zone		To further analyze the thinking processes of the zone, use the next overhead (page 307) and demonstrate. "Think aloud" by discussing how to use assessment evidence to observe what the reader is using but also confusing. For example, a teacher could look at a reader's running record, retell, anecdotal records, and standardized test score. First, determine what the learner is using but confusing in code making, meaning making, and/or integration of the processes. Go step-by-step and ask participants what they think. Discuss as necessary. Explain that we are looking for what is in the middle of what the learner uses conventionally (or proficiently) and what he/she is attempting to use. What is in the middle is the zone. The closeness to convention is the teacher's guide (Invernizzi, Abouzeid, & Gill, 1994).
		Tell participants that it's their turn to determine the zone. Participants work in pairs, each pair using *Pichs*, *Bats*, or *Pandas* (pages 298, 300, and 301) to examine. Ask partners to examine what skills or understandings the student is using. Then, direct partners to determine what the student is confusing. Share. To summarize, allow participants to describe in their own words their reader's zone of proximal development (Vygotsky, 1962) and what this means for instruction as time permits.

| **Understanding the Assessment-Instruction Cycle: Purposefully Act** | | **15 minutes** |

Handout F	pp. 308–310	To summarize this part, the facilitator may emphasize the importance of determining the zone of proximal development in order to make good inferences about what the student needs next in instruction and how to complete the assessment-instruction cycle for this individual student's journey.
Purposefully Act		Tell participants that once they have determined the reader's zone of proximal development based upon the assessment evidence they are ready to purposefully act to provide high-quality reading instruction that moves the reader to the next learning step. That means that "how" a teacher instructs is as important as "what" the teacher instructs. Let's take a look at some effective instructional methods for teaching reading compared to other practices that are currently found in reading instruction (Allington, 1994). Use the overhead (page 308) to make comparisons between actions to take and actions to avoid.
		To make sense of this information, each group of four chooses one of the first five Action Options (page 308). Using the assessment evidence from the previous activity, each group "thinks aloud" about a mini-lesson that would instruct at the zone for their reader. Monitor and provide feedback as necessary. After 5 minutes of practice, each group presents their example.

Competent Assessment of Reading:
Toolkit for Professional Developers

Facilitator's Notes

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| Section | Activity | Page |
| 2 | 2.3 | 283 |

Connecting Assessment to Instruction in Reading

Handout F *Purposefully Act*	pp. 309	-OR- Each teacher reflects on his or her current reading instruction practice. Use the overhead (page 309) to demonstrate. Ask for volunteers to share what they are using, confusing, and/or using but confusing.

Improving the Practice of Giving Quality Feedback   15 minutes

Handout F *Purposefully Act Cards*	pp. 311–312	Tell teachers that another instructional device is feedback and the quality of the feedback they provide to learners. Ask, "What is the quality of your feedback?" Refer to the handout (page 310), and give participants a few minutes to read the list describing feedback that works. Discuss. You should have previously cut out the examples and non-examples on pages 311–312 and placed them on 16 separate cards in envelopes. Distribute envelopes containing the example and non-example feedback cards (one set to each group). Ask participants to sort according to whether the example on the card is effective or non-effective feedback for a student. Monitor how each group progresses, and clarify any misconceptions. This information was adapted from extensive work done by Grant Wiggins (1998) in assessment design. Ask for volunteers to share additional examples and non-examples and to clarify misconceptions as necessary. Refer back to the Black and Wiliam classroom practices that improve student achievement: ✆ Assessment accuracy ✆ Descriptive feedback ✆ Student involvement

Understanding the Assessment-Instruction Cycle: Reflecting on Results   15 minutes

		State that the next step in the assessment-instruction cycle is to reflect on the results, which the next section of the module examines more closely. Allow time for participants to reflect on their definition of reading as Section 2 of the activity comes to a close. -OR- Ask participants to reflect on the results of this activity by completing the *Competent Assessment of Reading Dimensions Self-Assessment* (pp. 381–390). Explain the directions and allow time for questions.

Facilitator's Notes

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
2	**2.3**	**284**

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Connecting Assessment to Instruction in Reading

Transition Notes

To improve reading performance, teachers must improve the quality of reading instruction. By competently assessing reader progress and then using the evidence to plan instruction, teachers become designers. The quality of reading assessment and their instruction can improve if conditions for such changes are present (Martin-Kniep, 1998). Ask participants how this way of approaching instruction compares to how they are teaching now. Accept all responses and encourage teachers that this type of change does not happen automatically; change is very difficult for teachers even if the teacher wants to change. There are many things that need to be in place for teachers to change their practice. Share the overhead *Planning for Change* from the *Toolkit98: Introduction*, Activity Intro.2—*Creating an Assessment Vision: Building Our Barn*. Ask participants what they anticipate.

One way to support this type of instruction is to make it manageable in scope and balance. This next section of the training is designed to plan for purposeful action and monitor results along the way, so the process is more manageable and meaningful.

Competent Assessment of Reading:
Toolkit for Professional Developers

Facilitator's Notes

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Section	Activity	Page
2	2.3	285

Connecting Assessment to Instruction in Reading

Overheads & Handouts
Activity 2.3

Competent **A**ssessment of **R**eading

Learning to read is an individual journey....

Competent Assessment of Reading:
Toolkit for Professional Developers
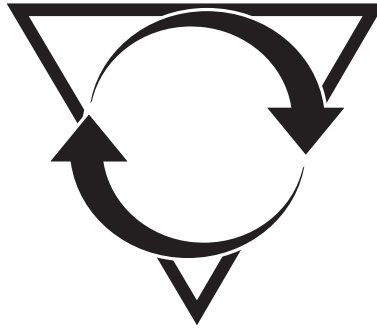
Section	Activity	Page
2	2.3	287

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Connecting Assessment to Instruction in Reading

Connecting Assessment to Instruction

1. To understand the teacher's role in completing the assessment-instruction cycle

2. To use assessment evidence as a basis for acting purposefully in completing the assessment-instruction cycle

3. To improve the practice of giving quality feedback as part of the assessment-instruction cycle

4. To connect the writing process to the reading progress in collecting evidence and completing the assessment-instruction cycle

Overhead A

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
2	2.3	288

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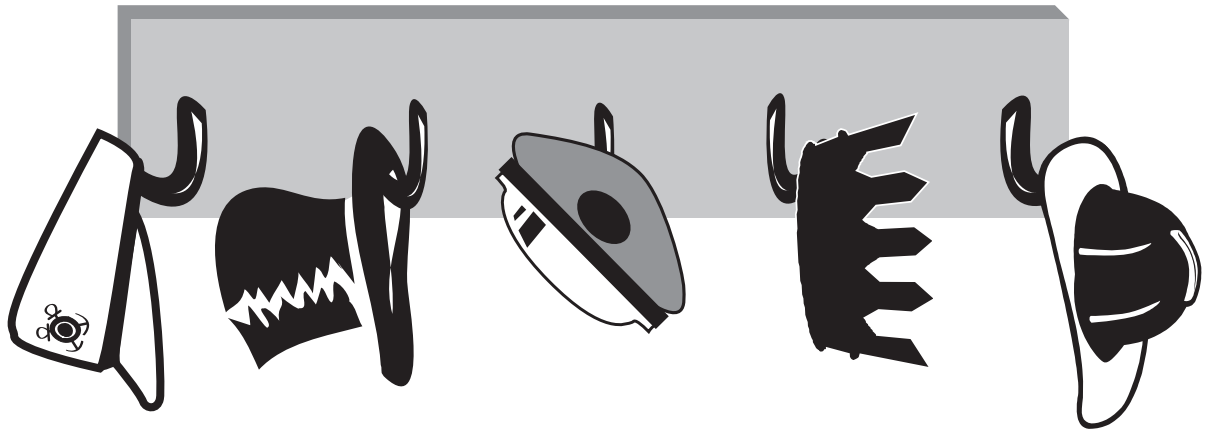
Connecting Assessment to Instruction in Reading

What Is the Teacher's Role?

> ## "High-quality instruction with substantial opportunities to read and write is what seems to matter."

The Schools We Have, the Schools We Need, Allington, p. 11

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Toolkit for Professional Developers

Overhead A

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Section	Activity	Page
2	2.3	289

Connecting Assessment to Instruction in Reading

The Big-Picture View...

Curriculum

Assessment

Instruction

The Day-to-Day View...

C-A-I Alignment

Formative Assessment

Evidence of Learning

Overhead B

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
2	2.3	290

Connecting Assessment to Instruction in Reading

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Assessment-Instruction Cycle

Assessment

Curriculum

Instruction

**Continuously spiraling toward
more sophisticated reading performances by the learner**

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Toolkit for Professional Developers

Overhead B

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Section	Activity	Page
2	2.3	291

Connecting Assessment to Instruction in Reading

Assessment-Instruction Cycle

Assessment

Curriculum

Instruction
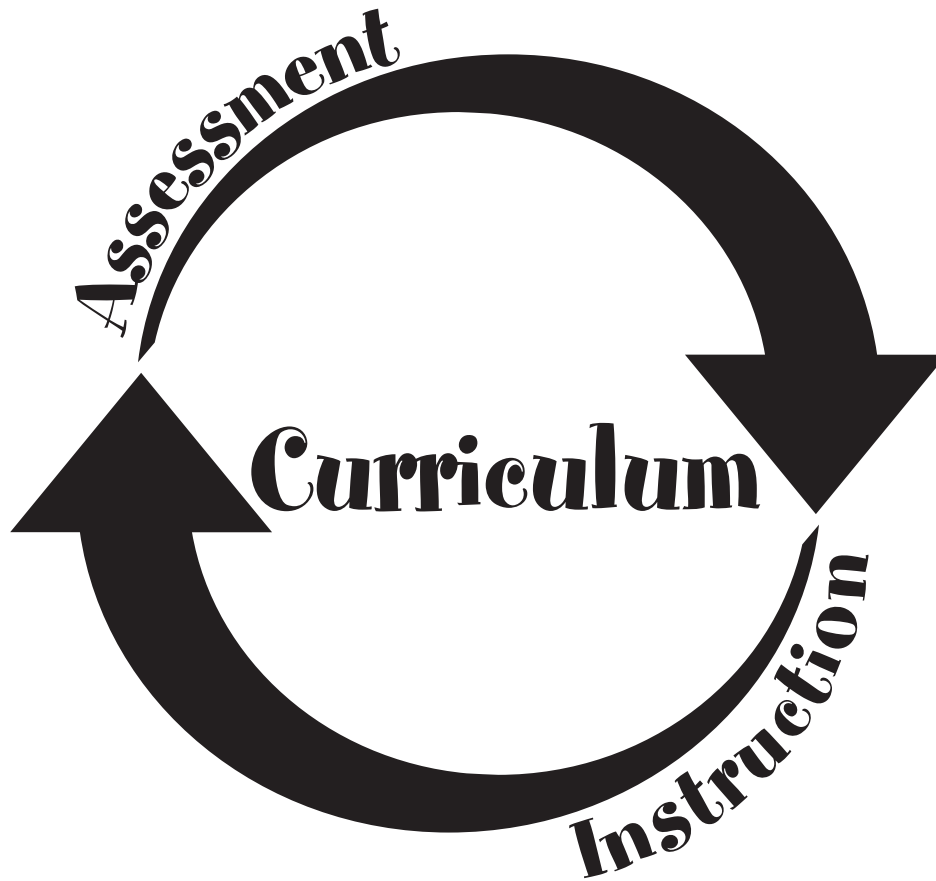
The process works like this…

Know the reading system

Know the learner

Determine the zone

Purposefully act

Reflect on the results

Overhead B

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
2	2.3	292

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Connecting Assessment to Instruction in Reading

Know the Learner

Picture the reader

- What are the strengths and weaknesses?

- What are the competencies and confusions?

- What are the processes and strategies used?

- What does the reader already understand?

Clay, M. (1993). *An Observation Survey of Early Literacy Achievement*, p. 7.

Competent Assessment of Reading:
Toolkit for Professional Developers

Overhead C

Section	Activity	Page
2	2.3	293

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Connecting Assessment to Instruction in Reading

Snapshots of a Learner

To answer the following questions about your reader, think about evidence and the learning targets.

| What are the reader's strengths and weaknesses? | What are the reader's competencies and confusions? |

| What processes and strategies does the reader use? | What does the reader already understand? |

Five Targets for Assessing Effective Readers

Oral Fluency: Effective readers read aloud smoothly, easily, accurately, and with appropriate speed and inflection.

Comprehension: Effective readers make meaning, build connections between prior background knowledge, and make decisions about what is relevant and important.

Strategies: Before, during, and after reading, effective readers apply multiple strategies flexibly, selectively, independently, and reflectively.

Higher Order Thinking: Effective readers don't just read the lines literally; they read between the lines and beyond the lines. They make inferences, analyze, synthesize, and evaluate decisions about what is relevant and important.

Motivation: Effective readers are motivated and enjoy reading; they read with perseverance and interest.

Competent Assessment of Reading:
Toolkit for Professional Developers

Overhead/Handout C

Section	Activity	Page
2	**2.3**	**294**

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Connecting Assessment to Instruction in Reading

Bay District Schools Reading Record

Name _____

Key

▼ Uses the reading process effectively.

● Constructs meaning from a wide range of texts

Directions:

Use this checklist and folder to monitor and document the student's developmental progress in reading. When the student displays the behavior or completes the task consistently and without teacher or peer prompting, complete the blank with the grade level, circled, followed by the month/year. If a child regresses from one year to the next and it is necessary for the student to renew his/her proficiency on a behavior, place a slash through the previous entry and write the grade level and renewal date below the previous entry when the behavior is again displayed with consistency.

Example:

Are able to say a word that rhymes with a given word

Refer to the Guidelines for Bay District Schools' Primary Assessment System for an explanation and/or examples of documentation to be placed in the folder.

(EE) — Early Emergent Readers:

___ Identify own name in print ▼

___ Are aware that print carries meaning

___ Are aware of environmental print (i.e., McDonald's)

___ Distinguish between numerals and letters

___ Have favorite stories and want to hear them repeatedly ●

___ Use pictures only to understand story

(EM) — Emergent Readers:

___ Join in oral reading of familiar stories and poems especially those with rhythmic language and repetitive patterns ▼

___ Rely on memory for reading

___ Come to understand concepts about print (i.e., top to bottom, left to right)

___ Are curious about print

___ Use picture clues to decode text and create meaning

___ Point while reading, but spoken word and text may not match

___ Identify and name 75% of the letters at random

___ Identify and name 75% of the letter sounds at random

___ Tell a story from pictures ●

___ Use comprehension strategies to respond to what is read

___ Have awareness of title, author, and Illustrator

(BG) — Beginning Readers:

___ Read a simple book in which language patterns are repeated ▼

___ Come to understand some concepts of print (i.e., return sweep, directionality, the notion that print rather than the picture tells the story)

___ Come to understand vocabulary associated with print (i.e., sentence, word, line, letter, space)

___ Predict a word left out of a familiar written sentence

___ Can locate a given word in a known sentence

___ Are able to say a word that rhymes with a given word

___ Begin to use confirmation strategies (i.e., "How do you know that is *jump?*" "Because it starts like my name.")

___ Begin to use reading strategies to create meaning (i.e., picture clues, context clues, phonic clues)

___ Begin to self-correct using letter patterns

___ Point while reading, with spoken word and text matching

___ Recognize and name all letters and their sounds

___ Recognize some words that have special meaning (i.e., names, places)

___ Respond to what is read by relating to personal experience and retelling

___ Begin predicting what may happen next ●

___ Maintain independent reading for a short time

___ Have awareness of title, author, and illustrator

(DV) — Developing Readers:

___ Recognize some letter patterns in unknown words ▼

___ Develop further understanding of concepts of print (i.e., punctuation, such as quotation marks, question marks)

___ Frequently use self-correcting when reading

___ Increasingly use context clues, in addition to picture clues and phonic clues, to construct meaning from text

___ Use knowledge of appropriate vocabulary

___ Maintain independent reading for a short time ●

___ Choose a book that he/she would like to read

___ Are familiar with titles, authors, and illustrators

___ Make predictions based on title and illustrations

___ Begin to identify main idea of story

(EF) — Early Fluent Readers:

___ Use concept of print to assist expressive oral reading ▼

___ Read known and predictable books with growing confidence, but still need support with new and unfamiliar ones

___ Use reading strategies independently most of the time (context, picture, and phonic clues)

___ Begin to reread to increase comprehension

___ Select materials for pleasure or information ●

___ Extend time spent reading independently

___ Are confident in talking about a book to others

___ Are familiar with a variety of literary forms

___ Determine main idea of passage

___ Begin to read for information

___ Begin to use simple reference material

(FL) — Fluent Readers:

___ Take independent action to solve reading problems ▼

___ Extend vocabulary with new words encountered in print

___ Use appropriate self-correcting skills

___ Use reading strategies automatically

___ Confidently read a story to others with appropriate expression, after initial reading

___ Use graphs, charts, illustrations, context, and word structure to create meaning

___ Increase comprehension by rereading, retelling, and discussion

___ Analyze plot, characters, setting, problem/solution ●

___ Scan, skim read, or read carefully as required by the reading task

___ Can choose books for personal reading at appropriate level

___ Obtain information from a wide variety of reference materials

___ Check sources to verify information

___ Read for information to perform a task

___ Identify main idea and supporting information in text

Competent Assessment of Reading:
Toolkit for Professional Developers

Overhead/Handout D

Section	Activity	Page
2	2.3	295

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Connecting Assessment to Instruction in Reading

Bay District Schools Writing Record

Name _____

Key

▼ Uses the writing process effectively.

● Writes to communicate ideas and information effectively

Directions:

Use this checklist and folder to monitor and document the student's developmental progress in writing. When the student displays the behavior or completes the task consistently and without teacher or peer prompting, complete the blank with the grade level, circled, followed by the month/year. If a child regresses from one year to the next and it is necessary for the student to renew his/her proficiency on a behavior, place a slash through the previous entry and write the grade level and renewal date below the previous entry when the behavior is again displayed with consistency.

Example:

Use end punctuation with increasing accuracy

Refer to the Guidelines for Bay District Schools' Primary Assessment System for an explanation and/or examples of documentation to be placed in the folder.

(EE)—Early Emergent Writers:
— Use scribbles or symbols to communicate▼
— Use pictures for writing
— Can draw a recognizable picture
— Can dictate from a picture●
— Are willing to share picture/writing
— Tell about experiences

(EM)—Emergent Writers:
— Can choose their own topic ▼
— Begin to use a left-to-right direction when writing
— Use initial consonants in addition to letter strings
— Understand that writing symbolizes talk
— Use spellings that include random letters, in addition to pictures to express ideas
— Begin to mentally compose complete sentences
— Produce corrected documents with teacher assistance
— Give and receive help
— Read writing to others
— Begin to mentally compose and ask questions
— See selves as authors
— Write messages but spoken words and text may not match
— Write about what they have experienced

(BG)—Beginning Writers:
— Match illustrations to text ▼
— Begin to use complete sentences
— Use spellings that include initial consonants and final sounds
— Begin to use spaces to separate words, letters, and sentences

(EE)—Early Emergent Writers:
— Begin to use resources to check spelling
— Write using repetitive sentence patterns
— Use some conventional spelling
— Experiment with some use of punctuation
— Print words that are recognizable and legible
— Use left-to-right direction when writing
— Experiment with placement of capital letters
— Produce corrected documents with teacher assistance
— Write with a limited sense of purpose ●
— Use own experience to write
— Write observations about familiar things

(DV)—Developing Writers:
— Write with a developing sense of beginning and ending ▼
— Use spaces appropriately
— Use simple, repetitive vocabulary
— Use a limited number of sentence patterns
— Use spellings that are increasingly conventional and include medial sounds, in addition to initial and final sounds
— Use end punctuation with increasing accuracy
— Begin to use capital letters conventionally (i.e., initial words, some proper nouns)
— Produce corrected documents with teacher feedback
— Write simple ideas with few details
— Express ideas clearly
— Write sentences that make sense
— Write with an emerging sense of interaction with the reader ●
— Experiment with voice

(EF)—Early Fluent Writers:
— Use capital letters appropriately ▼
— Use spellings that are consistently conventional
— Use a wider variety of sentence patterns, including connectors
— Write stories with beginning, middle, and end
— Use vocabulary that is increasingly specific
— Use a wider variety of punctuation with accuracy
— Take risks when writing
— Produce legible documents with peer/ teacher feedback
— Begin to plan for writing and organize ideas
— Write with a developing sense of purpose and audience ●
— Write instructions, in sequence, for a task
— Write with a developed sense of voice

(FL) – Fluent Writers:
— Use varied sentence patterns ▼
— Use conventional spellings
— Use punctuation conventionally
— Correct drafts using a variety of sources
— Develop complex ideas well-supported by details
— Organize ideas into cohesive paragraphs
— Use vocabulary that is specific, accurate, and suitable
— Write with a clear sense of purpose and audience ●
— Write honestly with an individual voice
— Gather information to write
— Use computer skills to communicate ideas and information
— Uses the writing process effectively ▼
— Writes to communicate ideas and information effectively ●

Overhead/Handout D

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
2	2.3	296

Connecting Assessment to Instruction in Reading

Know the Reading System

Oral Fluency	**Oral Fluency**	**Oral Fluency**	**Oral Fluency**
Comprehension	**Comprehension**	**Comprehension**	**Comprehension**
Strategies	**Strategies**	**Strategies**	**Strategies**
Higher Order Thinking	**Higher Order Thinking**	**Higher Order Thinking**	**Higher Order Thinking**
Motivation	**Motivation**	**Motivation**	**Motivation**

Competent Assessment of Reading:
Toolkit for Professional Developers

Overhead/Handout D

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Section	Activity	Page
2	**2.3**	**297**

Connecting Assessment to Instruction in Reading
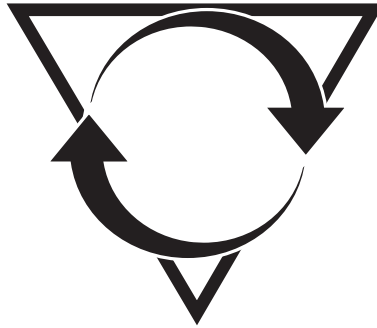
Pichs

Pichs is my boging. He is a sesow. He not hiv moch her in sep on his ves. He is cuwt. He is little to. He slep wet me. He bis my ers. Pot it not brt. He secs my brotr. He bocs went evy the dor del regs. He jops ony copne. He somtis sos oredn on his butt to sorich it. He levy in the house. His nim is Pich Secum Pomppm Stanley.

(Patches is my doggie. He is a Schnauser. He does not have much hair except on his face. He is cute. He is little too. He sleeps with me. He bites my ears, but it does not hurt. He "sics" my brother. He barks whenever the doorbell rings. He jumps on company. He sometimes scoots around on his butt to scratch it. He lives in the house. His name is Patches Siccum Pompom Stanley.)

Overhead/Handout D

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
2	2.3	298

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Connecting Assessment to Instruction in Reading

Feedback: Pichs
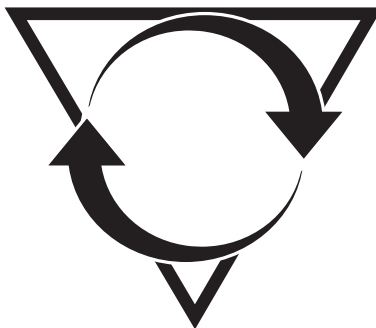
Analysis of Evidence

The writing sample shows both strengths and weaknesses in the student's ability to write and read. The story about the dog Patches is a list. The writer sticks to the subject of the dog with descriptive sentences that include both detail and humor. The story is written in conversational style, and the sentences help one to visualize the way her dog looks as well as acts.

In deciding where the student's challenge lies in reading and writing, notice the following:

- ☻ <u>b</u> and <u>d</u> are being transposed.
- ☻ The <u>i</u> is being used as a short <u>a</u> sound.
- ☻ Pichs–Patches
- ☻ hiv–have
- ☻ scrich–scratch
- ☻ She is using a <u>v</u> for an <u>f</u> sound (ves–face) possibly because mouth placement with these letters is the same.
- ☻ She is not articulating words and thus misspelling them (in sep–except).

Modification of Instruction

The teacher must decide which of the challenges to address. The teacher may work on the short <u>a</u> sound by planning a lesson, by brainstorming words that have the short <u>a</u> sound, and very explicitly pointing out the sound in words. The teacher may also underline the vowel and stress the sound as she says the word.

As a further assessment, the teacher could also learn more about this student as a reader and writer by listening to her read and noting if the student has trouble decoding words with the short <u>a</u> sound or transposing <u>b</u> and <u>d</u> sounds.

Competent Assessment of Reading:
Toolkit for Professional Developers

Overhead D

© SERVE 2004

Section	Activity	Page
2	2.3	299

Connecting Assessment to Instruction in Reading

Bats

Bats are black and they eat frait. They have sharp teeth. Bats live in caves. Bats are mammulls. Its legs are little. They are furry. Why does the bat eat fratt? How does the bat fell like? It fells like a pes auve fur. Its wegsi help it fliy. In the cave it makes a sound and it will come back.

(Bats are black and they eat fruit. They have sharp teeth. Bats live in caves. Bats are mammals. Its legs are little. They are furry. Why does the bat eat fruit? What does the bat feel like? It feels like a piece of fur. Its wings help it fly. In the cave it makes a sound and it will come back.)

Overhead/Handout D

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
2	2.3	300

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Connecting Assessment to Instruction in Reading

Pandas

The panda has fur on its feet so that they won't slip on ice and snow. They don't have fur when they are born. They are pink and very small. When they grow up they are very slow and they have fur. The fur is black and white. Sometimes they climb trees to get away from wild dogs.

The panda eats bamboo and other plants. They drink water that flows down a stream.

Competent Assessment of Reading:
Toolkit for Professional Developers

Overhead/Handout D

Section	Activity	Page
2	2.3	301

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Connecting Assessment to Instruction in Reading

Analyze the Learner

Ask yourself, based upon the evidence:

☮ How is the learner operating the reading-writing system?

☮ Where is the learner on his or her learning journey?

☮ What are the next learning steps?

Overhead D

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
2	2.3	302

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Connecting Assessment to Instruction in Reading

Feedback: Bats and Pandas

Analysis of Evidence

"Bats" was written early in the year, after the student had read several books about bats. The student was able to read for information, select ideas and details, and record interesting facts about bats. The paragraph is unorganized; however, the primary structure of the paper is listing. Most of the sentences are simple, declarative sentences.

Modified Instruction

In determining what instruction the student needed next, the teacher chose to work on organization. After consistent instruction on organizing ideas, the student was able to structure ideas more logically in "Pandas." He captured the reader's attention in an interesting first sentence, and then he kept the focus on the panda's appearance. The sentences in this first paragraph (with the possible exception of the sentence on the panda's ability to climb trees) are coherent and well connected. The second paragraph is also well-organized in that it describes what the panda eats and drinks.

Notice that the sentences are more complex and varied than those in "Bats." The student had continued to read informational text in between the two compositions—students who read are usually able to imitate the varied sentence patterns they encounter. Also, reading informational text had helped this student to understand how authors organize ideas.

Competent Assessment of Reading:
Toolkit for Professional Developers

Overhead D

Section	Activity	Page
2	2.3	303

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Connecting Assessment to Instruction in Reading

Determine the Zone

Select an appropriate assessment.

Match the assessment to the purpose.

What are you assessing? (Targets) Why? (Purpose)

- Motivation
- Oral Fluency
- Higher Order Thinking
- Comprehension
- Strategies

Select the assessment that is best designed to measure just that.

Overhead E

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
2	2.3	304

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Connecting Assessment to Instruction in Reading

Select an Appropriate Assessment

Reading Assessments With Formative Purpose	Learning Targets Assessed		Evidence of Learning
Individual Conference: One-on-one conference with specific setting, materials, and procedures for before, during, and after reading.	☐ Comprehension ☐ Motivation ☐ Higher Order Thinking	☐ Strategies ☐ Oral Fluency	Ⓐ Text-coding Ⓐ Conference Record Ⓐ Self-Assessment
Literature Circle & Response: Literature discussion and response of selected text in a group setting with specific performance criteria.	☐ Comprehension ☐ Motivation ☐ Higher Order Thinking	☐ Strategies ☐ Oral Fluency	Ⓐ Literature Circle Record Ⓐ Written Response Ⓐ Discussion
Running Record & Retell: Record of student orally reading an appropriately leveled running text and an oral retelling with analysis of errors.	☐ Comprehension ☐ Motivation ☐ Higher Order Thinking	☐ Strategies ☐ Oral Fluency	Ⓐ Running Record Ⓐ Error & Self-Correction Analysis Ⓐ Oral Retell
Miscue Analysis: A qualitative and quantitative analysis of an oral reading of uninterrupted text to evaluate a reader's control over processes.	☐ Comprehension ☐ Motivation ☐ Higher Order Thinking	☐ Strategies ☐ Oral Fluency	Ⓐ Marked protocol Ⓐ Graph of cues used
Written Retell With Text Justification: Written retelling of a pre-read text that includes reading a passage to justify position.	☐ Comprehension ☐ Motivation ☐ Higher Order Thinking	☐ Strategies ☐ Oral Fluency	Ⓐ Quality of Written Retell Ⓐ Text Justification
Oral Retell With Text Justification: Oral retelling of a pre-read text that includes reading a passage to justify position.	☐ Comprehension ☐ Motivation ☐ Higher Order Thinking	☐ Strategies ☐ Oral Fluency	Ⓐ Notes for Oral Retell Ⓐ Audio Recording Ⓐ Text Justification
Systematic Observations With Anecdotal Records: Written records of standard task and administration that's reliable and authentic.	☐ Comprehension ☐ Motivation ☐ Higher Order Thinking	☐ Strategies ☐ Oral Fluency	Ⓐ Anecdotal Records taken systematically Ⓐ Rubric or Checklist
Authentic Projects With Written Explanation: Real-world projects with written explanation that reflects understanding of text.	☐ Comprehension ☐ Motivation ☐ Higher Order Thinking	☐ Strategies ☐ Oral Fluency	Ⓐ Written explanation of connection to text Ⓐ Project/Text Connection Quality
Traditional Comprehension Test With Text Justification: Test based on text read in wholes with answers justified by the text.	☐ Comprehension ☐ Motivation ☐ Higher Order Thinking	☐ Strategies ☐ Oral Fluency	Ⓐ Tested Responses Ⓐ Correctness of Text Justification

Competent Assessment of Reading:
Toolkit for Professional Developers

Overhead/Handout E

Section	Activity	Page
2	2.3	305

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Connecting Assessment to Instruction in Reading

Determine the Zone

The *zone of proximal development* (Vygotsky, 1962) is that part of the reading system which the student is using but is confusing (Invernizzi, Abouzeid, & Gill, 1994) and which needs instruction to clear it up.

Explain how to determine a reader's zone of proximal development?

> **First, explain which assessment you would select. Why?**

> **Next, explain how you will use the assessment evidence to inform instruction.**

Determine the Zone

What is the reader using?	What is the reader confusing?

ZONE

Describe the reader's *zone of proximal development*.

Competent Assessment of Reading:
Toolkit for Professional Developers

Overhead/Handout E

Section	Activity	Page
2	2.3	307

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Connecting Assessment to Instruction in Reading

Purposefully Act

Action Options

- Teach the strategies by
  1. Modeling and providing models of what effective readers do or what it looks like to reach the next learning step.
  2. Demonstrating and talking through the thinking processes that effective readers and writers use.
  3. Talking about what effective readers and writers do and how they do it.
  4. Explaining what effective readers and writers do.
  5. Discovering and practicing language patterns in reading and writing.
- Provide a large quantity of print materials of high quality at the appropriate reading levels.
- Go beyond recall to application to analysis to synthesis to evaluation when talking about books (Bloom's Taxonomy).
- Support the learner.
- Provide more substantial experiences and time with print (the average is 10% of a day!) (Allington).
- Focus student work on understanding how to effectively operate the reading system.
- Provide opportunities to work on operating the reading system in real-world work.
- Selectively abandon practices that prove to be ineffective.
- Others

Actions to Avoid

- Assigning work in place of teaching
- Using only what a text company supplies
- Asking only recall, one-right-answer, regurgitation-of-the-text questions
- Permanently sorting the learners by levels
- Overdoing activities that take away from time that could be spent reading and writing
- Focusing on remembering only the right answers
- Providing busywork or fill-in-the-blank work when time could be spent reading or teaching reading or writing
- Doing more of the same, just because it is a known practice
- Others

Handout F

Section	Activity	Page
2	2.3	308

Connecting Assessment to Instruction in Reading

Competent Assessment of Reading:
Toolkit for Professional Developers

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Purposefully Act

I. Which Action Options am I currently using?

Which Action Options am I confusing?

II. What are the top three Action Options you can take on a day-to-day basis to improve reading instruction?

1. _____

2. _____

3. _____

Competent Assessment of Reading:
Toolkit for Professional Developers

Handout F

Section	Activity	Page
2	**2.3**	**309**

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Connecting Assessment to Instruction in Reading

Purposefully Act

Feedback that works…

- Tells the learner about the reading performance, based on the evidence and the learning targets.

- Compares current performance to what it means to achieve the learning targets in reading.

- Is given at just the right time for the reader.

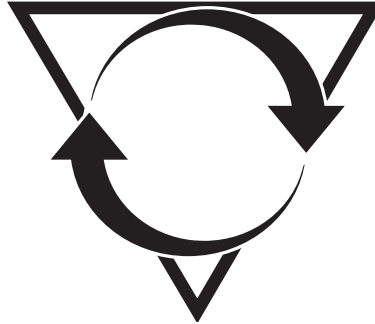- Is given frequently throughout the process of learning to read and also the process of reading to learn.

- Describes the reading performance in language the learner can use.

- Is given in such a way that the reader can assess for himself/herself what needs to be done next to improve.

- Shows and tells what effective readers do when they read.

- Is based on quality criteria so the grade or score received confirms to the reader that the quality of the performance is agreed with.

Handout F

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
2	2.3	310

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Connecting Assessment to Instruction in Reading
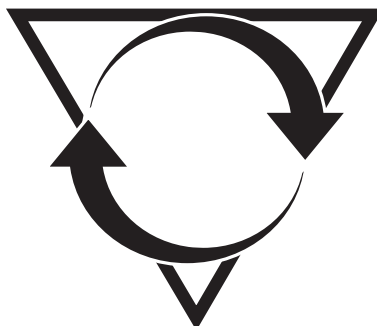
Purposefully Act
Cards

Examples: Effective Feedback	Non-Examples: Ineffective Feedback
I noticed that when you were reading, you went back and reread a passage to figure out that sentence. Rereading is a good strategy for making sense of what you are reading, and you did this on your own without any prompting from me. That shows me that you are taking action to become an effective reader.	You did a good job figuring out that word.
To be an effective reader, you should take note of the punctuation and capitalization markings to get more meaning from your reading. As I listened to you read, I noticed that in some places, like right here, you were doing this, just like an effective reader. In other places, your reading didn't show that you noticed the punctuation and capitalization. Let's go back and read that passage again, so you can show what effective readers do when they read.	You got a "B" on your oral reading.
During an instructional reading opportunity, students are praised for relating the story to their own experiences and for expressing their opinions about the story.	Students hand in their literature response on Friday of each week. The following Friday, the papers are returned with a grade.
The position you took on your written retell is supported with many examples from the story. This let's me know that you are thinking about the story while you are reading. That is one way to put what you are reading to use.	Your written retell is very neatly done.
It looked like you were listening to the others in your literature discussion before you made your point. However, you stated the same point as one of the other members of the group. Do you agree or disagree with their point and why?	You missed that one.

Competent Assessment of Reading:
Toolkit for Professional Developers

Handout F

Section	Activity	Page
2	2.3	311

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Connecting Assessment to Instruction in Reading

Purposefully Act
Cards (continued)

Examples: Effective Feedback	Non-Examples: Ineffective Feedback
Effective readers use the information in the tables and graphs to help them understand passages. For example, on this page, it states, "There is a chemical reaction between these molecules." If you look at this chart on the next page, it shows what happens in this chemical reaction. Explain what you see on the chart	You missed the question about the chemical reaction.
What do you think of your essay about the main character? The student responds, "I thought that I met all of the criteria except for the conclusion." The teacher responds in agreement and adds that since the conclusion was worth 5 points, the essay earned a mark of 25 out of 30.	The paper was worth 100 points and the student received a score of 88 with the comment "No conclusion" written at the top of the page.
On a day-to-day ongoing basis, students and teacher converse as to the quality of the performance.	Every week, on Friday, students get a Friday Folder with their reading papers marked.

Handout F

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
2	2.3	312

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Connecting Assessment to Instruction in Reading

The Individual Reading Conference and the Assessment Instruction Cycle

Purposes

1. To analyze and reflect upon how most effectively to use an Individual Reading Conference (IRC), building upon the Assessment-Instruction Cycle

2. To continue updating teachers about understandings of the reading and assessment system—with a focus on the IRC

3. To explore how to use formative reading assessments in content area reading

4. To support teachers as they follow through

Uses

This activity allows teachers to explore the Individual Reading Conference as an assessment tool to use with students who may be struggling in reading. This activity builds upon the IRC process introduced by the video in Activity 2.2. You probably will want to revisit that video with participants. This activity also builds upon the assessment-instruction cycle from Activity 2.3. Once again, you may want to revisit this cycle with participants.

Rationale

As teachers implement change, they need models for change, they need time to reflect upon their practice with colleagues, they need to look at and make inferences about student work, and they need time to discuss questions or problems they may experience. This activity allows a look at content area reading and the ways teachers need to adapt both instruction and assessment for reading for information.

This activity also demonstrates how teachers need to clarify targets for themselves and their students, select assessments that give them quality evidence about how well students are doing, make good inferences about the evidence they collect from those assessments, and modify instruction based on what they have learned. Thus, this activity illustrates the power of the assessment cycle discussed in the Overview Section of this *CAR Toolkit.*

Competent Assessment of Reading:
Toolkit for Professional Developers

Facilitator's Notes

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Section	Activity	Page
2	2.4	313

The Individualized Reading Conference as an Assessment

Supplies

Overhead projector

Screen

Blank transparencies

Transparency pens

Chart paper

Masking tape

Pens and pencils

Materials

Item	Title	Page Number(s)
Overhead A	*Individual Reading Conference* (5 minutes)	320
Overhead/Handout B	*Form for Recording Student Reading Data— Ryan* (40 minutes for pages 321–322)	321
Overhead/Handout B	*Form for Recording Student Reading Data— Santana*	322
Overhead/Handout C	*Five Targets of Assessment Matrix* (20 minutes)	323–324
Overhead/Handout D	*Content Area Reading* (55 minutes for pages 325–327)	325
Overhead/Handout D	*Think Aloud Example*	326
Overhead D	*At Your Table*	327
Handout E	*Sadako and the Thousand Paper Cranes* (55 minutes for 328–331)	328–329
Overhead/Handout E	*Form for Recording Student Reading Data*	330
Overhead/Handout E	*Form for Recording Student Reading Data— Stacy*	331

TIME

(Plus additional time to review Part I of the video *Competent Assessment of Reading*, IRC, the Individual Reading Conference and Part II: Literature Circles, and to review the Assessment-Instruction Cycle. Time: 3 hours.)

Time: 2 hours 55 minutes

Competent Assessment of Reading:
Toolkit for Professional Developers

Facilitator's Notes

Section	Activity	Page
2	2.4	314

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The Individualized Reading Conference as an Assessment

Facilitator Notes

Reviewing and Setting Purposes		**5 minutes**
Overhead A *Individual Reading Conference*	p. 320	Use the *CAR Roadmap* to review where we are in the journey (found at the beginning of Section 2). Discuss the purposes (page 320) of this activity. Note to facilitator: This is where the participants revisit the IRC video from Activity 2.2 and the *Assessment-Instruction Cycle* (page 291). Based on your knowledge of your audience make a decision about how much time to spend on this part of the activity. Inexperienced teachers find it very helpful to revisit that video and watch the entire Part 1, which describes the IRC process. Make sure to revisit the *Assessment-Instruction Cycle* in some way. At a minimum, you will need to remind participants of this cycle and ask them to watch for its completion in the following activity.
Taking a Closer Look at the Data From the IRC		**40 minutes**
Overhead/ Handout B *Forms for Recording Student Reading Data— Ryan and Santana*	pp. 321–322	Look at the data forms for Ryan and Santana in their handouts. Ask participants to make inferences about the strengths and weakness of these students. What instruction would you plan for each student? The facilitator should point out that Ryan is really struggling with strategies, and as a result, his comprehension is weak. Santana appears to have no trouble with comprehension, but her fluency could improve. This activity should stress the importance of looking at each child as being on an *individual journey* (CAR analogy) to effective reading. This activity allows participants to see the richness of the IRC as an assessment and how specific observations can lead to inferences about what problems the reader has and what instruction the reader needs next. But, this is only true if you have three things in place: ⊛ A good statement of targets that includes indicators of development ⊛ A way to systematically record observations using these indicators ⊛ Lots of practice conducting the conferences so teachers become consistent and understand what they are looking for

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Toolkit for Professional Developers

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Facilitator's Notes

Section	Activity	Page
2	**2.4**	**315**

The Individualized Reading Conference as an Assessment

Examining How to Modify Instruction Based on Assessment Data (Completing the Assessment-Instruction Cycle)		**20 minutes**
Overhead/ Handout C *Five Targets of Assessments Matrix*	pp. 323–324	Refer participants to the *Five Targets of Assessment Matrix* (page 323) that shows sample modified instructional plans for different indicators outlined for each target. Make sure that participants understand that the power of formative assessment lies in what it specifically reveals about what the student needs instructional assistance with based on the assessment evidence obtained. However, the key is to then provide the needed feedback and guidance for improvement. Give participants time to read, discuss, and ask questions about this matrix and how they would use it. You should also make the point that immediately after any IRC, the teacher should provide a follow-up mini-lesson focusing on the area the student needs most assistance with. Thus, completing the classroom assessment cycle referred to throughout this training. Just conducting an assessment is not enough; we should review the data and use it to help students improve. This completes the Assessment-Instruction Cycle. Ask participants to choose at least one "modified instructional plan" (pages 323–324) for Ryan and one for Stacy. Participants could choose several ways to complete the Assessment-Instruction Cycle with Ryan and Stacy. In a whole group discussion, list the choices participants made and allow time for explanations of why they chose the instructional plan they did.
Assessing Content Area Reading—Is it Different? (Optional)		**55 minutes**
Overhead/ Handout D *Content Area Reading*	p. 325	Ask participants how they would expect an IRC using informational text, rather than narrative text, to be different. Use the handout *Content Area Reading* to guide this discussion. For example, you may ask participants to brainstorm and then compare their list with the list on the handout (page 325).

Facilitator's Notes

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
2	**2.4**	**316**

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The Individualized Reading Conference as an Assessment

Overhead/ Handout D *Think Aloud Example*	p. 326	Participants should realize that content area text is structured quite differently from narrative. While students often know how to look for organizational elements of story (for example, plot, character, setting), they do not know how to look for organization in content area text. For example, they do not know how to spot patterns such as comparison-contrast or explanation. They often stumble over unfamiliar, specialized vocabulary words, as well as skip or misread graphs, italics, or subtitles. This discussion, should allow participants to understand how differently proficient readers approach informational text. They should also understand that motivation may be more of a problem in the content area because of the difficulties students often have with informational text. Therefore, text needs to be carefully selected, and struggling readers often need additional support. After this discussion, the facilitator should introduce the overhead *Think Aloud Amphibian Dramatics* (page 326). This excerpt comes from Annie Dillard's *Pilgrim at Tinker Creek*, and it describes the author's observation and subsequent understanding of something she views. The text is in the format of Double Entry—with the text on the left side of the page and a place for the reader's questions or comments on the right side of the page. This is a format that many readers find useful in approaching informational text.
Overhead D *At Your Table*	p. 327	The facilitator reads this *Amphibian Dramatics* passage aloud, demonstrating a "think aloud" where he/she stops periodically in the reading and "thinks aloud." For example, the facilitator can ask herself questions such as "What does the title mean?" "Why doesn't the frog jump?" This kind of modeling shows students that they need to process information with comments, questions, observations, and analogies to their own experiences. This thinking aloud should help participants understand that the questions asked about informational text students read may differ, so if they conduct an IRC with informational text, they need to read the text carefully and form their questions for the retell prior to reading with the student. For example, if a student uses *Amphibian Dramatics* (page 326) for an IRC, the teacher may probe a student's understanding with questions such as 1) Can you describe what the narrator saw? and 2) Can you explain what was happening to the frog? After the *Think Aloud Example* is completed, give participants a chance to discuss how they can use this format in their classrooms to introduce content area reading to their students as different from narrative texts. They may discuss in their table groups, or the facilitator may want to group the participants for this part. Conclude this activity by allowing participants to discuss the questions on the overhead (page 327) *At Your Table*. Summarize by asking each group to share some key points from its discussion of the questions.

Competent Assessment of Reading:
Toolkit for Professional Developers

Facilitator's Notes

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Section	Activity	Page
2	**2.4**	**317**

The Individualized Reading Conference as an Assessment

Practicing an IRC			**55 minutes**
Handout E *Sadako and the Thousand Paper Cranes* Overhead/ Handout E *Form for Recording Student Reading Data*	pp. 328–329 p. 330		Participants now practice taking anecdotal records with the *Form for Record-ing Student Reading Data* (page 330) and an audiotape of an Individual Reading Conference using the excerpt *Sadako and the Thousand Paper Cranes* (pages 328–329). Allow the group to listen to audiotape of the Individual Reading Con-ference and fill out the *Form for Recording Student Reading Data*.
Overhead/ Handout E *Form for Recording Student Reading Data—Stacy* Audiotape of the Individual Reading Conference—Stacy	p. 331		Share the teacher's notes on Stacy (page 331). Note that Stacy read slowly in parts and then read more quickly. Her retell was based on unimportant, non-sequential details. For example, she remembered that Sadako was a runner, probably because she is a runner. She is confusing words that look similar and not focusing on meaning but looking at graphic similarity. She did very little higher-level thinking. Stacy needs to focus on comprehension and strategies. For example, the teacher could use instructional activities that help Stacy to prepare to read, helping her to anticipate either the topic or the structure of the text. In addition, the teacher could help Stacy develop her repertoire of reading strate-gies and monitor the development of these over time. Ask participants to review their notes with the *Five Targets of Assessment Matrix* (pages 323–324) introduced earlier in this activity. Ask them if the data they recorded was clear and useful. Allow for questions and discussions. Provide feed-back as necessary. If necessary, review *The ABC's of Anecdotal Records* (page 85) in Activity 1.2.
Concluding With Questions			**5 minutes**
Allow time for any questions or discussion			

Transition Notes

The Individual Reading Conference as an assessment can yield rich information about where a reader is and the next learning steps if clear learning targets are in place, observations are recorded systematically in a standard fashion, and teachers are consistent in their observations. Therefore, the Individual Reading Conference is one assessment that can be used to gather evidence of a reader's achievement in the whole system. In Section 3, we will look at the criteria by way of systematic sampling. Ultimately, the bodies of evidence collected will comprise an assessment system to ground decision-making in results.

Facilitator's Notes

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
2	**2.4**	**318**

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The Individualized Reading Conference as an Assessment

Overheads & Handouts
Activity 2.4

Competent Assessment of Reading

Learning to read is an individual journey....

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Toolkit for Professional Developers

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Section	Activity	Page
2	2.4	319

The Individual Reading Conference as an Assessment

Individual Reading Conference

As an Assessment Tool

Purposes:

1. To analyze and reflect upon how to most effectively use an IRC to build upon the Assessment-Instruction Cycle

2. To continue updating teachers about understandings of the reading and assessment system—with a focus on using the IRC

3. To explore how to use formative reading assessments in content area reading

4. To support teachers as they follow through

Overhead A

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
2	2.4	320

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The Individual Reading Conference as an Assessment

Form for Recording Student Reading Data

Student Name: Ryan

Title of Book: *Stone Fox* pages 21–34
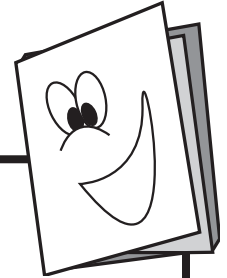
Oral Fluency

- Stops reading when he comes across difficulty
- Word-for-word reading

Comprehension

- Unaided retell was a basic summary highlighting main idea and retelling the last part read
- Aided reread for clarification of details

Strategies

- Stops when he has difficulty
- Attempts to sound out unknown words after long pauses (8 times)
- Eyes turn toward teacher for help when comes to unknown word

Higher Order Thinking

- Read on the literal and knowledge level making no apparent connections with higher-level thinking
- When prompted with higher-level questions, he seemed to be "blocked" or uncomfortable and confused

Motivation
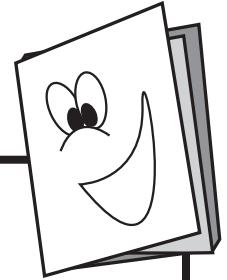
- Reluctant to read with me, no expression on face
- No comments or conversation

Competent Assessment of Reading:
Toolkit for Professional Developers

Overhead/Handout B

Section	Activity	Page
2	2.4	321

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The Individual Reading Conference as an Assessment

Form for Recording Student Reading Data

Student Name: Santana

Title of Book: *Stone Fox* pages 30–31

Oral Fluency

- Reads slowly, pauses often while she reads
- Honors punctuation, reads in a monotone voice with little expression
- Goes in and out of word-for-word reading, i.e., fast then slower reading
- Rereads words often or starts sentences when no miscues had occurred

Comprehension

- Clearly understood what she was reading
- Retell was sequential and detailed
- She freely discussed the pages in conversational style
- Was able to answer all questions asked

Strategies

- "Read on" and then self-corrected (3 times)
- Made meaningful substitutions
- Samples print/prediction/confirms or rereads

Higher Order Thinking

- Laughed and commented as she read the pages obviously making connections to the text. "They are trying to cover up, I've done that before."
- As she was retelling, she reread for clarification
- Evaluated the actions of characters. "They are making things worse by lying."

Motivation

- Student seems interested and motivated to read and freely discusses with me and other students
- Smiles, comments, discusses, asks questions, seems content and focused

Overhead/Handout B

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
2	2.4	322

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The Individual Reading Conference as an Assessment

Five Targets of Assessment Matrix

The following matrix gives some general indicators that suggest a student may have some reading problems in the given targets. Remember that these targets work together simultaneously, not separately, in an effective reader. This matrix also provides some strategies for helping a student improve his or her reading skills relating to each of the five targets for assessing effective readers.

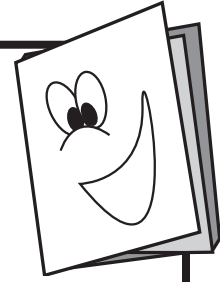| Targets	Indicator(s) of difficulties	Modified Instructional Plans
Oral Fluency	☮ Reads at a slower pace ☮ Pauses or stops often ☮ Does not attend to punctuation ☮ Sounds unnatural ☮ Reads word-for-word ☮ Reads with little or no expression ☮ Seems to take more effort to read ☮ Stumbles over multi-syllabic words ☮ Only attends to the beginning of words	☿ Read aloud to students to model effective reading. ☿ Allow students to chose (and practice) text and then read to an audience. ☿ Have students tape record themselves and then listen to their reading. ☿ Use mini-lesson directed toward improving fluency (cloze activity) and over learning word parts. ☿ Repetition is important; allow students to reread and rerecord the same text, with feedback and guidance. ☿ Access or build rich and complete background knowledge prior to and during reading. ☿ Allow students to practice partner reading. ☿ Read drama aloud so students can practice intonation and finding the voices of different characters. ☿ Give students access to a lot of easy-to-read text. ☿ Allow students to practice choral reading.
Comprehension	☮ Gives weak retell: plot, characters, etc. ☮ Selects insignificant details to talk or write about ☮ May not respond to humor in a story ☮ Strives for flawless oral reading performance ☮ Orally reads too quickly ☮ Omits entire phrases without recognizing or self-correcting ☮ Over uses or misuses graphophonic clues: For example *though* and *through* ☮ Non-word substitutions with many of the same letters as actual word ☮ Pronoun substitution that disrupts meaning ☮ Confuses words that look similar ☮ Has trouble with contractions ☮ Misreads words that do not maintain the author's meaning without self-correcting	☿ Access or build rich and complete background knowledge prior to reading. ☿ Allow students to talk about the text they are reading. ☿ Use lots of retell—like dramatization or a written retell—for follow-up activity. ☿ Ask students to use what they know about what they have read. ☿ Ask questions, verbally and in writing, that go beyond factual recall. ☿ Pre-teach important vocabulary words. ☿ Develop analogies, metaphors, and real-world examples. ☿ Read small portions of text and have students discuss text immediately. ☿ Model comprehension strategies.
Strategies	☮ May use only a tedious "sound out" strategy when running into difficulty ☮ Has trouble predicting/confirming ☮ Seems unable to adjust reading in other genres ☮ Is unable to use a name strategy ☮ Has trouble with dialogue carriers ☮ Is unaware that words and phrases mean different things in different contexts ☮ Effectively reads material related to own background but not new concepts	☿ Teach students to think about strategies before, during, and after reading. ☿ Involve students in generating a comprehensive list of before, during, and after reading strategies. ☿ Post these reading strategies in your room and refer to them often. ☿ Ask students to tell you the strategies they used—and when they used them. ☿ Ask students to assess themselves in their use of reading strategies and then set goals for themselves. ☿ Model strategies for your students (Think Aloud).

Competent Assessment of Reading:
Toolkit for Professional Developers

Overhead/Handout C

Section	Activity	Page
2	**2.4**	**323**

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The Individual Reading Conference as an Assessment

Five Targets of Assessment Matrix (continued)

Targets	Indicator(s) of difficulties	Modified Instructional Plans
Strategies (continued)	⊛ Seeks outside help when comes to difficulty ⊛ Over uses one or two strategies regardless of difficulty	⊛ Before assigning text, consider with the class the purpose for reading, the type of text to be read, and adjustments students may need to make. ⊛ Determine what strategies your students are weak in and give mini-lessons on those strategies. ⊛ Allow lots of choice. Students are more interested in text they choose and may be more willing to engage in strategies that will help them make meaning. ⊛ Model before, during, and after reading strategies.

Higher Order Thinking	⊛ Has trouble discussing motivation, values, basis for decisions and relationships with other characters
	⊛ May have trouble with point of view
	⊛ Has trouble inferring—time, place, plot
	⊛ May not realize that in experiences with a variety of texts he or she has developed schema and needs to connect to it
	⊛ Reads to gain minimal information (correct answer)
	⊛ Unaware that:
	  ⊛ Authors have specific intentions and readers are capable of determining them
	  ⊛ Readers have the right to disagree with or question the author's opinion but should have reasons for disagreeing
	  ⊛ Authors, including scientists, and other authorities have points of view that are often implicitly rather than explicitly embedded in text
	  ⊛ Because something appears in print does not mean it is true
	⊛ No evidence of:
	  ⊛ Predicting
	  ⊛ Questioning
	  ⊛ Clarifying
	  ⊛ Summarizing
	  ⊛ Connecting
	  ⊛ Evaluating
		⊛ Lead discussions that focus on concepts, implications, and ideas—not just factual recall.
		⊛ Ask students to make predictions and draw inferences about the text.
		⊛ Ask students to compare and contrast.
		⊛ Encourage students to make personal connections.
		⊛ Be sure that students think about implications.
		⊛ Ask students to examine the assumptions of characters or the author and to examine their own personal assumptions about what they are reading.
		⊛ Teach students to evaluate information, characters, the author's style, etc.
		⊛ Ask students to analyze situations and characters.
		⊛ Stress reading as problem solving. Ask students to reflect upon and analyze what they found confusing and what they did to make meaning.
		⊛ Model higher order thinking for the students by sharing your thoughts and ideas in a think aloud.
		⊛ Establish transformational oral relationships to facilitate learning (Skolnick, 2000).

Motivation	⊛ Reluctant to choose own reading materials ⊛ Dislikes long books ⊛ Extrinsic reader ⊛ Likes to read for correct answers ⊛ Rarely reads during free time ⊛ Reads only one kind of material	⊛ Give students lots of choice in what they read. ⊛ Allow students to talk informally about what they have read. ⊛ Allow students to socialize, discuss, work together on projects related to their reading, etc. ⊛ Allow students to bring in and share text they have read and enjoyed. ⊛ Build a risk-free environment. ⊛ Model your own motivation for reading and model reading yourself. ⊛ Provide lots and lots of materials with different reading levels, different genres, and different content areas. ⊛ Administer an interest inventory and gather appropriate reading materials.

Overhead/Handout C

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
2	**2.4**	**324**

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The Individual Reading Conference as an Assessment

Content Area Reading

Oral Fluency

- Reading may be slower or more deliberate in difficult areas.
- Vocabulary may be unfamiliar and require syllable-by-syllable decoding.
- Background knowledge may be more important.
- Rereading words or passages may be more frequent.

Comprehension

- Author's organizational pattern (text structures and text features) are important.
- Context clues may not be as important for vocabulary—students may need to use root words, prefixes/suffixes, or syllables.
- Retell and teacher prompts will be different.
- Purpose for reading needs to be clarified from the onset.

Strategies

- Visual clues or text features—maps, graphs, titles, statistics, charts, spread sheets, etc. are as critical as text.
- Before reading, during reading, and after reading strategies are more deliberate.
- Purpose for reading, type of text, text features, and thinking processes are different.
- Resources are used to get past difficulty.
- Questions or reflections on the part of the reader on what is read.
- Self-questioning is important and varies depending on text and purpose for reading.
- Awareness of author's purpose and style in influencing the audience.

Higher Order Thinking

- Critical judgment is more important—relevancy, accuracy of information, author's credentials, etc.
- Access to background information is the foundation for building on information.
- Application and utility of information are more important that memorizing.

Motivation

- Text difficulty needs to match reader's ability.
- Choice and variety are even more important.
- Application of the real world to what is read is important.

Competent Assessment of Reading:
Toolkit for Professional Developers

Overhead/Handout D

Section	Activity	Page
2	2.4	325

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Think Aloud Example

Amphibian Dramatics

…At the end of the island I noticed a small green frog. He was exactly half in and half out of the water, looking like a schematic diagram of an amphibian, and he didn't jump.

He didn't jump; I crept closer.…Just as I looked at him, he slowly crumpled and began to sag. The spirit vanished from his eyes as if snuffed. His skin emptied and drooped; his very skull seemed to collapse and settle like a kicked tent. He was shrinking before my eyes like a deflating football. I watched the taut, glistening skin on his shoulders ruck, and rumple, and fall. Soon, part of his skin, formless as a pricked balloon, lay in floating folds like bright scum on top of the water; it was a monstrous and terrifying thing. I gaped bewildered, appalled. An oval shadow hung in the water behind the drained frog; then the shadow glided away. The frog skin bag started to sink.

I had read about the giant water bug but had never seen one…Its grasping forelegs are mighty and hooked inward. It seizes a victim with these legs, hugs it tight, and paralyzes it with enzymes injected during a vicious bite. That one bite is the only bite it ever takes. Through the puncture shoot the poisons that dissolve the victim's muscles and bones and organs—all but the skin—and through it the giant water bug sucks out the victim's body, reduced to a juice.

From Pilgrim at Tinker Creek by Annie Dillard
Copyright © 1974. By Annie Dillard. Used by permission of HarperCollins Publishers.

What does the title mean?

What is happening?

Overhead/Handout D

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At Your Table

- What different characteristics are in narrative text and in informational text?

- What different reading strategies would you expect your students to use in reading informational text?

- How would your role in conducting the IRC change with informational text?

- What questions do you have about conducting an IRC using informational text?

Competent Assessment of Reading:
Toolkit for Professional Developers

Overhead D

Section	Activity	Page
2	2.4	327

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The Individual Reading Conference as an Assessment

Sadako and the Thousand Paper Cranes

By Eleanor Coerr

Chapter 1: Good Luck Signs

Sadako was born to be a runner. Her mother always said that Sadako had learned to run before she could walk.

One morning in August 1954 Sadako ran outside into the street as soon as she was dressed. The morning sun of Japan touched brown-highlights in her dark hair. There was not a speck of cloud in the blue sky. It was a good sign. Sadako was always on the lookout for good luck signs. Back in the house her sister and two brothers were still sleeping on their bed quilts. She poked her big brother, Masahiro.

"Get up, lazybones!" she said. "It's peace day!"

 Masahiro groaned and yawned. He wanted to sleep as long as possible, but like most fourteen year-old boys, he also loved to eat. When he sniffed the good smell of bean soup, Masahiro got up. Soon Mitsue and Eiji were awake, too.

Sadako helped Eiji get dressed. He was six, but he sometimes lost a sock or shirt. Afterward, Sadako folded the bed quilts. Her sister, Mitsue, who was nine, helped put them away in the closet.

Rushing like a whirlwind into the kitchen, Sadako cried, "Oh Mother! I can hardly wait to go to the carnival. Can we please hurry with breakfast?" Her mother was busily slicing pickled radishes to serve with the rice soup. She looked sternly at Sadako. "You are eleven years old and should know better," she scolded. "You must not call it a carnival. Every year on August sixth we remember those who died when the atom bomb was dropped on our city. It is a memorial day." Mr. Sasaki came in from the back porch. "That's right," he said. Sadako chan, you must show respect. Your own grandmother was killed that awful day."

"But I do respect Oba chan," Sadako said. "I pray for her spirit every morning. It's just that I'm so happy today."

"As a matter of fact, it's time for our prayers now," her father said. The Sadako family gathered around the little altar shelf. Oba chan's picture was there in a gold frame. Sadako looked at the ceiling and wondered if her grandmother's spirit was floating somewhere above the altar.

"Sadako chan!" Mr.. Sasaki said sharply.

Sadako quickly bowed her head. She fidgeted and wriggled her bare toes while Mr.. Sasaki spoke. He prayed that the spirits of their ancestors were happy and peaceful. He gave thanks for his barbershop. He gave thanks for his fine children. And he prayed that his family would be protected from the atom bomb disease called leukemia.

Handout E

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
2	2.4	328

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The Individual Reading Conference as an Assessment

Many still died from the disease, even though the atom bomb had been dropped on Hiroshima nine years before. It had filled the air with radiation—a kind of poison—that stayed inside people for a long time.

At breakfast Sadako noisily gulped down her soup and rice. Masahiro began to talk about girls who ate like hungry dragons. But Sadako didn't hear his teasing. Her thoughts were dancing around the Peace Day of last year. She loved the crowds of people, the music, and fireworks. Sadako could still taste the spun cotton candy.

She finished breakfast before anyone else. When she jumped up, Sadako almost knocked the table over. She was tall for her age and her long legs always seemed to get in the way.

"Come on, Mitsue chan" she said. "Let's wash the dishes so that we can go soon."

When the kitchen was clean and tidy, Sadako tied red bows on her braids and stood impatiently by the door.

"Sadako chan," her mother said softly, "we aren't leaving until seven-thirty. You can sit quietly until it is time to go."

Sadako plopped down with a thud onto the tatami mat. Nothing ever made her parents hurry. While she sat there a fuzzy spider paced across the room. A spider was a good luck sign. Now Sadako was sure the day would be wonderful. She cupped the insect in her hands and carefully set it free outside.

"That's silly," Masahiro said. "Spiders don't really bring good luck."

"Just wait and see!" Sadako said gaily.

Competent Assessment of Reading:
Toolkit for Professional Developers

Handout E

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Section	Activity	Page
2	2.4	329

The Individual Reading Conference as an Assessment

Form for Recording Student Reading Data

Student Name: _____

Title of Book: _____
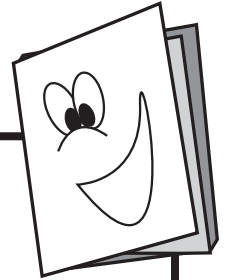
Oral Fluency
Comprehension
Strategies
Higher Order Thinking
Motivation

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The Individual Reading Conference as an Assessment

Form for Recording Student Reading Data

Student Name: Stacy

Title of Book: *Sadako and the Thousand Paper Cranes*
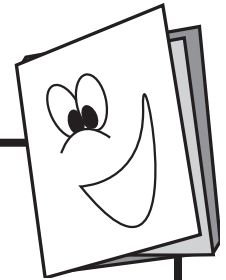
Oral Fluency

Read slowly in parts and then read more quickly.
Read a little more expressively at first; then used monotone.

Comprehension

Tried to retell story through insignificant and unimportant details. Misread words and did not maintain author's meaning. Substitutes these words that are similar in look and length.

But	over	poison	do	her	hungry
Back	our	potion	don't	his	hunger

Strategies

Sounded out words that were nonsense words.
Self-corrected only once.

Higher Order Thinking

Made only a few connections at a very low level
(Example—This reminds me of my Grandma...).

Motivation

Pleasant discussion
Freely talked

Competent Assessment of Reading:
Toolkit for Professional Developers

Overhead/Handout E

Section	Activity	Page
2	2.4	331

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The Individual Reading Conference as an Assessment

Section 3
Acting as a Researcher

Activity 3.1   **Bodies of Evidence in Reading Assessment**

Activity 3.2   **Looking for Results**
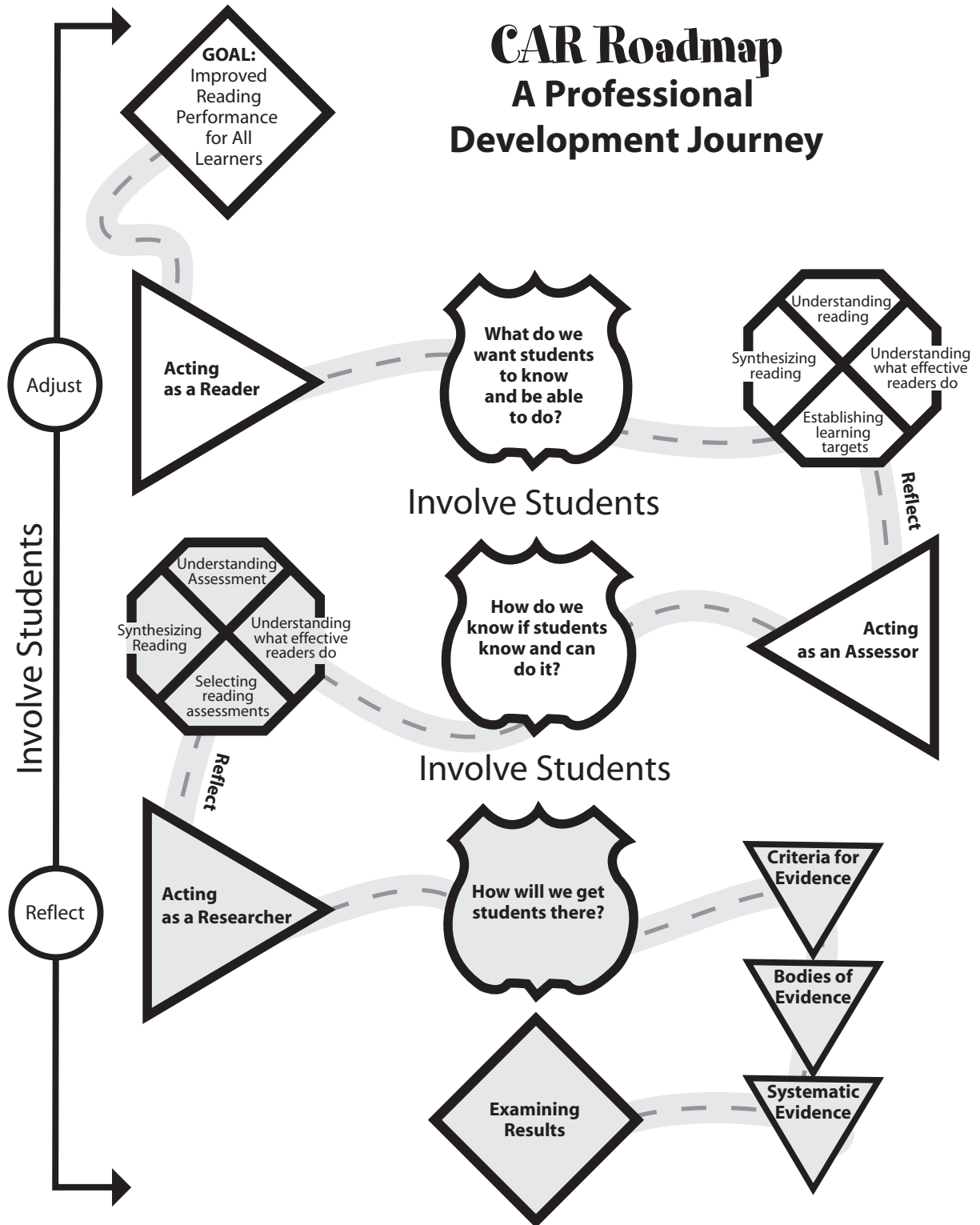
Competent Assessment of Reading

Learning to read is an individual journey....

CAR Roadmap
A Professional Development Journey

GOAL: Improved Reading Performance for All Learners

Adjust

Acting as a Reader

What do we want students to know and be able to do?

Understanding reading

Synthesizing reading

Understanding what effective readers do

Establishing learning targets

Involve Students

Reflect

Involve Students

Understanding Assessment

Synthesizing Reading

Understanding what effective readers do

Selecting reading assessments

How do we know if students know and can do it?

Acting as an Assessor

Reflect

Involve Students

Acting as a Researcher

How will we get students there?

Criteria for Evidence

Bodies of Evidence

Systematic Evidence

Examining Results

Reflect

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Page
3	**334**

Bodies of Evidence in Reading Assessment

Purposes

1. To examine the quality of bodies of evidence
2. To refine understanding of the purposes of reading assessment
3. To formulate a plan for systematic sampling of evidence
4. To cross-check the reading system for validity and reliability of evidence
5. To discuss how evidence can be used to convey information about readers in various reporting formats
6. To act as a researcher in one's own classroom, determining what assessment practices need to be improved and how

Uses

This activity is designed for educators who have prerequisite and working knowledge of the individual reading system and assessment design. Those who want to begin to reflect and act on their practice by using assessment evidence. The plan for engaging in this process is called *systematic sampling*, and it is developed in this activity. The sampling will take place in the classroom by reading teachers as they keep a log of how they responded to the evidence of student learning in their instruction. The evidence will be examined at a later date in a follow-up session.

Competent Assessment of Reading began with the end in mind by determining just what effective readers know and can do and agreeing upon what an effective reader performance looks like. It is time to judge whether assessment evidence gathered is adequate or inadequate to determine reading performance and make appropriate adjustments to the learning course.

Rationale

In Section 2, some quality assessment methods were presented as a means for competently assessing reading. However, no one assessment of reading should be used to inform next steps in instruction for the teacher (Clay, 1993). Multiple and varied pieces of evidence (assessments) are needed to give the teacher a reliable picture of the reader's performance in operating his or her reading system. Thus, multiple bodies of evidence are necessary to reduce the possibilities of errors; that is, a teacher should not use a single measure to assess important indicators for the student. If infrequent or occasional observations are the only evidence collected then that information can be misleading in determining the strengths and weaknesses of the reader (Clay, 1993).

Competent Assessment of Reading:
Toolkit for Professional Developers

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Facilitator's Notes

Section	Activity	Page
3	3.1	335

Bodies of Evidence in Reading Assessment

Bodies of evidence, as defined here, are systematic samplings of a reader's performance on a range of reading understandings and skills to determine the level of operation and effectiveness of the performance of the reading system. In this section, the design of such a sampling system is explored and a plan of action is formulated. The contents are designed and implemented by classroom teachers and students. The purpose is to examine and inform the quality of the reading assessment-instruction cycle and to reflect on the level of reading achieved by learners in a classroom reading system. *It is not meant to be an evaluative tool for the student or as part of a bigger evaluative portfolio system at this time.* So, this section also explores instructional portfolios as they relate to reading.

The pieces of evidence chosen as part of the body of evidence need to meet certain criteria before being selected as a piece of evidence to cross-check the reading system for validity and reliability. First, the evidence must meet standards of quality and thus be likely to yield accurate information. We explore these standards of quality in Section 2. To define quality for evidence (systematic sampling of tasks students do) we specifically looked at Marie Clay's (1993, p. 7) four characteristics of a systematic observation. We also expanded the list to include other characteristics we feel need to be considered to complete a list for *Quality Criteria for Evidence.*

1. *A standard task*, meaning one that is repeatable and comparable in measuring reading performance over time

2. *A standard way of setting up the task* each time, meaning the same skilled procedures and conditions apply each time the task is administered

3. *Ways to know if we can rely on observation and make reliable comparisons* between performances (reliability), meaning a cross-checking system between assessments so one can be compared against the other

4. *A task that is authentic* to the real world as a guarantee that the observation will relate to what the student is likely to do with reading in the real world (validity), meaning the task is one that encourages better performance of reading, not simply skill acquisition

5. *The evidence must be collected over a period of time*

6. *The evidence must be of learning toward the reading targets*

7. *The evidence has little or nothing inferred from the performance*, meaning there is no bias or distortion

Each of the competent assessments of reading demonstrated in this training meet these criteria, but they must be orchestrated together, systematically, to give a reliable picture of the reader's performance. The reason for this is three-fold. First, if the body of evidence is structured appropriately, the totality of the assessments is more reliable. Each assessment will reveal subtle nuances in the reader's performance that otherwise would go undetected. Second, by observing reader behavior in various contexts, teachers will begin to see more in reader performances. Finally, numerous assessments based on clear criteria give teachers the evidence they need for talking about how to improve reading performance and the reading system of which the evidence speaks.

For it is the totality of assessment information that determines what the next instructional steps should be and where the learner is in the reading assessment-instruction cycle and, ultimately, the reading system. If we know what we want readers to know and do and if we assess where the learner is in achieving it, then we need to periodically take a look at the quality of the reading assessment system in the classroom. That is one way to ensure that the reading program is effectively working for *all* learners.

In conclusion, participants will engage in a question and answer session centered on reporting issues. These issues seem to arise when teachers try to make changes in assessment and an airing of concerns can ease difficult transitions. A critical review of report card letter grades in reading are examined as a means to communicate what the evidence says and what we value in effective reader performance. What does a letter grade in reading mean? What information is provided to the audience about reading progress? Traditionally, the teacher uniquely defines reading grades based upon his/her understanding of reading. Is what we report about reading reflective of what we know about effective reader performance? These issues are discussed in an open forum with a focus on questions rather than answers.

Facilitator's Notes

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
3	**3.1**	**336**

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Bodies of Evidence in Reading Assessment

Supplies

Overhead projector

Screen

Blank transparencies

Transparency pens

Student work—Bodies of Evidence Folders, Sample Report Cards (collect after use)

Materials

Item	Title	Page Number(s)
Overhead A	*Key Vocabulary Terms Directions for Terms Activity* (15 minutes for pages 346–349)	346–347
Overhead B	*Bodies of Evidence in Reading Assessment—Purposes*	348
Overhead/Handout B	*Bodies of Evidence in Reading Assessment*	349
Overhead B	*Examining the Quality of Bodies of Evidence—Questions* (60 minutes for pages 350–357)	350
Handout B	*Examining the Quality of Bodies of Evidence Note Sheet*	351
Overhead B	*Quality Criteria for Bodies of Evidence*	352–353
Handout B	*Quality Criteria for Bodies of Evidence Checklist*	354
Overhead/Handout C	*Which Ones Meet the Criteria for Evidence?*	355
Overhead/Handout C	*Description of Type of Assessment as Acceptable Evidence*	356
Overhead/Handout D	*Comprehension Strategies Study*	357
Overhead/Handout D	*Systematic Sampling System* (40 minutes for pages 357–360)	358
Overhead/Handout D	*Systematic Sampling of Reader Performances*	359

Competent Assessment of Reading:
Toolkit for Professional Developers

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Facilitator's Notes

Section	Activity	Page
3	**3.1**	**337**

Bodies of Evidence in Reading Assessment

Materials (continued)

Item	Title	Page Number(s)
Overhead/Handout D	*Systematic Sampling Planning Grid* (10 minutes)	360
Overhead/Handout D	*Matching Assessments to Learning Targets* (30 minutes for pages 361–367)	361
Overhead E	*Unpacking the Reading Grade*	362
Handout E	*Unpacking the Reading Grade— Report Card Samples*	363–366
Overhead E	*Q & Q About Reading & Reporting*	367

2 hours and 35 minutes

Facilitator's Notes

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
3	**3.1**	**338**

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Bodies of Evidence in Reading Assessment

Facilitator Notes

Reviewing and Setting Purposes		**15 minutes**
Overhead A *Key Vocabulary Terms* *Directions for Terms Activity*	pp. 346–347	Use the *CAR Roadmap* to explain where we are in our journey (found at the beginning of Section 3). As we move into Section 3 of the training, handout the *Key Vocabulary Terms* sheet (page 346) for Part III. Ask participants individually to read over the terms and definitions. ✤ Ask them to flag three terms or less that they feel are difficult for them to understand. ✤ Ask them to flag three or less terms they think are easy to understand. ✤ Ask them to create one question they have about any of the terms. Using overhead (page 347) ask groups to discuss their flagged terms and the question they wrote. In their group they are to come up with one term for the whole group as the term that is most difficult for them, as well as the one term that is easy for them. Ask them to post these terms and all of their questions on chart paper. Allow each group 2 minutes to state its terms and two questions. Summarize this part by posting all the difficult terms on a whole group list and state that most of the terms will be addressed throughout this training. However, you may want to give examples or explain in more depth some of the terms before you move on.
Overhead B *Bodies of Evidence in Reading Assessment—Purposes* Overhead/ Handout B *Bodies of Evidence in Reading Assessment*	p. 348 p. 349	Refer to the purposes, Overhead B (page 348) of this activity and how their questions will be answered throughout this session. State that in the last section we talked about quality reading assessment and in this section we will use those assessments to design a reading assessment system for their classroom. Use the overhead (page 349) to ask, "What is a body of evidence?" Discuss. If necessary, link bodies of evidence in this case of reading to the bodies of evidence in a detective's case or judging a sports event or other more serious decisions made by a professional. For example, a detective or judge would likely need more than one piece of evidence to make a judgment as to who did it. Likewise, in reading, teachers need more than one piece of evidence to substantiate who is an effective reader and where readers are in the process. Define bodies of evidence as systematic samplings of a reader's performance on a range of reading understandings and skills to determine the level of operation and effectiveness of the performance of the reading system. Participants should take notes. Ask, "What does this mean?" Discuss each part of the definition as needed.

Competent Assessment of Reading:
Toolkit for Professional Developers

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Facilitator's Notes

Section	Activity	Page
3	3.1	339

Bodies of Evidence in Reading Assessment

Examining the Quality of Bodies of Evidence		**60 minutes**
Overhead B *Examining the Quality of Bodies of Evidence—Questions*	p. 350	Distribute folders to each participant for Student A and give participants 15 minutes to review the evidence and discuss it with a partner. Then distribute folders for Student B and ask participants to discuss this evidence. Give them 15 minutes again. Ask participants to take notes on their handout (page 381) as they review the folders of evidence for later group discussion.
Handout B *Examining the Quality of Bodies of Evidence—Note Sheet*	p. 351	Refer to the following questions as listed on the handout (page 351) to begin the whole group discussion around the evidence for Student A and Student B. Participants should have any notes they took on handout (page 351) to refer to for the group discussion: ✺ What are each student's strengths and weaknesses in reading? ✺ Which pieces of evidence give you the best picture of where the student is in his/her reading development? Why? Refer to the Reading Targets developed by the participants earlier in the training. ✺ What would be your next instructional step in a reading lesson? Why?
Overhead B *Bodies of Evidence Folders: Student A and Student B*	pp. 433–453	You might begin the discussion by eliciting two groups to share their findings and justify their reasoning. *Make sure participants understand that one folder illustrates a rich body of evidence. The other does not.* The best pieces of evidence are those that give explicit information about the Reading Targets and Indicators developed in Section Two and are built throughout the course of the training. Longitudinal or developmental rubrics of reading behaviors would also serve the purpose of determining the quality of the bodies of evidence because they also include indicators you can match up to evidence. We will use developmental rubrics for the next part of this activity. You may use the *Bay District Schools Reading Record* or other examples from your local school, district, or other sources you have. The participants will determine if the evidence in the portfolio is substantive enough to show where the reader is progressing toward becoming an effective reader. If so, ask, "Which pieces give critical information?" "What additional pieces do you need to make a judgment about your reader?" Ask, "What happens if the bodies of evidence are of poor quality?" Discuss. State that because the quality of the evidence has such an impact on instructional decisions, the quality is critical. Therefore, we will use criteria to judge the quality of the evidence, just as you would use criteria to assess student work.

Facilitator's Notes

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
3	**3.1**	**340**

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Bodies of Evidence in Reading Assessment

Overhead B *Quality Criteria for Bodies of Evidence* Blank overhead or chart paper Handout B *Quality Criteria for Bodies of Evidence Checklist* Overhead/Handout C *Which Ones Meet the Criteria for Evidence?*	pp. 352–353 p. 354 p. 355	For this part, it may help participants to refer back to the folders they reviewed earlier on Student A and Student B. Write the following question on a blank overhead or chart paper, "What should the criteria be for a piece of evidence if the purpose is to sample a student's reading performance systematically over time?" When the discussion needs more direction, refer participants to their handout and the overhead (pages 352–354) to summarize the criteria for evidence, pulling from participants' input as appropriate. Share the *Quality Criteria for Bodies of Evidence Checklist* (page 354), and suggest they keep this checklist as a tool for reviewing when a body of evidence should be considered. To check for understanding, refer participants to the handout that shows possible assessments in a reading-writing classroom (page 355). Review the types of assessment listed on page 355. Ask for examples of each type. Allow participants time to ask questions about this page. For the next part of this activity assign one type of assessment from page 355 to each participant (or pairs). For example, one person or pair is assigned "Student self-assessment" while another would be assigned "Working documents."
Overhead/Handout C *Description of Type of Assessment as Acceptable Evidence*	p. 356	Directions to participants: ✤ Describe how you would develop that assessment so that it would meet all the criteria for bodies of evidence using the checklist on page 354. To do this, read one criterion at a time and explain the reasoning behind why that piece of evidence would or would not meet that criterion (or refer to resources for quality assessment rubric). ✤ Use the *Description of Type of Assessment as Acceptable Evidence* (page 356) to capture the ideas into an organized list so that other participants can visualize how the assessment should be developed so that it meets all the criteria listed on the checklist. ✤ Post these description note sheets.
Overhead/Handout D *Comprehension Strategies Study: Improving Comprehension Through Making Connections*	p. 357	When individuals at a table are finished, ask participants to do a walk around, reading all the posted sheets to review the types of assessments and determine if the criteria for bodies of evidence have been met for each assessment. To conclude this part of Activity 3.1, review Overhead/Handout D (page 357) with participants. This gives an example of how a teacher triangulates her bodies of evidence to make sure she will be able to pull out good information for making inferences about student reading. Ask participants to share any thoughts they have about this idea. Clarify misconceptions and confusions at this time.

Competent Assessment of Reading:
Toolkit for Professional Developers

Facilitator's Notes

© SERVE 2004

Section	Activity	Page
3	**3.1**	**341**

Bodies of Evidence in Reading Assessment

Formulating a Plan for Systematic Sampling		40 minutes
Overhead/ Handout D *Comprehension Strategies Study: Improving Comprehension Through Making Connections*	p. 357	Let's use what has been defined as acceptable evidence to build bodies of evidence through *systematic sampling*. Tell participants, "The process is designed by you and for you to learn more about the reading system and improving the learner's reading system, to reflect on current practice and the results it produces with readers, and to manage and sustain changes over time." Explain that a body of evidence is comprised of systematic samplings of student performances that meet the criteria for evidence. In this part of the activity, participants design their individual systematic sampling system to comprise a body of evidence. Share Overhead/Handout D, and tell participants they will begin to reflect on their own types of assessment. Refer to page 357 again to show one thinking process (triangulation of evidence) for a systematic sampling system. Point out that there are three different assessments measuring various aspects of the same learning target in reading—make connection to comprehension. Each assessment met the criteria for evidence. Review the criteria and explain how each assessment meets the criteria.
Overhead/ Handout D *Systematic Sampling System* Overhead/ Handout D *Systematic Sampling of Reader Performances*	p. 358 p. 359	Refer participants to overhead/handouts for developing their plan for systematic sampling (pages 358–360). They may work individually or with other participants to, first, establish the learning target. Second, they select three assessments they can or will use in their classrooms that will yield evidence that meets the criteria and matches the learning target they have established. Participants may need to review the handout (page 356) at this point. Explain that they will be asked to implement the systematic sampling system during the course of the next school year. Allow participants 15 minutes to draft their plan. Consult with each group/ individual. Conduct a question-and-answer session midway through this process to air questions, concerns, etc.
Overhead/ Handout D *Systematic Sampling Planning Grid*	p. 360	The last step is to plan how the implementation will happen. Refer participants to the *Systematic Sampling Planning Grid* (page 360) in their handouts. Walk participants through the planning process. Instruct participants to see the facilitator with their draft before designing the plan. Monitor this carefully for feasibility, manageability, etc. Now that each participant has a plan in place for collecting his or her body of evidence, ask, "How do you know that you have designed a quality systematic sampling system?" Discuss. Tell participants that one last check is necessary— a cross-check with the reading system.

Facilitator's Notes

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
3	**3.1**	**342**

© SERVE 2004

Bodies of Evidence in Reading Assessment

Cross-checking the Reading System		**10 minutes**
Overhead/ Handout D *Matching Assessments to Learning Targets*	p. 361	A cross-check of reading assessments with the reading system is necessary to make sure the assessments match the targets of reading assessment. Refer to the overhead as appropriate (page 361).
		Be sure participants understand that they are to use their plans to collect bodies of evidence about students. (If you are meeting with this group again, then tell them they are responsible for bringing that body of evidence folder with them to the next staff development meeting.)
		Ask participants to take about 10 minutes to review and complete Overhead/ Handout D (page 361). They should consider the types of assessments they outlined in their systematic sampling pieces to see how well those will align with the learning targets we have used during this training. Is there a match? Ask for a few participants to share comments on this thinking process and how they will use it in the classroom.

Discussing How Evidence Can Be Used to Convey Information About Readers in Reporting Formats		**30 minutes**
Overhead E *Unpacking the Reading Grade*	p. 362	Tell participants that an examination of what is sometimes done with evidence might be helpful at this point. You will use examples of report cards to show what is done with student evidence. You may use the copies provided in this *CAR Toolkit* (pages 363–366) or pull examples from your schools or other sources for this part of Activity 3.1. During discussion, participants should understand that all these report cards are weak. You may emphasize (either before or after this activity) that today, the main purposes for grading and reporting are:
		☻ To encourage learning to read and support student success.
		☻ To avoid undesirable side effects.
		☻ To be meaningful/understandable to the recipient of the information.
		☻ To accurately communicate student achievement in reading.
Handout E *Unpacking the Reading Grade—Report Card Samples*	pp. 363–366	Use the overhead (page 362) to guide the group discussions around comparing and contrasting report card exhibits. You might want to have larger groups for this conversation, so groups of 6–10 may be preferable. The questions are:
		☻ How are the report cards alike? Different?
		☻ What can you tell about the student's reading achievement or progress?
		☻ Who was the intended audience for what was reported, and was the report sensitive to the audience?
		☻ What information was given in order for parents to help the student grow as a reader?
		☻ What does the report card tell you about the teaching and learning in reading that are promoted in this classroom? School or district?
		☻ What does the reading report communicate about reading?

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Toolkit for Professional Developers

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Facilitator's Notes

Section	Activity	Page
3	**3.1**	**343**

Bodies of Evidence in Reading Assessment

Overhead E	p. 367	Have each group report out highlights of its discussion.
Q & Q About Reading & Reporting		Ask, "Is this what the current system is doing? If you could change the reading report in your class, school, or district, would you change it, and if so, what would it reflect? Why?" Allow participants to question what is currently in place in a Q & A format, referred to here as a Q & Q format. Each participant records his or her questions on the handout (page 367) and turns them in for a leader in the district to address and discuss.

Transition Notes

By putting the systematic sampling process into place, participants will have a way to monitor their progress as well as their students' progress while rethinking reading assessment and acting on new learning. Another support for participants will be to look at how to go about thinking about their own thinking and the evidence they are collecting. In the next activity, participants will learn more about metacognition (thinking about their own thinking) and how to rethink their current practice in terms of their actions. To accomplish this, participants will conduct their own action research in a selected area of reading assessment.

Facilitator's Notes

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
3	**3.1**	**344**

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Bodies of Evidence in Reading Assessment

Overheads & Handouts
Activity 3.1

Competent Assessment of Reading

Learning to read is an individual journey....

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Section	Activity	Page
3	3.1	345

Bodies of Evidence in Reading Assessment

Key Vocabulary Terms

The *CAR Toolkit* targets these "key terms."

Part 3 Terms: Acting as a Researcher

Bodies of Evidence	Systematic or regular samplings of a reader's performance on a range of reading understandings that are used to determine the level of operation and effectiveness of the reader's reading system. Bodies of evidence are used to make decisions and take action regarding student learning. An audiotape of a student reading aloud is one example of a body of evidence.
Evidence	A snapshot of learning (can be a single assessment) taken at a given point in time that meets the criteria for evidence. Some examples are running records, student work samples, assessment products, or performances.
Habits of Mind	"Characteristics of what intelligent people do when they are confronted with problems, the resolutions to which are not immediately apparent" (Costa, 2000, p. 21). Costa and associates describe an expanding list of 16 habits of mind, including persisting, managing impulsivity, etc. The Mid-Continental Research for Education and Learning (McREL) propose self-regulation, critical thinking, and creative thinking as habits of mind.
Reflective Thinking and Action	A continuous examination of the evidence of student learning (assessment) to determine the effectiveness of teaching (instruction). The next step is to think about adjustments that could be made to improve performance and then to take the appropriate action with the next learning opportunity.
Reliability	One technical indicator of quality in an assessment. If an assessment is reliable, it can measure the same performance over time, with different evaluators, and different groups with dependable results. This is important so performances can be compared over time and across evaluators to show achievement for individual and/or group performances. An example of a reliable task is a Running Record.
Systematic Sampling	A plan of action for implementing a range and variety of assessments over a determined period of time at pre-determined intervals. Systematic samplings assess reader performance on targeted learning as evidence of performance.
Triangulation	A method of examining a collection of multiple evidences showing varied pieces of student work toward achievement of learning targets. Triangulation can include products, observations, dialogues, etc.
Validity	If an assessment is valid, it measures what it is designed to measure. One example of a valid assessment is a Literature Circle. The assessment is designed to measure how well a student can discuss ideas about what he or she has read so the task calls for the learner to engage in discussion.

Overhead A

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
3	**3.1**	**346**

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Bodies of Evidence in Reading Assessment

Directions for Terms Activity
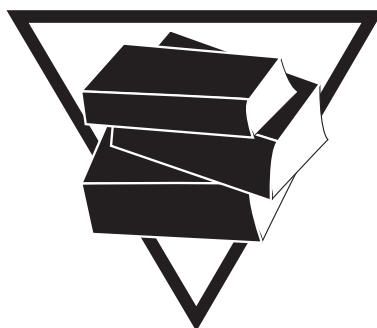
- Read over terms and definitions.

- Flag most difficult and easiest.

- Create question(s) related to terms.

In groups,

- Agree on most difficult and easiest term.

- Post agreed-upon terms, and list all questions on chart paper.

Competent Assessment of Reading:
Toolkit for Professional Developers

Overhead A

Section	Activity	Page
3	3.1	347

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Bodies of Evidence in Reading Assessment

Bodies of Evidence
in Reading Assessment

Purposes:

1. To examine the quality of bodies of evidence

2. To refine understanding of the purposes of reading assessment

3. To formulate a plan for systematic sampling of evidence

4. To cross-check the reading system for validity and reliability of evidence

5. To critically examine the information conveyed about readers in reporting formats

6. To act as a researcher in one's own classroom, determining what assessment practices need to be improved and how

Overhead B

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
3	3.1	348

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Bodies of Evidence in Reading Assessment

Bodies of Evidence in Reading Assessment

What is a body of evidence?

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Toolkit for Professional Developers

Overhead/Handout B

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Section	Activity	Page
3	3.1	349

Bodies of Evidence in Reading Assessment

Examining the Quality of Bodies of Evidence

Questions:

- ☀ **What are each student's strengths and weaknesses in reading?**

- ☀ **Which pieces of evidence give the best picture of where the student is in his/her reading development? Why?**

- ☀ **What would be your next instructional step in a reading lesson for each student? Why?**

Overhead B

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
3	3.1	350

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Bodies of Evidence in Reading Assessment

Examining the Quality of Bodies of Evidence
Note Sheet
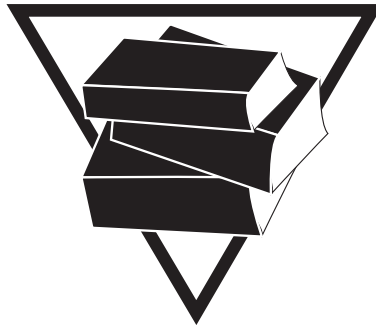
Based on the evidence you have….

- What are Student A's strengths in reading? (How do you know?)

- What are Student A's weaknesses in reading? (How do you know?)

- What would be your next step in a reading lesson for this student? Why? (Is there enough evidence to support your decision?)

- What are Student B's strengths in reading? (How do you know?)

- What are Student B's weaknesses in reading? (How do you know?)

- What would be your next step in a reading lesson for this student? Why? (Is there enough evidence to support your decision?)

Competent Assessment of Reading:
Toolkit for Professional Developers

Handout B

Section	Activity	Page
3	3.1	351

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Bodies of Evidence in Reading Assessment

Quality Criteria for Bodies of Evidence

Quality Criteria for Evidence:

- ☻ **A standard task**

- ☻ **A standard way of setting up the task each time**

- ☻ **Ways to know if we can rely on observation and make reliable comparisons between performances (reliability)**

- ☻ **A task that is authentic to the real world as a guarantee that the observation will relate to what the child is likely to do with reading in the real world (validity)**

Clay, M. (1993). *An Observation Survey of Early Literacy Achievement*, p. 7.

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Toolkit for Professional Developers

Section	Activity	Page
3	3.1	352

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Bodies of Evidence in Reading Assessment

Quality Criteria for Bodies of Evidence (continued)
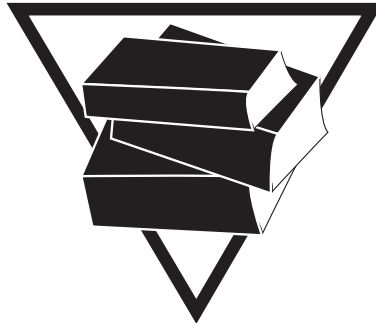
⊗ **Taken systematically over a period of time**

⊗ **Evidence of learning toward the reading standards (effective reader)**

⊗ **Inferences can be made from the performance**

Clay, M. (1993). *An Observation Survey of Early Literacy Achievement*, p. 7.

Competent Assessment of Reading:
Toolkit for Professional Developers

Overhead B

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Section	Activity	Page
3	3.1	353

Bodies of Evidence in Reading Assessment

Quality Criteria for Bodies of Evidence Checklist

Does the assessment meet the criteria?

- Is it a standard task?

- Is there a standard way of setting up the task each time?

- Are there ways to know if we can rely on observation and make reliable comparisons between performances (reliability)?

- Is it a task that is authentic to the real world as a guarantee that the observation will relate to what the child is likely to do with reading in the real world (validity)?

- Can it be taken systematically over a period of time?

- Is it evidence of learning toward the reading standards?

- Can inferences be made from the performance?

Clay, M. (1993). *An Observation Survey of Early Literacy Achievement*, p. 7.

Handout B

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
3	3.1	354

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Bodies of Evidence in Reading Assessment

Which Ones Meet the Criteria for Evidence?

Assessment Inside a Reading-Writing Classroom

Student self-assessment

Working documents

Documents that are evidence of using conventions

Evidence of effort

Documents that are evidence of developing style in writing

Conference notes

Documents created using the tools of technology

Focus to Help Students:

- Document command of the language.
- Create a meaningful collection of work.
- Reflect on strengths, weaknesses, and achievement.
- Set personal goals for improvement.
- Document progress over time.
- Think about their work and ideas.
- Look at a variety of work, styles, and purposes.
- Evaluate effort.
- Begin to view themselves as versatile readers and writers.
- Feel ownership and find work personally relevant.

Student goal cards

Finished documents that are evidence of progress

Reading logs

Audiotape of reading fluency

Writing in response to literature

Project responses to literature

Documents displaying the writer through the writing process

**Caution: Don't over analyze.
Don't simply emphasize skill acquisition.**

Adapted from *Portfolio Assessment in the Reading-Writing Classroom*
By Tierney, R.J., Carter, M, and Desal, L.
Norwood, MA: Christopher-Gordon Publishers, 1991

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Toolkit for Professional Developers

Overhead/Handout C

Description of Type of Assessment as Acceptable Evidence

Assessment type _____

Describe how this type of assessment meets the criteria.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Overhead/Handout C

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
3	3.1	356

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Bodies of Evidence in Reading Assessment

Comprehension Strategies Study: Improving Comprehension Through Making Connections

During the 2000–2001 school year, I worked with a classroom teacher who was concerned about her students' reading level and comprehension. We devised a systematic sampling system with credible evidence to guide our instruction and improve student performance in reading. We used the following assessments to determine baseline data and measure student progress. After pinpointing one of the basic areas of student weakness in comprehension, the strategy of making connections, we began intense instruction over a six-week period with two groups of students. We took assessments at predetermined intervals and adjusted instruction on a daily basis. At the end of our study, we found that the students had not only improved in the area of making connection but also had increased their overall reading level and their ability to comprehend. Here is how we attempted to triangulate our evidence.

Michael Dunnivant, Volusia District Schools

Comprehension Strategies Index and Lexile Level
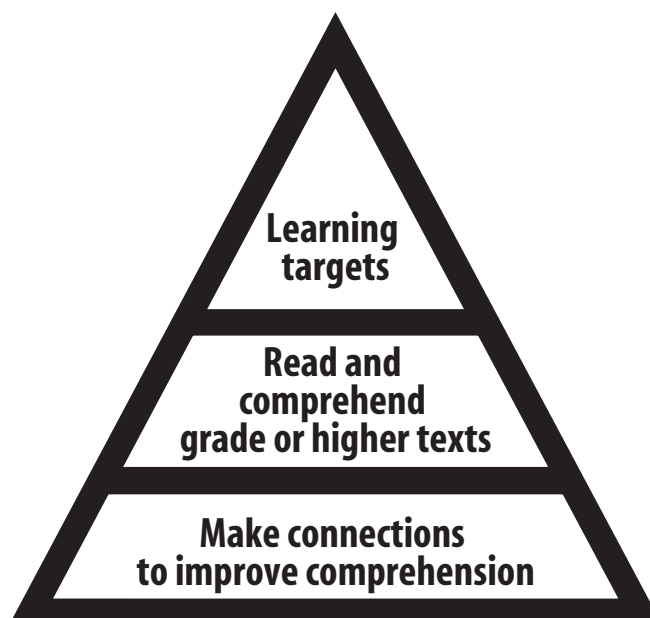
Learning targets

Read and comprehend grade or higher texts

Make connections to improve comprehension

Competent Assessment of Reading:
Toolkit for Professional Developers

Overhead/Handout D

Section	Activity	Page
3	3.1	357

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Bodies of Evidence in Reading Assessment

Systematic Sampling System
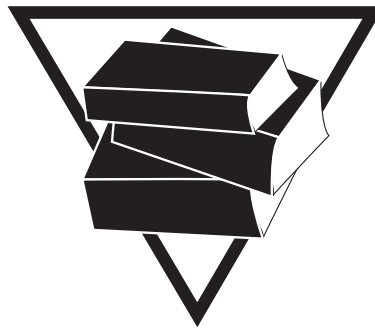
Establish a learning target

Select three assessments that…

⚙ **Match the learning target**

⚙ **Yield evidence that meets the criteria**

Overhead/Handout D

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
3	3.1	358

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Bodies of Evidence in Reading Assessment

Systematic Sampling
of Reader Performances

Directions:

**Select 3 Reading Assessments that will yield evidence
to meet the Criteria for Evidence.**

Assessment #1

_____

Learning
Target
in Reading

Assessment #2

_____

Assessment #3

_____

Competent Assessment of Reading:
Toolkit for Professional Developers

Overhead/Handout D

Section	Activity	Page
3	3.1	359

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Bodies of Evidence in Reading Assessment
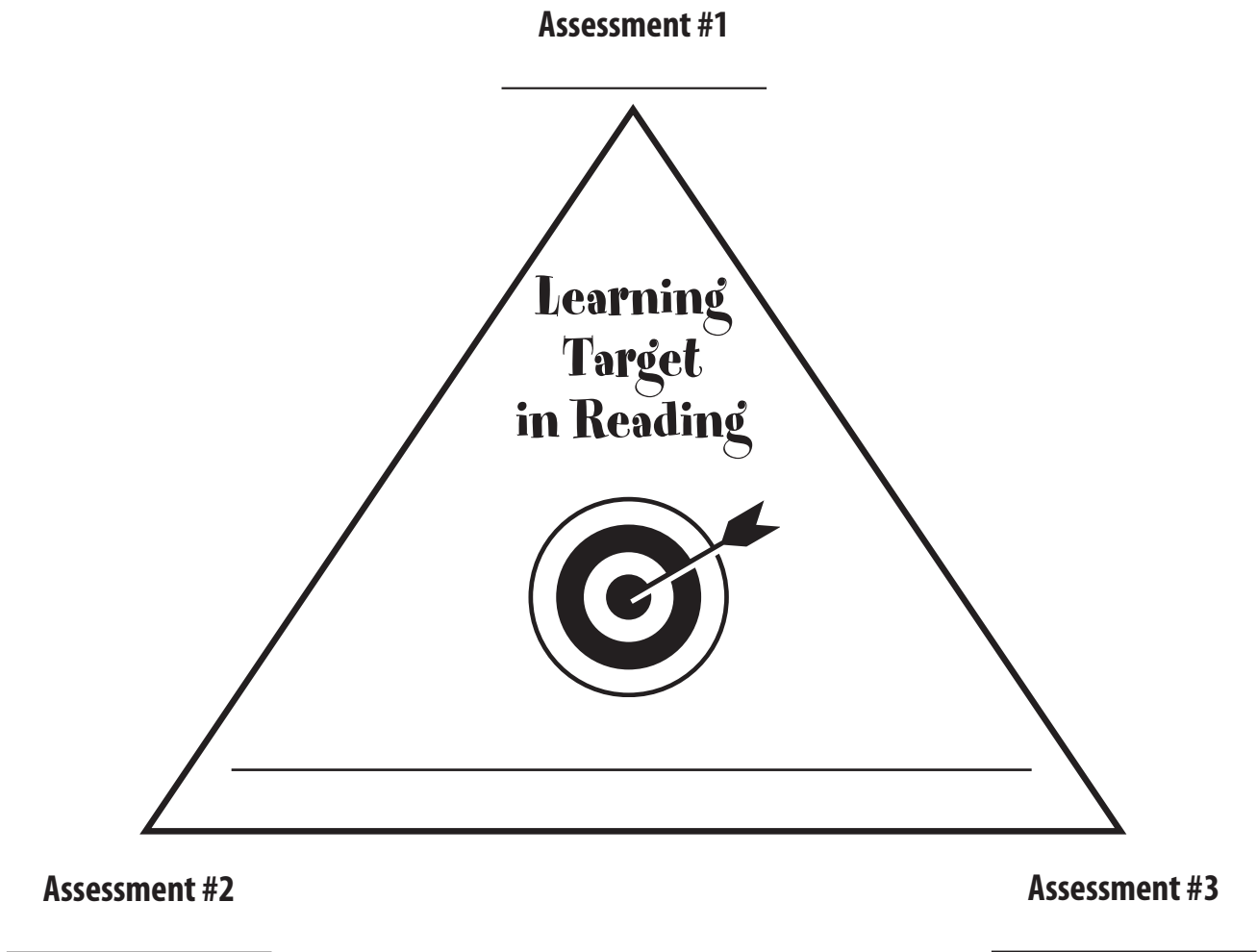
Systematic Sampling Planning Grid

Plot your plan of action on the grid.

What is the assessment?	When and how often will the assessment be conducted?	How will it be conducted?	What evidence will be collected?	How many students will be involved in the sampling?
#1				
#2				
#3				

Overhead/Handout D

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
3	3.1	360

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Bodies of Evidence in Reading Assessment

Matching Assessments to Learning Targets

Which learning targets do your types of assessment match?

Oral Fluency

Integration of the Reading Process

Motivation

Strategies

Higher Order Thinking

Comprehension
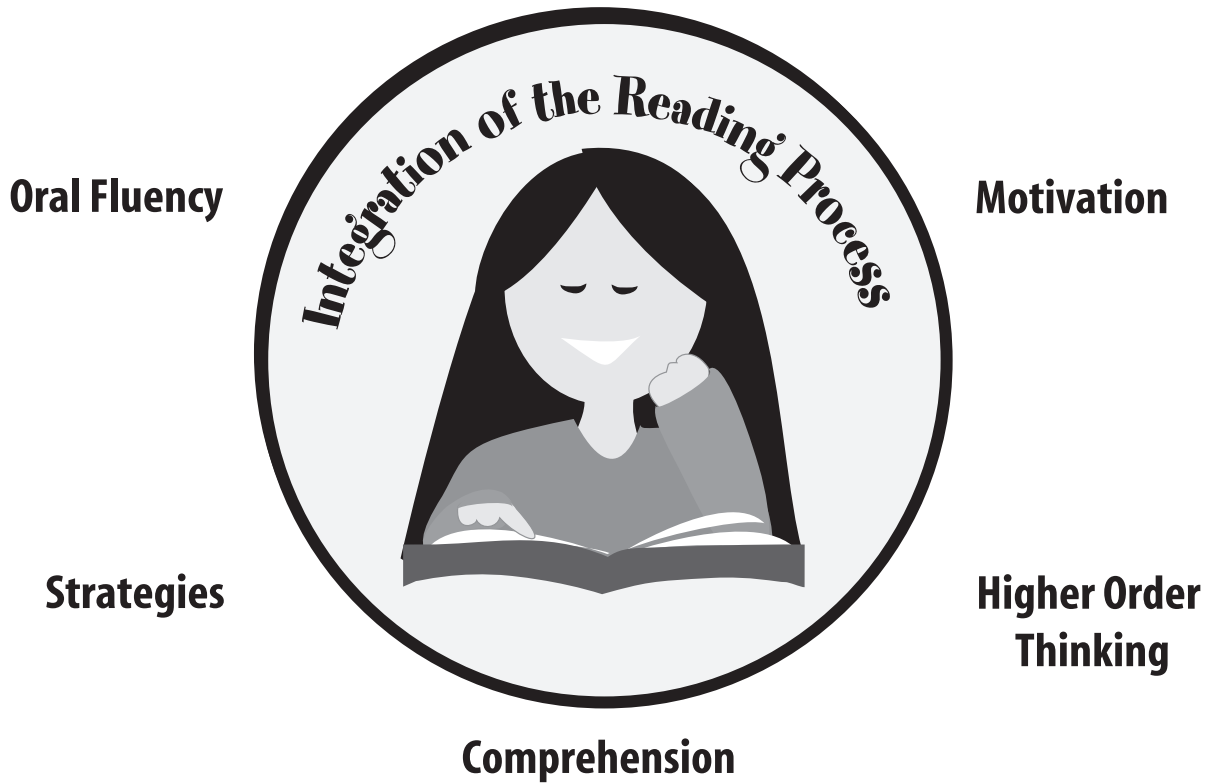
Assessments can measure how the reader *integrates* the targets.

_____

_____

_____

_____

_____

_____

_____

All Systems Check

- Is there a match between the assessments and the learning target they are intended to measure (integrating the processes)?

- Which of the five targets are you assessing?

- Will the assessments yield acceptable evidence of reading performance in the selected targets

- Are the assessments feasible for you?

Competent Assessment of Reading:
Toolkit for Professional Developers

Overhead/Handout D

Bodies of Evidence in Reading Assessment

Unpacking the Reading Grade
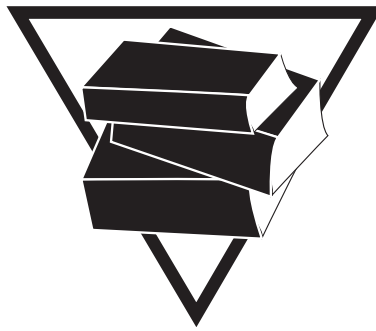
Compare and Contrast:

- How are the report cards alike? Different?

- What can you tell about the student's reading achievement or progress?

- Who was the intended audience for the report, and was the report sensitive to the audience?

- What information was given in order for parents to help the student grow as a reader?

- What does the report card tell you about the teaching and learning in reading that is promoted in this classroom? School or district?

- What does the reading report communicate about reading?

Overhead E

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
3	3.1	362

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Bodies of Evidence in Reading Assessment

Unpacking the Reading Grade

Subjects		1	2	3	4		
Language Arts READING	Grade 1		Report Periods				
PRE-READING	Level 1						
PRE-PRIMER	Level 2	S	S				
PRIMER	Level 3			S	S		
FIRST READER	Level 4						
SECOND READER	Level 5						
SECOND READER	Level 6						
THIRD READER	Level 7						
THIRD READER	Level 8						
FOURTH READER	Level 9						
FIFTH READER	Level 10						
SIXTH READER	Level 11						
HIGHER	Level 12						

Subjects		1	2	3	4		
Language Arts READING	Grade 1		Report Periods				
PRE-READING	Level 1						
PRE-PRIMER	Level 2						
PRIMER	Level 3						
FIRST READER	Level 4						
SECOND READER	Level 5	S	S				
SECOND READER	Level 6			S	S		
THIRD READER	Level 7						
THIRD READER	Level 8						
FOURTH READER	Level 9						
FIFTH READER	Level 10						
SIXTH READER	Level 11						
HIGHER	Level 12						

Codes

A—Superior

B—Above Average

C—Average

D—Below Average

U—Unsatisfactory

Competent Assessment of Reading:
Toolkit for Professional Developers

Handout E

Section	Activity	Page
3	3.1	363

Subjects		1	2	3	4		
Language Arts READING	Grade 1	Report Periods					
PRE-READING	Level 1						
PRE-PRIMER	Level 2						
PRIMER	Level 3						
FIRST READER	Level 4						
SECOND READER	Level 5						
SECOND READER	Level 6						
THIRD READER	Level 7	S					
THIRD READER	Level 8		S	S	S		
FOURTH READER	Level 9						
FIFTH READER	Level 10						
SIXTH READER	Level 11						
HIGHER	Level 12						

A—Superior

B—Above Average

C—Average

D—Below Average

U—Unsatisfactory

Grade 4

		Report Periods			
		1	2	3	4
Language Arts Reading	Grade	C	B	B	C
Above Grade Level					
At Grade Level					
Below Grade Level					

Parent's and Teacher's Comments

(Please date all comments)

Grade 4

Student is weak in oral reading and should practice more at home. She has progressed nicely in all other areas especially math and spelling.

1st Quarter

Student continues to do good work; she is working at grade level in spelling and will be working at grade level in reading next quarter. I am proud of her progress.

Competent Assessment of Reading:
Toolkit for Professional Developers

Handout E

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Bodies of Evidence in Reading Assessment

Grade 5

		Report Periods			
		1	2	3	4
Language Arts					
Reading	Grade	C	C-	C	C
Above Grade Level					
At Grade Level		✓	✓	✓	✓
Below Grade Level					

Grade 6

SUBJECTS ╲ REPORT PERIODS	1	2	3	4	Year Average
READING LEVEL	B	C	C+	B	B-
	12	12	12	12	12

Grade 7 School Achievement Record

REPORT PERIODS				1st Term Average	2nd Term Average	3rd Term Average
1	2	3	4			
B／B	B／A	B／A	B／B	C+	B	B

Grade 8 School Achievement Record

REPORT PERIODS				1st Term Average	2nd Term Average	3rd Term Average
1	2	3	4			
B／B	B／B	B／B	B／B	B	B	B

A—Superior

B—Above Average

C—Average

D—Below Average

U—Unsatisfactory

Competent Assessment of Reading:
Toolkit for Professional Developers

Handout E

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Section	Activity	Page
3	**3.1**	**365**

Bodies of Evidence in Reading Assessment

Grade 9 School Achievement Record

Subjects (Write in Name of Course)	Report Periods						1st Term Average	2nd Term Average	3rd Term Average
	1	2	Exam	4	4	Exam			
English/ Language Arts	92	94	82	89	82	76	91	83	87

Grade 10 School Achievement Record

Subjects (Write in Name of Course)	Report Periods						1st Term Average	2nd Term Average	3rd Term Average
	1	2	Exam	4	4	Exam			
English/ Language Arts	86	82	-	60	81	81	84	73	79
II									

Grade 11 School Achievement Record

Subjects (Write in Name of Course)	Report Periods						1st Term Average	2nd Term Average	3rd Term Average
	1	2	Exam	4	4	Exam			
English/ Language Arts	88	74	-	78	78		81	78	80
III-2									

Marking Scheme:

A—Superior (93–100)

B—Above Average (85–92)

C—Average (77–84)

D—Below Average (70–76)

U—Unsatisfactory (Below 70)

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Bodies of Evidence in Reading Assessment

Q & Q About Reading & Reporting
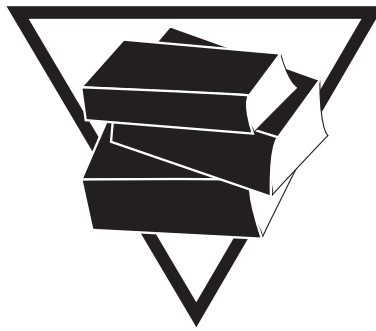
Here is my question.

Here are more questions.

Competent Assessment of Reading:
Toolkit for Professional Developers

Overhead E

Section	Activity	Page
3	3.1	367

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Bodies of Evidence in Reading Assessment

▽ Looking for Results

Purposes

1. To evaluate student assessments used in the classroom
2. To continue to plan a course of action for in-depth study
3. To learn a thinking-action process for making decisions based on results
4. To practice the habits of mind for reflective action
5. To set goals around the *Competent Assessment of Reading Dimensions Self-Assessment* as a basis for in-depth study

Uses

This activity is designed for educators who have prerequisite and advanced working knowledge of the reading system and assessment design who want to begin action research as a way to look for results in their practice. In Section 3, Activity 1, participants were asked to collect a body of evidence folder and to bring that folder to this session. This activity is dependent upon participants bringing in their student work folders. This activity takes participants on a journey of self-assessment, study, and action to affect classroom practice over time. It prepares participants to do a self-study and allows them planning time to engage in a modified problem-based learning approach. Participants will document their actions over the course of the study and return with documentation and discussion in a follow-up session.

Rationale

Why are some teachers more effective than others are when it comes to reading? Why do some teachers get consistent results in reading performance, year after year, regardless of the make-up of the group of learners? One prominent reading researcher, Marie Clay, refers to the interaction between teacher and learner as a violinist in an orchestra. When the violinist knows one of the strings is off pitch, he hears where the sound is coming from and adjusts the string mid-stream while playing (1993). The action is taken immediately to avoid disaster. Another example is the analogy of the "dance" between "a teacher and her students as they engage in powerful learning activities" (Martin-Kniep, 1998). The common thread running through both analogies is the suggestion of interplay between teacher and learner based on a reflective, responsive, and recursive (Wiggins, 1998) way of thinking that leads to purposeful actions. This thinking is a seemingly effortless back and forth of teaching and learning that continues in a deliberate fashion toward the targeted result—effective readers. There are many complicated factors that are at work here, but one cannot argue with the results.

Competent Assessment of Reading:
Toolkit for Professional Developers

Facilitator's Notes

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Section	Activity	Page
3	3.2	369

Looking for Results

Competent Assessment of Reading tries to harness that power of a reflective, responsive, and recursive way of thinking and purposeful action into an approachable task for teachers wherever they are in their professional learning. Eventually, however, the task that seems laborious can become a natural process of problem solving and a way to make sense of the complexities of the classroom experience. It is a matter of practicing new learning, seeing the results of actions, and getting the necessary support along the way that can make a difference in changing a way of thinking about teaching and learning in reading. Marie Clay says, "the first step is a matter of action" (1993, p. 24).

This activity seeks to allow teachers reflection and action time for in-depth study. By pinpointing a reading problem or a question in the complex area of reading assessment, the teacher can begin to research, converse, and gather evidence of actions to reach a level of expertise that they may not have had the opportunity to tackle before. To accomplish this, the activity puts into place some of the conditions for teacher change, such as determining need, establishing support mechanisms, providing time as a resource, teaching and practicing a method for acquiring skills and habits of mind, and developing a plan of action with personal learning goals. Most of these conditions are addressed by taking teachers through a modified problem-based learning session based on a modified clinical research model. The remainder of the in-depth study conducted by the teachers will look much like action research.

The action research will take place in the classroom/school setting as the teacher documents the actions taken in response to collected evidence, conversations, and research. It is the vision of this training that as teachers begin to rethink everyday teaching-learning interactions in reading in a more reflective, responsive, and recursive way, their actions will become more purposeful as revealed by the evidence. The results of this should be improved student performance in reading over time.

Supplies

Overhead projector

Screen

Blank transparencies

Transparency pens

Chart paper

Student work results—*Classroom Reading Study Results* from two-year Looping Model as an example

Each participant's *bodies of evidence* of reading performances resulting from *systematic sampling system*

Facilitator's Notes

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
3	3.2	370

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Looking for Results

Materials

Item	Title	Page Number(s)
Overhead/Handout A	*Looking for Results—Purposes* (5 minutes)	378
Overhead/Handout A	*Looking for Results* (35 minutes)	379–380
Handout B	*Competent Assessment of Reading Dimension Self-Assessment* (45 minutes)	381–389
Overhead B	*The Classroom Assessment Cycle* (95 minutes for pages 390–394)	390
Overhead/Handout C	*My Hypothesis*	391
Overhead/Handout D	*My Questions*	392
Overhead/Handout E	*My Plan*	393
Overhead/Handout F	*My Action Log*	394

Minimum 3 hours

Competent Assessment of Reading:
Toolkit for Professional Developers

Facilitator's Notes

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Section	Activity	Page
3	3.2	371

Looking for Results

▽ Facilitator Notes

Reviewing and Setting Purposes		5 minutes
Overhead/ Handout A *Looking for Results— Purposes*	p. 378	Review the *CAR Roadmap* (found at the beginning of Section 3) and explain to participants that we are at the end of our journey through this training, but we want them to continue the learning journey into reading. Use the overhead (page 378) to introduce the purposes of this activity.

Evaluating Student Reading Assessments		35 minutes
Overhead/ Handout A *Looking for Results* chart paper 3x5 index cards	pp. 379–380	Using the overhead (page 379) emphasize the performance nature of teaching reading with the analogies given by Marie Clay of the violinist and Giselle Martin-Kniep of the "dance" as stated in the Rationale of this activity. Emphasize how important results are in terms of students becoming effective readers: account-ability measures and social issues mentioned earlier in the training. Refer the participants to the student work folders they were asked to bring to this session. In grade-level groupings (keep group size to no more than four), use the overhead (page 380) to ask, "Based upon your assessment evidence, how did your students perform in reading?" Discuss in general terms. To examine the results of their systematic sampling in reading, thus far, pro-pose the criteria on the overhead (page 380) that will guide the discussion. In roundtable fashion, ask participants to share their systematic samplings with the group and the results (student assessments) responding to the posted criteria. Facilitator and participants can give feedback, as requested. The purpose of this feedback is not to judge, nor to give advice on what the teacher should have done. Rather the purpose of the feedback is to help each other gain insights and develop more perceptive self-assessment skills. This process serves as a medium to help teachers look at the quality of the work they give students to do through the eyes of peers. Sample comments thus would include statements like: ⚉ I like this… ⚉ I am concerned about this… ⚉ Based on the criteria, I notice this…

Facilitator's Notes

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
3	3.2	372

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Looking for Results

Overhead/ Handout A (continued)		Note to facilitator: Write these comments on chart paper and ask participants to give other sample comments they may focus on. Allow ample time for participants to share based on the evidence and the criteria. Coach participants to justify their reasoning. As a summary activity, the facilitator passes out 3x5 index cards. Ask each teacher to write the most important insight she/he gained from this peer review process and how they will implement that insight into their classroom practice. Ask participants to be as clear and specific as possible. Ask for a few volunteers to read their responses and ask the participants to put their names on the cards and take them up. Note to facilitator: You may post these cards where they can be read during the break. You may at a later date send or deliver the card to the teacher as a follow up reminder of what implementations he or she planned to make around assessment of reading.

Evaluating Student Reading Assessments and Competent Assessment of Reading Dimensions Self-Assessment as a Basis for In-Depth Study　　　　**45 minutes**

Handout B *Competent Assessment of Reading Dimensions Self-Assessment*	pp. 381–389	Tell participants that in this training they have been updated on current thinking and practice in the areas of reading and assessment. Ask, "Where are your strengths? Weaknesses? Concerns?" Refer participants to the *Competent Assessment of Reading Dimensions Self-Assessment* (pages 381–390) found in their *CAR Toolkit*. Walk participants step-by-step through the directions (page 382). Ask participants to complete the self-assessment individually. Make sure they understand that they are to give good evidence of their own practice and set goals for themselves around the key dimensions they have prioritized for themselves. Encourage them to use this information for any work they need to do for their professional development plan. Clarify confusions, vocabulary, or misconceptions as necessary. After participants finish, ask about action research that has been conducted at their schools in the past. Discuss. Ask participants if they have any areas of interest or concerns in reading assessment.

Competent Assessment of Reading:
Toolkit for Professional Developers

Facilitator's Notes

Section	Activity	Page
3	**3.2**	**373**

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Looking for Results

Learning a Thinking-Action Process for Making Decisions Based on Results		20 minutes
Overhead B *The Classroom Assessment Cycle* chart paper	p. 390	Refer to the overhead (page 390) to summarize and revisit the process for rethinking assessment and the resulting teaching and learning in reading. Walk participants through *The Classroom Assessment Cycle* by using a personal experience. In other words, model the process by "thinking aloud" for participants. Or you may ask participants to "think aloud" for you. Point out that this cycle pertains to the student as learner and to the professional teacher as learner. (Facilitator may note these questions on chart paper.) Ask teachers to discuss the following questions: ✆ What questions do you have about *The Classroom Assessment Cycle*? ✆ How do you use *The Classroom Assessment Cycle* in assessing individual students? Please explain/give examples. ✆ How do you use *The Classroom Assessment Cycle* in assessing your class as a whole? Please explain/give examples. ✆ What other information or resources do you need to implement *The Classroom Assessment Cycle* more effectively? Allow participants to discuss all questions in their small groups. Assign one group to report out on each question.

Planning a Course of Action for In-Depth Study		75 minutes
Overhead/ Handout C *My Hypothesis*	p. 391	In school or grade-level groups, or as individuals, participants begin the process of finding an area in which they will conduct action research about the assessment of reading. To do this, participants will prioritize a concern or an issue or a question about the assessment of reading in their classroom. Facilitators should model this process by thinking aloud. For example: "I want to conduct more IRCs with more of my students, but I'm having difficulty finding the time to do that." Once participants have decided upon the issue, ask them to complete the handout *My Hypothesis* (page 391).
Overhead/ Handout D *My Questions* Chart paper	p. 392	Ask for volunteers to share hypotheses with the group. Participants are now ready to formulate possible questions to investigate in regard to their selected opportunity for growth. In small groups, participants should brainstorm their questions on chart paper. Post questions on chart paper to share with the whole group as time permits and then allow time to refine the questions. Refer participants to *My Questions* (page 392) as they finalize questions for their own study. Allow participants ample time, approximately 20 minutes, to construct this information. Discuss as necessary throughout the activity to clarify questions and concerns and to address misconceptions. Model as necessary to ensure that the questions are substantive and are directly connected to assessment of reading and effective reader performances. Address any questions that arise around structural or procedural issues with the proper personnel.

Competent Assessment of Reading:
Toolkit for Professional Developers

Facilitator's Notes

Section	Activity	Page
3	**3.2**	**374**

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Looking for Results

| Overhead/ Handout E *My Plan* | p. 393 | As participants finalize their study questions, refer to Overhead/Handout E, *My Plan* (page 393). Overview the actions they should plan as follows:

✦ What will you do?
✦ How will you do it?
✦ How will you assess it?

Participants should also think about the components that will impact the success of their actions, such as:

✦ Resources needed
✦ Research
✦ Support
✦ Target dates
✦ Looking at results

Participants might also want to consider other changes that might impact results, such as:

✦ Learning environment
✦ Climate
✦ Student ownership in the process
✦ Expectations
✦ Self-knowledge
✦ Time |
| Overhead/ Handout F *My Action Log* | p. 394 | Introduce *My Action Log* (page 394) as a way to keep a record of actions, thoughts about actions (reflections), contributing factors, and results. A record will help them replicate their successes and avoid obstacles in the future. Give examples as necessary.

You may now pass out the index cards each participant completed in the "Introduction" activity. Allow participants to compare their initial examples of the assessment cycle with their current understanding.

Note to facilitator: If you are going to continue working with this group over time then the participants can bring in their completed logs for further reflection and sharing. |

Transition Notes

The process introduced here will take time and need sustained support. However, research now shows that successful schools have teachers and administrators who have formed a learning community, focused on student work (through assessment), and changed institutional practice to achieve better results (Fullan, 2000). This activity and the subsequent follow-up sessions facilitate the construction of the structures that makes change possible. To culminate this round of action research study, a collaborative and critical examination of the results will take place for future decision-making.

Competent Assessment of Reading:
Toolkit for Professional Developers

Facilitator's Notes

Section	Activity	Page
3	3.2	375

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Looking for Results

Overheads & Handouts
Activity 3.2

Competent Assessment of Reading

Learning to read is an individual journey....

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Toolkit for Professional Developers

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Section	Activity	Page
3	3.2	377

Looking for Results
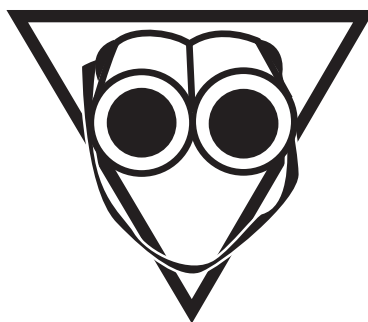
Looking for Results

Purposes:

1. **To evaluate student assessments used in the classroom**

2. **To continue to plan a course of action for in-depth study**

3. **To learn a thinking-action process for making decisions based on results**

4. **To practice the habits of mind for reflective action**

5. **To set goals around the *Competent Assessment of Reading Dimensions Self-Assessment* as a basis for in-depth study**

Overhead/Handout A

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
3	3.2	378

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Looking for Results

Looking for Results

Teaching reading is a performance....

The conductor,

the performer,

the audience,

and the results

count!

Overhead/Handout A

Section	Activity	Page
3	3.2	379

Looking for Results

Based upon the evidence, how did your students perform on the reading assessments?

- ☑ **Did the assessment evidence meet the criteria?**

- ☑ **Did the assessments follow the principles of quality assessment?**

- ☑ **Did all students achieve the learning target?**

- ☑ **Did reading performance improve? How do you know?**

- ☑ **Did the amount of time your students spent engaged in reading increase? Why or why not?**

Overhead B

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
3	3.2	380

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Looking for Results

Competent Assessment of Reading
Dimensions Self-Assessment

Dimensions Overview: The following dimensions are embedded in the *CAR Toolkit* and offer opportunities for growth	**Cross-Reference to the *Toolkit*:** The following activities develop aspects of each dimension	
Dimension 1: The role of reading assessment	Section 2	Activity 1
Dimension 2: Reading targets are defined	Section 1	Activity 2
Dimension 3: The purpose of reading assessment	Section 2	Activities 1, 2, 3
Dimension 4: Methods used to assess student learning	Section 2	Activities 1, 2, 3
Dimension 5: Feedback	Section 2	Activity 3
Dimension 6: Evidence	Section 3	Activity 1
Dimension 7: Assessments are modified with sensitivity	Section 2	Activity 2
Dimension 8: Learning to read and reading to learn are priorities in my classroom	Section 1	Activities 1, 2, 3
Dimension 9: Reading grade considerations	Section 3	Activity 1
Dimension 10: My understanding of the reading system continues to grow	Section 1	Activities 1, 2, 3

Competent Assessment of Reading:
Toolkit for Professional Developers

Overhead/Handout B

Competent Assessment of Reading Dimensions Self-Assessment

Competent Assessment of Reading Dimensions is a process designed for educators to self-assess personal understanding of the strategies, tools, methods, and beliefs that influence student learning in reading.

The self-assessment is based on SERVE's work at Intensive Assessment Sites and others working in assessment.

1. Read the 10 Dimensions followed by bulleted Indicators as listed. Dimensions and Indicators are to help you assess your understanding of assessment and reading and explore areas of needed growth and improvement.

2. Circle the bulleted Indicators that are either not reflected in your current practice, need improvement, or that you are unsure of how the Indicator looks in the classroom. Be honest. This guide is for you to identify areas for growth.

3. Review each overall Dimension again. This time note how many Indicators you circled in each section.

4. Find the Dimension that has the most Indicators circled. This may be a good starting place. In the evidence section, document what you currently understand about the Dimension and the evidence of it in your classroom.

5. Think about the professional development, resources, or job-embedded training you need or want for each Dimension and record that in the needs section. For example, under the Feedback Dimension, if you are unsure about rubrics, you might need professional development on the use of rubrics and other scoring guides.

6. Use the results to focus your individual professional development or to guide your team or faculty dialogue.

7. Share your goals as needed with personnel who are responsible for providing professional development opportunities.

Competent Assessment of Reading:
Toolkit for Professional Developers

Handout B

Section	Activity	Page
3	3.2	382

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Looking for Results

Competent Assessment of Reading
Dimensions Self-Assessment

Dimension 1: The Role of Reading Assessment	Needs Section
Indicators: I believe reading assessment is a way…	
✍ To find out how students are doing with code-breaking processes.	
✍ To promote student and teacher interaction to improve student learning in reading.	
✍ To gather information for making better decisions about student learning and teacher instruction in each of the five targets for assessing effective readers.	
✍ To reflect on what is important for students to learn.	
✍ To promote thinking about and understanding of what is read, which is as important as getting right answers.	
✍ To show that achievement is not the same as effort.	
✍ To value the learning process and the reading process.	
✍ To show that the use of quality assessments in reading do matter when determining grades.	
✍ To create an environment that facilitates readers becoming effective readers.	
Evidence section:	

Competent Assessment of Reading:
Toolkit for Professional Developers

Handout B

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Section	Activity	Page
3	3.2	383

Looking for Results

Competent Assessment of Reading Dimensions Self-Assessment (continued)

Dimension 2: Reading Targets Are Defined	Needs Section
Indicators: I make every effort to… ④ Balance targets about the knowledge and skills of reading with those that go beyond reasoning, problem-solving, performance, creations, processes, and attitudes. ④ Consciously inform and explain learning targets to students. ④ Prioritize and articulate targets into knowing, applying, and understanding levels and make sure they are clear to students. ④ Define clearly the expectations for learning and what it looks like to achieve learning targets. ④ Synthesize reading skills and concepts into a "big picture" for deeper understanding and to help students make connections to previous, authentic, or future learning. ④ Dialogue with colleagues about what targets mean and what proficiency toward the target represents. ④ Visually show the learning targets in reading to students and tell why they are important. **Evidence section:**	

Dimension 3: The Purpose for Reading Assessment	Needs Section

Indicators: I assess to…
 	
④ Provide quality feedback to the learner on what he or she knows and can do in reading.
④ Provide feedback to me on what to teach and how to teach it.
④ Gain the appropriate information needed by using the following assessments:
  ④ Evaluative—to help students understand their achievement and direct their learning in conferences, interviews, and discussions by looking at the evidence of learning
  ④ Diagnostics—to find out what students currently know and can do in the reading system
  ④ Formative—to monitor student learning and provide feedback while learning
  ④ Summative—to summarize learning and help assign a grade and/or provide feedback and to provide information to others on reading achievement
 	
Evidence section:	

Competent Assessment of Reading:
Toolkit for Professional Developers

Competent Assessment of Reading Dimensions Self-Assessment (continued)

Dimension 4: Methods Used to Assess Student Learning	Needs Section
Indicators: I use…	
Ⓐ Assessments matched to the targets, e.g., Literature Circle, to assess what students understand and how they can discuss what they read.	
Ⓐ Appropriate purpose to develop assessments (diagnostic, formative, summative, evaluative).	
Ⓐ A variety and balance of reading assessments that measure five targets for effective readers.	
Ⓐ Assessments that challenge yet support the reader at the appropriate level.	
Ⓐ Assessments in other curriculum areas designed for students to apply reading in real-world contexts, with appropriate purpose and audience.	
Ⓐ Assessment strategies sensitive to the learner's style.	
Ⓐ Clear criteria, that students can identify and relate to exemplary work.	
Ⓐ Assessments that are closely tied to instruction.	
Ⓐ Assessments that contain enough information for student success.	
Ⓐ Assessment descriptions and instructions that are appropriate, clear, and easily understood by the learner.	
Ⓐ Assessments that integrate complex code-breaking and meaning-making processes into reading so that students develop the processes together from the outset.	
Evidence section:	

Competent Assessment of Reading:
Toolkit for Professional Developers

Handout B

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Section	Activity	Page
3	3.2	385

Looking for Results

Competent Assessment of Reading Dimensions Self-Assessment (continued)

Dimension 5: Feedback	Needs Section
Indicators: I…	
✎ Give specific and useful feedback to each student.	
✎ Give timely, frequent, and ongoing formal and informal feedback.	
✎ Compare specifically the aspects of reading performance to what effective readers do.	
✎ Show the reader how the reading performance/product meets the criteria using exemplars and descriptions.	
✎ Use developmental reading rubrics with a longitudinal focus that are tied to broad learning targets or standards of reading performance as instructional tools.	
✎ Use descriptive language rather than evaluative language like *good, fine,* etc.	
✎ Use rubrics with distinct, fair levels of student performance.	
✎ Regularly check for understanding of feedback.	
✎ Allow students the opportunity to read at home, giving parents a chance to provide feedback.	
✎ Use feedback (written or oral) rather than grades to improve learning.	
✎ Use practice work to provide feedback for improving student learning and my teaching.	
Evidence section:	

Dimension 6: Evidence	Needs Section
Indicators: I use…	
✎ Results collected systematically to monitor reading progress toward standards.	
✎ Results to form the basis for adjustments to instruction for individuals and groups.	
✎ Results from a variety of reading assessments to form a grade through a fair and consistent evaluation process.	
✎ Other appropriate sources of data to make decisions and take actions regarding learning.	
Evidence section:	

Handout B

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
3	**3.2**	**386**

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Looking for Results

Competent Assessment of Reading Dimensions Self-Assessment (continued)

Dimension 7: Assessments Are Modified With Sensitivity	Needs Section
Indicators: I consider…	
④ Assessments (when appropriate) that allow for some student choice.	
④ Possible sources of distortion and bias when designing assessments to measure student learning.	
④ Modifications appropriate for special needs students.	
④ Flexible time for individual differences.	
④ Re-assessing students when the evidence reveals the assessment was of "low" quality.	
④ Allowing students to re-do work when evidence shows limited understanding and learning.	
Evidence section:	

Dimension 8: Learning to Read and Reading to Learn Are Priorities in My Classroom	Needs Section
Indicators: I value…	
④ Students as part of the assessment process. I provide opportunities for self-assessment, goal setting, and assisting in developing criteria for reading assessments.	
④ Assessment designs that allow students/peers a guided opportunity to compare, analyze, and/or evaluate their work compared to personal past performance or effective reader performance (targeted learning).	
④ Opportunities for feedback from others for students and me.	
④ Providing time everyday for my students to read and make choices about their reading.	
④ Myself as a reader and lifelong learner.	
④ The classroom environment as a means to establish a culture where students are motivated to read and continue learning.	
④ Teaching students the strategies they need to go beyond learning to read to reading to learn.	
Evidence section:	

Competent Assessment of Reading:
Toolkit for Professional Developers

Handout B

Looking for Results

Competent Assessment of Reading Dimensions Self-Assessment (continued)

Dimension 9: Reading Grade Considerations	Needs Section
Indicators: I understand…	
④ Weighted grades need to represent a proportion of the targets mastered.	
④ Effort grades are not part of an achievement grade.	
④ Cooperative groups are not graded as a whole, but as individuals in a group.	
④ Achievement is determined from varied and multiple assessments that support the targeted learning in reading.	
④ How data is recorded in a grade book to best represent student learning.	
④ That students should understand how their grades are determined.	
④ That I must communicate to students how a grade is earned (the grade isn't just given).	
④ Grades must reflect achievement of standards .	
④ Grades must be determined in a fair, consistent, and meaningful way.	
④ I have control over the way a grade is determined, and I need to analyze, reflect, and determine if the system is fair and to adjust practice if the system is not fair.	
④ That dialogue with other teachers on grading issues is valuable.	
Evidence section:	

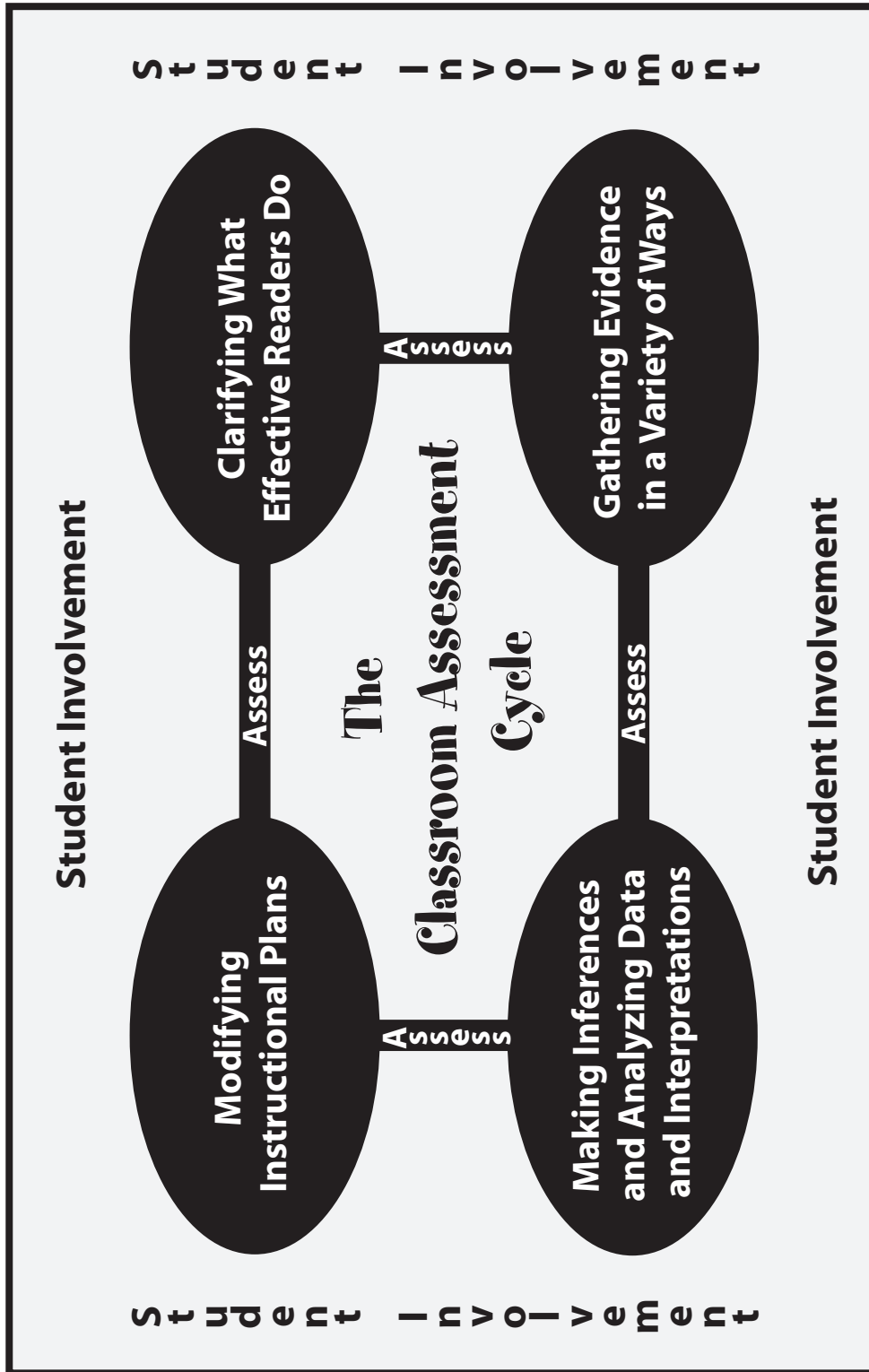Competent Assessment of Reading:
Toolkit for Professional Developers

Competent Assessment of Reading Dimensions Self-Assessment, continued

Dimension 10:

My Understanding of the Reading System Continues to Grow	Needs Section
Indicators: I act on my understanding of reading by…	●
④ Continuing to refine my definition of reading by seeking out information to inform my practice	
④ Selecting assessments and assessing.	
④ Designing a reading assessment system to inform instruction in a continuous and spiral assessment-instruction cycle from learning to read to reading to learn.	
④ Assessing systematically to see how the learning is progressing.	
④ Knowing the learner (for e.g., observing what readers do in steps toward becoming effective readers to recognize the growth patterns).	
④ Determining the *zone of proximal development* (Vygotsky, 1962) of a learner and following through with reading instruction.	
④ Making necessary adjustments to instruction based upon examination of reading assessment evidence.	
④ Using results to make informed decisions about assessments, instruction, and grades in reading.	
④ Continuing to focus on providing a reading environment and instruction that facilitates the reader to take the next learning steps .	
④ Use appropriate instructional methods for teaching the following strategies and processes of reading:	
④ *Modeling* and providing models of effective readers and what the next learning step looks like	
④ *Demonstrating* the thinking processes of effective readers and writers and how they do it	
④ *Talking* about what effective readers do	
④ *Explaining* what effective readers and writers do when they read and write	
④ *Discovering* and practicing patterns through reading and writing	
④ *Simulating* real-world contexts for reading and writing as appropriate so students can apply their learning	
④ *Providing* substantial amounts of time for real reading and writing	
④ Reflecting on my actions to ensure the optimum learning environment for each reading student.	
④ Looking beyond my classroom to others for effective practice, experiences, and professional development to continue to grow in my understanding of the reading system.	
④ Selectively abandoning practice when results show ineffectiveness.	
Evidence section:	

Competent Assessment of Reading:
Toolkit for Professional Developers

Handout B

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Section	Activity	Page
3	3.2	389

Looking for Results

The Classroom Assessment Cycle

Student Involvement

- Clarifying What Effective Readers Do
- Gathering Evidence in a Variety of Ways
- Modifying Instructional Plans
- Making Inferences and Analyzing Data and Interpretations

Assess

Overhead B

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
3	3.2	390

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Looking for Results

◢◣ My Hypothesis ◢◣

What are your hunches?

Here is what I think is currently happening…

Here are some changes I would like to make…

Here is what I would like to see happening…

Here is what it would specifically look like in my classroom…

Here is how this would change my thinking and performance as an educator…

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Toolkit for Professional Developers

Overhead/Handout C

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Section	Activity	Page
3	3.2	391

Looking for Results

▽ My Questions

What are your questions and concerns?

Here are the questions I want to investigate. . .

Here is what I need to find out before I start. . .

Here are some possible considerations. . .

Here are some ideas for dealing with the considerations. . .

Overhead/Handout D

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
3	3.2	392

Looking for Results

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My Plan

Actions	Resources needed	Research	Support	Target date	Looking for these results
Here's what I'm going to do…					
Here is how I am going to do it…					
Here is how I will assess my progress…					

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Toolkit for Professional Developers

Overhead/Handout E

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Section	Activity	Page
3	3.2	393

Looking for Results

My Plan

This is what happened during the course of my action research study.

Date	Time	**Action** What did you do?	**Reflection** What did you think about it?	**Results** What were the results of the action?	**Contributing factors** What contributed to the results?

Overhead/Handout F

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Activity	Page
3	3.2	394

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Looking for Results

Section 4
Resources

Item 1   Reading Continuum: North Carolina Curriculum

Item 2   "Inside the Black Box"—Black and Wiliam

Item 3   "Bridges Freeze Before Roads"—Watts

References

Student Folders:

  ☸ Student A

  ☸ Student B

Competent Assessment of Reading Audiotapes

Competent Assessment of Reading Video

Item 1

Reading Continuum:
North Carolina Curriculum

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Learning to read is an individual journey....

Reading Continuum: North Carolina Curriculum

K–2	3–5	6–8	9–12
Students can:	**Students can:**	**Students can:**	**Students can:**

K–2

Students can:

- Use enabling strategies and skills to read texts by using:
  - Phonics
  - Structural analysis
  - Decoding
  - High frequency words
  - Self-monitoring
  - All sources of information
- Use comprehension strategies to read texts designed for early independent readers:
  - Preparation strategies
  - Self-monitoring
  - Summarizing
  - Interpreting
- Connect and compare new concepts and vocabulary with own experiences.
- Use specific vocabulary to explain new information in own words.
- Read self-selected texts independently for 20 minutes daily.

3–5

Students can:

- Apply phonics and structural analysis to develop automaticity in word recognition.
- Apply extended knowledge of prefixes, suffixes, and root words to identify unknown words.
- Use fix-up strategies when meaning breaks down (self-question, reread, visualize, read on, retell).
- Apply a variety of reading and thinking strategies accordingly to purpose and text.
- Integrate information and ideas selectively from own experience and text(s).
- Comprehend, respond to, and make connections with fiction, non-fiction, poetry, and drama.
- Assess validity, accuracy, and value of information and ideas.
- Expand literacy through research and inquiry.

6–8

Students can:

- Understand the texts which includes inferential as well as literal information.
- Extend the ideas of texts by making connections to their own experiences and other readings, by drawing conclusions, and by making inferences.

Literary Text

- Integrate personal experiences with ideas in the text to draw and support conclusions.
- Appreciate the world and how it is depicted through language.
- Be able to identify some of the devices authors use in composing text.

Informational Text

- Apply text information appropriately.
- Connect background information with ideas in the text to draw and support conclusions.

Practice Text

- Apply information or directions to complete a task.

9–12

Students can:

- Understand complex text which includes inferential as well as literal information.
- Extend the ideas of the text by making inferences, drawing conclusions, and making connections to their own personal experiences and other readings.
- Make connections between inferences and the text that are clear, even when implicit.

Literary Text

- Integrated their personal experiences with ideas in complex text to draw and support conclusions.
- Explain the author's use of literary devices.

Informative Text

- Apply text information appropriate to specific situations.
- Integrate their background information with ideas in the text to draw and support conclusions.

Practical Text

- Apply information of directions appropriately.
- Use personal experiences to evaluate the usefulness of text information.

Item 2

"Inside the Black Box: Raising Standards Through Classroom Assessment"

-Paul Black and Dylan Wiliam

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Learning to read is an individual journey....

Inside the Black Box: Raising Standards Through Classroom Assessment

By Paul Black and Dylan Wiliam

Firm evidence shows that formative assessment is an essential component of classroom work and that its development can raise standards of achievement, Mr. Black and Mr. Wiliam point out. Indeed, they know of no other way of raising standards for which such a strong prima facie case can be made.

RAISING the standards of learning that are achieved through schooling is an important national priority. In recent years, governments throughout the world have been more and more vigorous in making changes in pursuit of this aim. National, state, and district standards; target setting; enhanced programs for the external testing of students' performance; surveys such as NAEP (National Assessment of Educational Progress) and TIMSS (Third International Mathematics and Science Study); initiatives to improve school planning and management; and more frequent and thorough inspection are all means toward the same end. But the sum of all these reforms has not added up to an effective policy because something is missing.

Learning is driven by what teachers and pupils do in classrooms. Teachers have to manage complicated and demanding situations, channeling the personal, emotional, and social pressures of a group of 30 or more youngsters in order to help them learn immediately and become better learners in the future. Standards can be raised only if teachers can tackle this task more effectively. What is missing from the efforts alluded to above is any direct help with this task. This fact was recognized in the TIMSS video study: "A focus on standards and accountability that ignores the processes of teaching and learning in classrooms will not provide the direction that teachers need in their quest to improve."[1]

In terms of systems engineering, present policies in the U.S. and in many other countries seem to treat the classroom as a black box. Certain inputs from the outside—pupils, teachers, other resources, management rules and requirements, parental anxieties, standards, tests with high stakes, and so on—are fed into the box. Some outputs are supposed to follow: pupils who are more knowledgeable and competent, better test results, teachers who are reasonably satisfied, and so on. But what is happening inside the box? How can anyone be sure that a particular set of new inputs will produce better outputs if we don't at least study what happens inside? And why is it that most of the reform initiatives mentioned in the first paragraph are not aimed at giving direct help and support to the work of teachers in classrooms?

The answer usually given is that it is up to teachers: they have to make the inside work better. This answer is not good enough, for two reasons. First, it is at least possible that some changes in the inputs may be counterproductive and make it harder for teachers to raise standards. Second, it seems strange, even unfair, to leave the most difficult piece of the standards-raising puzzle entirely to teachers. If there are ways in which policy makers and others can give direct help and support to the everyday classroom task of achieving better learning, then surely these ways ought to be pursued vigorously.

Black, Paul, and Wiliam, Dylan. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*, 139–148

Competent Assessment of Reading:
Toolkit for Professional Developers

Inside the Black Box: Raising Standards
Through Classroom Assessment

Section	Page
4	401

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This article is about the inside of the black box. We focus on one aspect of teaching: formative assessment. But we will show that this feature is at the heart of effective teaching.

The Argument

We start from the self-evident proposition that teaching and learning must be interactive. Teachers need to know about their pupils' progress and difficulties with learning so that they can adapt their own work to meet pupils' needs—needs that are often unpredictable and that vary from one pupil to another. Teachers can find out what they need to know in a variety of ways, including observation and discussion in the classroom and the reading of pupils' written work.

We use the general term *assessment* to refer to all those activities undertaken by teachers—and by their students in assessing themselves—that provide information to be used as feedback to modify teaching and learning activities. Such assessment becomes *formative assessment* when the evidence is actually used to adapt the teaching to meet student needs.[2]

There is nothing new about any of this. All teachers make assessments in every class they teach. But there are three important questions about this process that we seek to answer:

- Is there evidence that improving formative assessment raises standards?
- Is there evidence that there is room for improvement?
- Is there evidence about how to improve formative assessment?

In setting out to answer these questions, we have conducted an extensive survey of the research literature. We have checked through many books and through the past nine years' worth of issues of more than 160 journals, and we have studied earlier reviews of research. This process yielded about 580 articles or chapters to study. We prepared a lengthy review, using material from 250 of these sources, that has been published in a special issue of the journal *Assessment in Education*, together with comments on our work by leading educational experts from Australia, Switzerland, Hong Kong, Lesotho, and the U.S.[3]

The conclusion we have reached from our research review is that the answer to each of the three questions above is clearly yes. In the three main sections below, we outline the nature and force of the evidence that justifies this conclusion. However, because we are presenting a summary here, our text will appear strong on assertions and weak on the details of their justification. We maintain that these assertions are backed by evidence and that this backing is set out in full detail in the lengthy review on which this article is founded.

We believe that the three sections below establish a strong case that *governments, their agencies, school authorities, and the teaching profession should study very carefully whether they are seriously interested in raising standards in education*. However, we also acknowledge widespread evidence that fundamental change in education can be achieved only slowly—through programs of professional development that build on existing good practice. Thus we do not conclude that formative assessment is yet another "magic bullet" for education. The issues involved are too complex and too closely linked to both the difficulties of classroom practice and the beliefs that drive public policy. In a final section, we confront this complexity and try to sketch out a strategy for acting on our evidence.

Black, Paul, & Wiliam, Dylan. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*, 139–148

Inside the Black Box: Raising Standards
Through Classroom Assessment

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Page
4	402

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Does Improving Formative Assessment Raise Standards?

A research review published in 1986, concentrating primarily on classroom assessment work for children with mild handicaps, surveyed a large number of innovations, from which 23 were selected.[4] Those chosen satisfied the condition that quantitative evidence of learning gains was obtained, both for those involved in the innovation and for a similar group not so involved. Since then, many more papers have been published describing similarly careful quantitative experiments. Our own review has selected at least 20 more studies. (The number depends on how rigorous a set of selection criteria are applied.) All these studies show that innovations that include strengthening the practice of formative assessment produce significant and often substantial learning gains. These studies range over age groups from 5-year-olds to university undergraduates, across several school subjects, and over several countries.

For research purposes, learning gains of this type are measured by comparing the average improvements in the test scores of pupils involved in an innovation with the range of scores that are found for typical groups of pupils on these same tests. The ratio of the former divided by the latter is known as the *effect size*. Typical effect sizes of the formative assessment experiments were between 0.4 and 0.7. These effect sizes are larger than most of those found for educational interventions. The following examples illustrate some practical consequences of such large gains.

- An effect size of 0.4 would mean that the average pupil involved in an innovation would record the same achievement as a pupil in the top 35% of those not so involved.

- An effect size gain of 0.7 in the recent international comparative studies in mathematics[5] would have raised the score of a nation in the middle of the pack of 41 countries (e.g., the U.S.) to one of the top five.

Many of these studies arrive at another important conclusion: that improved formative assessment helps low achievers more than other students and so reduces the range of achievement while raising achievement overall. A notable recent example is a study devoted entirely to low-achieving students and students with learning disabilities, which shows that frequent assessment feedback helps both groups enhance their learning.[6] Any gains for such pupils could be particularly important. Furthermore, pupils who come to see themselves as unable to learn usually cease to take school seriously. Many become disruptive; others resort to truancy. Such young people are likely to be alienated from society and to become the sources and the victims of serious social problems.

Thus it seems clear that very significant learning gains lie within our grasp. The fact that such gains have been achieved by a variety of methods that have, as a common feature, enhanced formative assessment suggests that this feature accounts, at least in part, for the successes. However, it does not follow that it would be an easy matter to achieve such gains on a wide scale in normal classrooms. Many of the reports we have studied raise a number of other issues.

- All such work involves new ways to enhance feedback between those taught and the teacher, ways that will require significant changes in classroom practice.

- Underlying the various approaches are assumptions about what makes for effective learning—in particular the assumption that students have to be actively involved.

- For assessment to function formatively, the results have to be used to adjust teaching and learning; thus a significant aspect of any program will be the ways in which teachers make these adjustments.

Black, Paul, and Wiliam, Dylan. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*, 139–148

Competent Assessment of Reading:
Toolkit for Professional Developers

Inside the Black Box: Raising Standards
Through Classroom Assessment

© SERVE 2004

Section	Page
4	403

- The ways in which assessment can affect the motivation and self-esteem of pupils and the benefits of engaging pupils in self-assessment deserve careful attention.

Is There Room for Improvement?

A poverty of practice. There is a wealth of research evidence that the everyday practice of assessment in classrooms is beset with problems and shortcomings, as the following selected quotations indicate.

- "Marking is usually conscientious but often fails to offer guidance on how work can be improved. In a significant minority of cases, marking reinforces underachievement and under expectation by being too generous or unfocused. Information about pupil performance received by the teacher is insufficiently used to inform subsequent work," according to a United Kingdom inspection report on secondary schools.[7]

- "Why is the extent and nature of formative assessment in science so impoverished?" asked a research study on secondary science teachers in the United Kingdom.[8]

- "Indeed they pay lip service to [formative assessment] but consider that its practice is unrealistic in the present educational context," reported a study of Canadian secondary teachers.[9]

- "The assessment practices outlined above are not common, even though these kinds of approaches are now widely promoted in the professional literature," according to a review of assessment practices in U.S. schools.[10]

The most important difficulties with assessment revolve around three issues. The first issue is *effective learning*.

- The tests used by teachers encourage rote and superficial learning even when teachers say they want to develop understanding; many teachers seem unaware of the inconsistency.

- The questions and other methods teachers use are not shared with other teachers in the same school, and they are not critically reviewed in relation to what they actually assess.

- For primary teachers particularly, there is a tendency to emphasize quantity and presentation of work and to neglect its quality in relation to learning.

The second issue is *negative impact*.

- The giving of marks and the grading function are overemphasized, while the giving of useful advice and the learning function are underemphasized.

- Approaches are used in which pupils are compared with one another, the prime purpose of which seems to them to be competition rather than personal improvement; in consequence, assessment feedback teaches low-achieving pupils that they lack "ability," causing them to come to believe that they are not able to learn.

The third issue is the *managerial role* of assessments.

- Teachers' feedback to pupils seems to serve social and managerial functions, often at the expense of the learning function.

- Teachers are often able to predict pupils' results on external tests because their own tests imitate them, but at the same time teachers know too little about their pupils' learning needs.

- The collection of marks to fill in records is given higher priority than the analysis of pupils' work to

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Inside the Black Box: Raising Standards
Through Classroom Assessment

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Page
4	404

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discern learning needs; furthermore, some teachers pay no attention to the assessment records of their pupils' previous teachers.

Of course, not all these descriptions apply to all classrooms. Indeed, there are many schools and classrooms to which they do not apply at all. Nevertheless, these general conclusions have been drawn by researchers who have collected evidence—through observation, interviews, and questionnaires—from schools in several countries, including the U.S.

An empty commitment. The development of national assessment policy in England and Wales over the last decade illustrates the obstacles that stand in the way of developing policy support for formative assessment. The recommendations of a government task force in 1988[11] and all subsequent statements of government policy have emphasized the importance of formative assessment by teachers. However, the body charged with carrying out government policy on assessment had no strategy either to study or to develop the formative assessment of teachers and did no more than devote a tiny fraction of its resources to such work.[12] Most of the available resources and most of the public and political attention were focused on national external tests. While teachers' contributions to these "summative assessments" have been given some formal status, hardly any attention has been paid to their contributions through formative assessment. Moreover, the problems of the relationship between teachers' formative and summative roles have received no attention.

It is possible that many of the commitments were stated in the belief that formative assessment was not problematic, that it already happened all the time and needed no more than formal acknowledgment of its existence. However, it is also clear that the political commitment to external testing in order to promote competition had a central priority, while the commitment to formative assessment was marginal. As researchers the world over have found, high-stakes external tests always dominate teaching and assessment. However, they give teachers poor models for formative assessment because of their limited function of providing overall summaries of achievement rather than helpful diagnosis. Given this fact, it is hardly surprising that numerous research studies of the implementation of the education reforms in the United Kingdom have found that formative assessment is "seriously in need of development."[13] With hindsight, we can see that the failure to perceive the need for substantial support for formative assessment and to take responsibility for developing such support was a serious error.

In the U.S. similar pressures have been felt from political movements characterized by a distrust of teachers and a belief that external testing will, on its own, improve learning. Such fractured relationships between policy makers and the teaching profession are not inevitable—indeed, many countries with enviable educational achievements seem to manage well with policies that show greater respect and support for teachers. While the situation in the U.S. is far more diverse than that in England and Wales, the effects of high-stakes state-mandated testing are very similar to those of the external tests in the United Kingdom. Moreover, the traditional reliance on multiple-choice testing in the U.S.—not shared in the United Kingdom—has exacerbated the negative effects of such policies on the quality of classroom learning.

How Can We Improve Formative Assessment?

The self-esteem of pupils. A report of schools in Switzerland states that "a number of pupils . . . are content to 'get by.' . . . Every teacher who wants to practice formative assessment must reconstruct the teaching contracts so as to counteract the habits acquired by his pupils."[14]

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Competent Assessment of Reading:
Toolkit for Professional Developers

Inside the Black Box: Raising Standards
Through Classroom Assessment

© SERVE 2004

Section	Page
4	405

The ultimate user of assessment information that is elicited in order to improve learning is the pupil. There are negative and positive aspects of this fact. The negative aspect is illustrated by the preceding quotation. When the classroom culture focuses on rewards, "gold stars," grades, or class ranking, then pupils look for ways to obtain the best marks rather than to improve their learning. One reported consequence is that, when they have any choice, pupils avoid difficult tasks. They also spend time and energy looking for clues to the "right answer." Indeed, many become reluctant to ask questions out of a fear of failure. Pupils who encounter difficulties are led to believe that they lack ability, and this belief leads them to attribute their difficulties to a defect in themselves about which they cannot do a great deal. Thus they avoid investing effort in learning that can lead only to disappointment, and they try to build up their self-esteem in other ways.

The positive aspect of students' being the primary users of the information gleaned from formative assessments is that negative outcomes—such as an obsessive focus on competition and the attendant fear of failure on the part of low achievers—are not inevitable. What is needed is a culture of success, backed by a belief that all pupils can achieve. In this regard, formative assessment can be a powerful weapon if it is communicated in the right way. While formative assessment can help all pupils, it yields particularly good results with low achievers by concentrating on specific problems with their work and giving them a clear understanding of what is wrong and how to put it right. Pupils can accept and work with such messages, provided that they are not clouded by overtones about ability, competition, and comparison with others. In summary, the message can be stated as follows: *feedback to any pupil should be about the particular qualities of his or her work, with advice on what he or she can do to improve, and should avoid comparisons with other pupils.*

Self-assessment by pupils. Many successful innovations have developed self- and peer-assessment by pupils as ways of enhancing formative assessment, and such work has achieved some success with pupils from age 5 upward. This link of formative assessment to self-assessment is not an accident; indeed, it is inevitable.

To explain this last statement, we should first note that the main problem that those who are developing self-assessments encounter is not a problem of reliability and trustworthiness. Pupils are generally honest and reliable in assessing both themselves and one another; they can even be too hard on themselves. The main problem is that pupils can assess themselves only when they have a sufficiently clear picture of the targets that their learning is meant to attain. Surprisingly, and sadly, many pupils do not have such a picture, and they appear to have become accustomed to receiving classroom teaching as an arbitrary sequence of exercises with no overarching rationale. To overcome this pattern of passive reception requires hard and sustained work. When pupils do acquire such an overview, they then become more committed and more effective as learners. Moreover, their own assessments become an object of discussion with their teachers and with one another, and this discussion further promotes the reflection on one's own thinking that is essential to good learning.

Thus self-assessment by pupils, far from being a luxury, is in fact *an essential component of formative assessment*. When anyone is trying to learn, feedback about the effort has three elements: recognition of the *desired goal*, evidence about *present position*, and some understanding of a *way to close the gap* between the two.[15] All three must be understood to some degree by anyone before he or she can take action to improve learning.

Such an argument is consistent with more general ideas established by research into the way people learn. New understandings are not simply swallowed and stored in isolation; they have to be assimilated in relation to pre-existing ideas. The new and the old may be inconsistent or even in conflict, and the disparities must be resolved by thoughtful actions on the part of the learner. Realizing that there are new goals for the learning is an essential part of this process of assimilation. Thus we conclude: *if formative assessment is to be productive, pupils should be*

Black, Paul, & Wiliam, Dylan. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*, 139–148

Inside the Black Box: Raising Standards
Through Classroom Assessment

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Page
4	406

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trained in self-assessment so that they can understand the main purposes of their learning and thereby grasp what they need to do to achieve.

The evolution of effective teaching. The research studies referred to above show very clearly that effective programs of formative assessment involve far more than the addition of a few observations and tests to an existing program. They require careful scrutiny of all the main components of a teaching plan. Indeed, it is clear that instruction and formative assessment are indivisible.

To begin at the beginning, the choice of tasks for classroom work and homework is important. Tasks have to be justified in terms of the learning aims that they serve, and they can work well only if opportunities for pupils to communicate their evolving understanding are built into the planning. Discussion, observation of activities, and marking of written work can all be used to provide those opportunities, but it is then important to look at or listen carefully to the talk, the writing, and the actions through which pupils develop and display the state of their understanding. Thus we maintain that *opportunities for pupils to express their understanding should be designed into any piece of teaching, for this will initiate the interaction through which formative assessment aids learning.*

Discussions in which pupils are led to talk about their understanding in their own ways are important aids to increasing knowledge and improving understanding. Dialogue with the teacher provides the opportunity for the teacher to respond to and reorient a pupil's thinking. However, there are clearly recorded examples of such discussions in which teachers have, quite unconsciously, responded in ways that would inhibit the future learning of a pupil. What the examples have in common is that the teacher is looking for a particular response and lacks the flexibility or the confidence to deal with the unexpected. So the teacher tries to direct the pupil toward giving the expected answer. In manipulating the dialogue in this way, the teacher seals off any unusual, often thoughtful but unorthodox, attempts by pupils to work out their own answers. Over time the pupils get the message: they are not required to think out their own answers. The object of the exercise is to work out—or guess—what answer the teacher expects to see or hear.

A particular feature of the talk between teacher and pupils is the asking of questions by the teacher. This natural and direct way of checking on learning is often unproductive. One common problem is that, following a question, teachers do not wait long enough to allow pupils to think out their answers. When a teacher answers his or her own question after only two or three seconds and when a minute of silence is not tolerable, there is no possibility that a pupil can think out what to say.

There are then two consequences. One is that, because the only questions that can produce answers in such a short time are questions of fact, these predominate. The other is that pupils don't even try to think out a response. Because they know that the answer, followed by another question, will come along in a few seconds, there is no point in trying. It is also generally the case that only a few pupils in a class answer the teacher's questions. The rest then leave it to these few, knowing that they cannot respond as quickly and being unwilling to risk making mistakes in public. So the teacher, by lowering the level of questions and by accepting answers from a few, can keep the lesson going but is actually out of touch with the understanding of most of the class. The question/answer dialogue becomes a ritual, one in which thoughtful involvement suffers.

There are several ways to break this particular cycle. They involve giving pupils time to respond; asking them to discuss their thinking in pairs or in small groups, so that a respondent is speaking on behalf of others; giving pupils a choice between different possible answers and asking them to vote on the options; asking all of them to write down an answer and then reading out a selected few; and so on. What is essential is that any dialogue should evoke thoughtful reflection in which all pupils can be encouraged to take part, for only then can the

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Black, Paul, and Wiliam, Dylan. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*, 139–148

Competent Assessment of Reading:
Toolkit for Professional Developers

Inside the Black Box: Raising Standards
Through Classroom Assessment

© SERVE 2004

Section	Page
4	407

formative process start to work. In short, the dialogue between pupils and a teacher should be *thoughtful, reflective, focused to evoke and explore understanding, and conducted so that all pupils have an opportunity to think and to express their ideas.*

Tests given in class and tests and other exercises assigned for homework are also important means of promoting feedback. A good test can be an occasion for learning. It is better to have frequent short tests than infrequent long ones. Any new learning should first be tested within about a week of a first encounter, but more frequent tests are counterproductive. The quality of the test items—that is, their relevance to the main learning aims and their clear communication to the pupil—requires scrutiny as well. Good questions are hard to generate, and teachers should collaborate and draw on outside sources to collect such questions.

Given questions of good quality, it is essential to ensure the quality of the feedback. Research studies have shown that, if pupils are given only marks or grades, they do not benefit from the feedback. The worst scenario is one in which some pupils who get low marks this time also got low marks last time and come to expect to get low marks next time. This cycle of repeated failure becomes part of a shared belief between such students and their teacher. Feedback has been shown to improve learning when it gives each pupil specific guidance on strengths and weaknesses, preferably without any overall marks. Thus the way in which test results are reported to pupils so that they can identify their own strengths and weaknesses is critical. Pupils must be given the means and opportunities to work with evidence of their difficulties. For formative purposes, a test at the end of a unit or teaching module is pointless; it is too late to work with the results. We conclude that *the feedback on tests, seatwork, and homework should give each pupil guidance on how to improve, and each pupil must be given help and an opportunity to work on the improvement.*

All these points make clear that there is no one simple way to improve formative assessment. What is common to them is that a teacher's approach should start by being realistic and confronting the question "Do I really know enough about the understanding of my pupils to be able to help each of them?"

Much of the work teachers must do to make good use of formative assessment can give rise to difficulties. Some pupils will resist attempts to change accustomed routines, for any such change is uncomfortable, and emphasis on the challenge to think for yourself (and not just to work harder) can be threatening to many. Pupils cannot be expected to believe in the value of changes for their learning before they have experienced the benefits of such changes. Moreover, many of the initiatives that are needed take more class time, particularly when a central purpose is to change the outlook on learning and the working methods of pupils. Thus teachers have to take risks in the belief that such investment of time will yield rewards in the future, while "delivery" and "coverage" with poor understanding are pointless and can even be harmful.

Teachers must deal with two basic issues that are the source of many of the problems associated with changing to a system of formative assessment. The first is *the nature of each teacher's beliefs about learning.* If the teacher assumes that knowledge is to be transmitted and learned, that understanding will develop later, and that clarity of exposition accompanied by rewards for patient reception are the essentials of good teaching, then formative assessment is hardly necessary. However, most teachers accept the wealth of evidence that this transmission model does not work, even when judged by its own criteria, and so are willing to make a commitment to teaching through interaction. Formative assessment is an essential component of such instruction. We do not mean to imply that individualized, one-on-one teaching is the only solution; rather we mean that what is needed is a classroom culture of questioning and deep thinking, in which pupils learn from shared discussions with teachers and peers. What emerges very clearly here is the indivisibility of instruction and formative assessment practices.

Black, Paul, & Wiliam, Dylan. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*, 139–148

Inside the Black Box: Raising Standards
Through Classroom Assessment

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Page
4	408

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The other issue that can create problems for teachers who wish to adopt an interactive model of teaching and learning relates to *the beliefs teachers hold about the potential of all their pupils for learning*. To sharpen the contrast by overstating it, there is on the one hand the "fixed I.Q." view—a belief that each pupil has a fixed, inherited intelligence that cannot be altered much by schooling. On the other hand, there is the "untapped potential" view—a belief that starts from the assumption that so-called ability is a complex of skills that can be learned. Here, we argue for the underlying belief that all pupils can learn more effectively if one can clear away, by sensitive handling, the obstacles to learning, be they cognitive failures never diagnosed or damage to personal confidence or a combination of the two. Clearly the truth lies between these two extremes, but the evidence is that *ways of managing formative assessment that work with the assumptions of "untapped potential" do help all pupils to learn and can give particular help to those who have previously struggled*.

Policy and Practice

Changing the policy perspective. The assumptions that drive national and state policies for assessment have to be called into question. The promotion of testing as an important component for establishing a competitive market in education can be very harmful. The more recent shifting of emphasis toward setting targets for all, with assessment providing a touchstone to help check pupils' attainments, is a more mature position. However, we would argue that *there is a need now to move further, to focus on the inside of the "black box" and so to explore the potential of assessment to raise standards directly as an integral part of each pupil's learning work.*

It follows from this view that several changes are needed. First, policy ought to start with a recognition that the prime locus for raising standards is the classroom, so that the overarching priority has to be the promotion and support of change within the classroom. Attempts to raise standards by reforming the inputs to and measuring the outputs from the black box of the classroom can be helpful, but they are not adequate on their own. Indeed, their helpfulness can be judged only in light of their effects in classrooms.

The evidence we have presented here establishes that a clearly productive way to start implementing a classroom-focused policy would be to improve formative assessment. This same evidence also establishes that in doing so we would not be concentrating on some minor aspect of the business of teaching and learning. Rather, we would be concentrating on several essential elements: the quality of teacher/pupil interactions, the stimulus and help for pupils to take active responsibility for their own learning, the particular help needed to move pupils out of the trap of "low achievement," and the development of the habits necessary for all students to become lifelong learners. Improvements in formative assessment, which are within the reach of all teachers, can contribute substantially to raising standards in all these ways.

Four steps to implementation. If we accept the argument outlined above, what needs to be done? The proposals outlined below do not follow directly from our analysis of assessment research. They are consistent with its main findings, but they also call on more general sources for guidance.[16]

At one extreme, one might call for more research to find out how best to carry out such work; at the other, one might call for an immediate and large-scale program, with new guidelines that all teachers should put into practice. Neither of these alternatives is sensible: while the first is unnecessary because enough is known from the results of research, the second would be unjustified because not enough is known about classroom practicalities in the context of any one country's schools.

Thus the improvement of formative assessment cannot be a simple matter. There is no quick fix that can alter existing practice by promising rapid rewards. On the contrary, if the substantial rewards promised by the research

Black, Paul, and Wiliam, Dylan. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*, 139–148

Competent Assessment of Reading:
Toolkit for Professional Developers

Inside the Black Box: Raising Standards
Through Classroom Assessment

Section	Page
4	**409**

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evidence are to be secured, each teacher must find his or her own ways of incorporating the lessons and ideas set out above into his or her own patterns of classroom work and into the cultural norms and expectations of a particular school community.[17] This process is a relatively slow one and takes place through sustained programs of professional development and support. This fact does not weaken the message here; indeed, it should be seen as a sign of its authenticity, for lasting and fundamental improvements in teaching and learning must take place in this way. A recent international study of innovation and change in education, encompassing 23 projects in 13 member countries of the Organisation for Economic Co-operation and Development, has arrived at exactly the same conclusion with regard to effective policies for change.[18] Such arguments lead us to propose a four-point scheme for teacher development.

1. *Learning from development.* Teachers will not take up ideas that sound attractive, no matter how extensive the research base, if the ideas are presented as general principles that leave the task of translating them into everyday practice entirely up to the teachers. Their classroom lives are too busy and too fragile for all but an outstanding few to undertake such work. What teachers need is a variety of living examples of implementation, as practiced by teachers with whom they can identify and from whom they can derive the confidence that they can do better. They need to see examples of what doing better means in practice.

So changing teachers' practice cannot begin with an extensive program of training for all; that could be justified only if it could be claimed that we have enough "trainers" who know what to do, which is certainly not the case. The essential first step is to set up a small number of local groups of schools—some primary, some secondary, some inner-city, some from outer suburbs, some rural—with each school committed both to a school-based development of formative assessment and to collaboration with other schools in its local group. In such a process, the teachers in their classrooms will be working out the answers to many of the practical questions that the evidence presented here cannot answer. They will be reformulating the issues, perhaps in relation to fundamental insights and certainly in terms that make sense to their peers in other classrooms. It is also essential to carry out such development in a range of subject areas, for the research in mathematics education is significantly different from that in language, which is different again from that in the creative arts.

The schools involved would need extra support in order to give their teachers time to plan the initiative in light of existing evidence, to reflect on their experience as it develops, and to offer advice about training others in the future. In addition, there would be a need for external evaluators to help the teachers with their development work and to collect evidence of its effectiveness. Video studies of classroom work would be essential for disseminating findings to others.

2. *Dissemination.* This dimension of the implementation would be in low gear at the outset—offering schools no more than general encouragement and explanation of some of the relevant evidence that they might consider in light of their existing practices. Dissemination efforts would become more active as results and resources became available from the development program. Then strategies for wider dissemination—for example, earmarking funds for in-service training programs—would have to be pursued.

We must emphasize that this process will inevitably be a slow one. To repeat what we said above, *if the substantial rewards promised by the evidence are to be secured, each teacher must find his or her own ways of incorporating the lessons and ideas that are set out above into his or her own patterns of classroom work.* Even with optimum training and support, such a process will take time.

Black, Paul, & Wiliam, Dylan. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*, 139–148

Inside the Black Box: Raising Standards
Through Classroom Assessment

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Page
4	410

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3. *Reducing obstacles.* All features in the education system that actually obstruct the development of effective formative assessment should be examined to see how their negative effects can be reduced. Consider the conclusions from a study of teachers of English in U.S. secondary schools.

> Most of the teachers in this study were caught in conflicts among belief systems and institutional structures, agendas, and values. The point of friction among these conflicts was assessment, which was associated with very powerful feelings of being overwhelmed, and of insecurity, guilt, frustration, and anger. . . . This study suggests that assessment, as it occurs in schools, is far from a merely technical problem. Rather, it is deeply social and personal.[19]

The chief negative influence here is that of short external tests. Such tests can dominate teachers' work, and, insofar as they encourage drilling to produce right answers to short, out-of-context questions, they can lead teachers to act against their own better judgment about the best ways to develop the learning of their pupils. This is not to argue that all such tests are unhelpful. Indeed, they have an important role to play in securing public confidence in the accountability of schools. For the immediate future, what is needed in any development program for formative assessment is to study the interactions between these external tests and formative assessments to see how the models of assessment that external tests can provide could be made more helpful.

All teachers have to undertake some summative assessment. They must report to parents and produce end-of-year reports as classes are due to move on to new teachers. However, the task of assessing pupils summatively for external purposes is clearly different from the task of assessing ongoing work to monitor and improve progress. Some argue that these two roles are so different that they should be kept apart. We do not see how this can be done, given that teachers must have some share of responsibility for the former and must take the leading responsibility for the latter.[20] However, teachers clearly face difficult problems in reconciling their formative and summative roles, and confusion in teachers' minds between these roles can impede the improvement of practice.

The arguments here could be taken much further to make the case that teachers should play a far greater role in contributing to summative assessments for accountability. One strong reason for giving teachers a greater role is that they have access to the performance of their pupils in a variety of contexts and over extended periods of time.

This is an important advantage because sampling pupils' achievement by means of short exercises taken under the conditions of formal testing is fraught with dangers. It is now clear that performance in any task varies with the context in which it is presented. Thus some pupils who seem incompetent in tackling a problem under test conditions can look quite different in the more realistic conditions of an everyday encounter with an equivalent problem. Indeed, the conditions under which formal tests are taken threaten validity because they are quite unlike those of everyday performance. An outstanding example here is that collaborative work is very important in everyday life but is forbidden by current norms of formal testing.[21] These points open up wider arguments about assessment systems as a whole—arguments that are beyond the scope of this article.

4. *Research.* It is not difficult to set out a list of questions that would justify further research in this area. Although there are many and varied reports of successful innovations, they generally fail to give clear accounts of one or another of the important details. For example, they are often silent about the actual classroom methods used, the motivation and experience of the teachers, the nature of the tests used as measures of success, or the outlooks and expectations of the pupils involved.

However, while there is ample justification for proceeding with carefully formulated projects, we do not suggest that everyone else should wait for their conclusions. Enough is known to provide a basis for active development

Black, Paul, and Wiliam, Dylan. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*, 139–148

Competent Assessment of Reading:
Toolkit for Professional Developers

Inside the Black Box: Raising Standards
Through Classroom Assessment

Section	Page
4	**411**

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work, and some of the most important questions can be answered only through a program of practical implementation.

Directions for future research could include a study of the ways in which teachers understand and deal with the relationship between their formative and summative roles or a comparative study of the predictive validity of teachers' summative assessments versus external test results. Many more questions could be formulated, and it is important for future development that some of these problems be tackled by basic research. At the same time, experienced researchers would also have a vital role to play in the evaluation of the development programs we have proposed.

Are We Serious About Raising Standards?

The findings summarized above and the program we have outlined have implications for a variety of responsible agencies. However, it is the responsibility of governments to take the lead. It would be premature and out of order for us to try to consider the relative roles in such an effort, although success would clearly depend on cooperation among government agencies, academic researchers, and school-based educators.

The main plank of our argument is that standards can be raised only by changes that are put into direct effect by teachers and pupils in classrooms. There is a body of firm evidence that formative assessment is an essential component of classroom work and that its development can raise standards of achievement. We know of no other way of raising standards for which such a strong prima facie case can be made. Our plea is that national and state policy makers will grasp this opportunity and take the lead in this direction.

Black, Paul, & Wiliam, Dylan. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*, 139–148

Inside the Black Box: Raising Standards
Through Classroom Assessment

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Page
4	412

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1 James W. Stigler and James Hiebert, "Understanding and Improving Classroom Mathematics Instruction: An Overview of the TIMSS Video Study," *Phi Delta Kappan*, September 1997, pp. 19–20.

2 There is no internationally agreed-upon term here. "Classroom evaluation," "classroom assessment," "internal assessment," "instructional assessment," and "student assessment" have been used by different authors, and some of these terms have different meanings in different texts.

3 Paul Black and Dylan Wiliam, "Assessment and Classroom Learning," *Assessment in Education*, March 1998, pp. 7–74.

4 Lynn S. Fuchs and Douglas Fuchs, "Effects of Systematic Formative Evaluation: A Meta-Analysis," *Exceptional Children*, vol. 53, 1986, pp. 199–208.

5 See Albert E. Beaton et al., *Mathematics Achievement in the Middle School Years* (Boston: Boston College, 1996).

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17 See Stigler and Hiebert, pp. 19–20.

18 Black and Atkin, op. cit.

Black, Paul, and Wiliam, Dylan. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*, 139–148

Competent Assessment of Reading:
Toolkit for Professional Developers

Inside the Black Box: Raising Standards
Through Classroom Assessment

Section	Page
4	**413**

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19   Peter Johnston et al., "Assessment of Teaching and Learning in Literature-Based Classrooms," *Teaching and Teacher Education*, vol. 11, 1995, p. 359.

20   Dylan Wiliam and Paul Black, "Meanings and Consequences: A Basis for Distinguishing Formative and Summative Functions of Assessment," *British Educational Research Journal*, vol. 22, 1996, pp. 537–48.

21   These points are developed in some detail in Sam Wineburg, "T. S. Eliot, Collaboration, and the Quandaries of Assessment in a Rapidly Changing World," *Phi Delta Kappan*, September 1997, pp. 59–65.

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Inside the Black Box: Raising Standards
Through Classroom Assessment

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Page
4	414

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Item 3

"Bridges Freeze Before Roads"

—K. Heidi Watts

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Bridges Freeze Before Roads

By K. Heidi Watts

The metaphor for this chapter is embedded in the title. I have been collecting titles for some time; and this one, a sign frequently seen on our New England roads warning motorists to be cautious, has long been a favorite. Ice forms faster from rain on bridges over the interstate highway than from rain on the main highway. In the same way, our attempts to communicate from one group, person, or constituency to another often freeze up faster than our attempts to communicate within our own group. Entrance and exit ramps, even driveways, are like bridges: They connect one place to another. In this metaphor, the connection is between one person and another or one constituency and another.

The need for caution in communication is as true for grading and reporting as for anything else, perhaps even more so. Grading and reporting are fraught with overtones of judgment; even when they purport to be objective, they cannot be free of the subjective. Educational jargon, hidden assumptions, and inappropriate reporting make communication all the more perilous.

In 1939, when I was very young, my parents took me to the World's Fair in New York City, and we gazed in amazement at a big model under a glass dome. The model showed what the highways of the future could look like. Big roads crossed over and under other big roads, sometimes becoming networks of three highways, one almost on top of the other. Smaller roads spilled out from the central wheel of crisscrossing highways, like rays from the sun, and these roads ran into even smaller roads that moved across the artist's conception of "The America of the Future" to join larger roads and eventually spin into another great star of intercrossing and overlapping highways. This vision was hard to believe in 1939, but such a picture is commonplace today.

This is the image I have of our communication systems for learning in the future— not a few big highways and a few dusty byways—but a complex system, a map with big thick lines, thin red and blue lines, even little dotted lines for the dirt roads that get us to out-of-the-way places. We can draw on the information we get from the big highways, such as grades or standardized tests—generic reporting systems—to the personalized possibilities in a portfolio or parent/teacher/student conference. To stretch the conceit even further, I look forward to a communication system that encompasses both postal patron mail and the UPS truck rattling up to my door with a package just for me.

Traffic Patterns

Communicating student learning implies motion. Something, in this case, perceptions about a student's learning, moves from someone or some place to someone else. Who is communicating what? To whom? How? Why? To what effect? Diagramming the possibilities produces a spaghetti bowl as complex as anything on an L.A. freeway. To take one example, how do students know what they are learning, and how is their progress interpreted by other people? Teachers communicate with students about what the students are learning through comments in class and conferences; on papers, grades, and report cards; and in messages to parents, which get relayed back to the students. Schools communicate to their students by comments, often as asides, on each other's work; and they communicate again in those rare instances when peer evaluation is officially encouraged. But students also have their own views about what they have learned, and those may be the reports that are least often heard. How often do we ask the students what they have learned?

Watts, Heidi (1996). Bridges freeze before roads. *ASCD Year book 1996*, Thomas Guskey (ed.) Chapter 2, 6–12

Competent Assessment of Reading:
Toolkit for Professional Developers

Bridges Freeze Before Roads

Section	Page
4	417

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If we consider how student learning is communicated to parents, we get yet another lengthy list. Avenues of communication run from national policy setters, state education departments, school districts, principals, teachers, other students, and the learners themselves out to parents, community members, school boards, higher and lower echelons in the school, and the students. Then the avenues spiral back. Some are two-way streets; some are not.

Just as I have a choice of at least seven ways of driving to Boston, from the turnpike to a whole lacework of leisurely back roads, I would like to have the same type of choice about reporting information on my students. As a teacher talking to a parent, I'd like to be able to say, "We have many different ways we can show you what your son or daughter is learning in school. What do you want to know? What do you need to know? If you can tell me what you really care about, we can figure out which road to take to that destination."

If parents want to know whether their daughter is learning to get along on the playground without conflicts, as a teacher I can invite them to a conference, with or without the child in question, or I can suggest a visit during recess. If parents want to know whether their son is learning to read and write, I can show them a portfolio of his reading and writing work or invite them to an author's meeting where he and others read their stories. I can send home a list of the books he has read and a copy of the "book" he has published in class. If parents want to know whether their sons and daughters are gaining a sound understanding of U.S. history and government, they can attend an exhibition in which the class acts out the issues surrounding the first constitutional convention. Or parents can read their student's articles in the newspaper the class has written on the outbreak of the Civil War.

Parking: Where, When And How

Later in this chapter, I address ways we can communicate students' learning, ways that are personalized, specific and relevant to the receiver's needs as well as to the communicator's. Meanwhile, let me illustrate different needs in knowing by a story a kindergarten teacher told me. Alice teaches in the school that serves the low-income area of her town. She makes a point of visiting all the children in their homes before they come to school, and she tries to keep in close touch with their parents. But the prevalence of single mothers and factory working hours sometimes makes it difficult for parents to come to school conferences. On this occasion, she couldn't seem to find a time when Victoria's mother, coping alone with three young children and a waitress job at a diner, was able to come to school during school hours. Finally Alice said, "Perhaps I could come to you."

They agreed to meet at the diner before it opened at 7:00 a.m. Alice arrived at the appointed time, 6:30 a.m., but Victoria's mother had to open the diner, get her uniform on, start the coffee, and lay out the silverware. Alice sat at the counter and was ready to talk, it was time to open the diner. The regular clientele, the truck drivers and local folks, shuffled in, perched on the stools, and cast covert glances at the unlikely sight of a school-marm in their midst. Victoria's mother was busy pouring out coffee, shouting orders into the back, bantering with the "regulars," and passing out hotcakes and eggs. When a momentary lull occurred, she came over, faced Alice, and said somewhat belligerently, "Well?"

When she told me this story, Alice said, "I realized it wasn't the moment to talk about Victoria's fine motor skills. I looked her straight in the eye and said, 'I just wanted you to know that Victoria is a great kid.'"

She said the woman's whole body relaxed. Her shoulders went down, a spontaneous smile spread across her face, and almost with a sigh she said, "I think so, too."

What Victoria's mother needed to know at that moment was that her daughter was okay. She needed to know that this was not going to be another conference in which she would hear about either her own or her daughter's inadequacies; another conference in which the gulf between herself and the authority of the school would be made

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Watts, Heidi (1996). Bridges freeze before roads. *ASCD Year book 1996*, Thomas Guskey (ed.) Chapter 2, 6–12

Bridges Freeze Before Roads

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Page
4	**418**

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plain; or another conference that would make her feel guilty for what she could not do. They did, in fact, get down to talking about what would be useful to develop Victoria's fine motor skills, and about other things, between the orders for hotcakes and coffee, though not in the words educational specialists might have used.

I cite this example not to suggest that teacher-parent conferences should be conducted in diners but to illustrate the importance of figuring out what parents, students, or even school boards really want to know. What Victoria's mother needed to know first was that someone else could see the strengths in her daughter. After that, she could listen to more specific assessments and suggestions.

It is a matter of audience. Writers, speakers, advertisers, and politicians try to assess the interests and expectations of their audiences before they begin to write, speak, act or plan an approach. Playwrights address themselves to a specific kind of audience. Advertisers will change messages for different publications. Those of us who report on student learning must assess not only what students have learned but also what the audience to whom we are speaking needs to know. The school board needs to know what educational objectives the school field trip to the aquarium will meet. The principal needs to know whether the field trip will contribute to the language program or simply be a day away from it and that the children will treat each other and the people they meet on the trip with respect. One parent wants to know why Michelle is so excited about dolphins these days, and another wants to know what the children can learn about math just from planning the trip.

Sometimes these different concerns overlap, and at other times they are idiosyncratic; but all are legitimate.

Highways and Byways

Alternative forms for communicating student learning are linked to alternative forms of assessment and can be divided into four categories:

1. Visible evidence of student growth and achievement through methods such as portfolios, exhibitions, displays of work, presentations, and videos to send home.
2. A ranking or rating of student achievement against clearly stated, predetermined standards such as those found in work sampling, rubrics, and report card checklists.
3. Evidence of learning through student self-assessment or peer evaluation.
4. Opportunities for two-way communication in conferences. What is known is not something one person says to the other, but rather an understanding that is constructed between all parties in the conversation.

Visible Evidence

Using portfolios to communicate student learning is an example of a more holistic approach to reporting, provided a ranking system does not condense the portfolios into yet another superhighway of grades. At the Jonathan Daniels Schools in Keene, New Hampshire, two 3rd grade teachers, Judy Fink and Tom Julius, have worked out an alternative reporting system in which portfolios that include a selective record of each child's work are coupled with parent/teacher/child conferences, which occur twice a year. In these conferences, children explain to their parents what work is included in the portfolio and why. Parents have the opportunity to see their child's progress in all subjects, from art to zoology, and to hear both the teacher and the child describe what growth has occurred and what new goals should be set (Julius, 1993).

The exhibition is another example using visible evidence of achievement, sometimes quite literally a public performance. In *Horace's School*, Sizer (1992) describes creative and highly demanding possibilities for students

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Competent Assessment of Reading:
Toolkit for Professional Developers

Bridges Freeze Before Roads

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Section	Page
4	419

to demonstrate what they have learned. A science fair, a class play, and a band concert are exhibitions. Similarly, in Antioch New England's Critical Skills program, which is based on learning through real problems, students are given a challenge and a problem to solve. Then they present a report to a panel of people who are knowledge-able or concerned about the issue. For example, a group of middle school science students did an energy audit for their school and presented the findings to a panel composed of the principal, custodian, and school board. The panel questioned the students, and eventually many of their recommendations were incorporated into the building's renovation. These exhibitions combine the features of an oral exam with the possibility of real-world rewards. Something significant happens as the result of one's work.

Rankings and Ratings: Measurement Tools

For any kind of evaluating and reporting, clarity about what is being measured is essential. To say a student is "do-ing well" establishes a baseline of affirmation but leaves a vacuum crying to be filled by something more specific. Doing well in what? By whose standards? How? As Guskey stresses in Chapter 3, we need clearly stated outcomes, indicators for achieving these outcomes, rubrics to indicate levels of achievement for academic or process tasks, and a comprehensive list of skills to be gained so that specific skills can be seen in context. These are the tools for reporting, which give shape, color, and individuality to "doing well" or to a grade of A, B, and C, or S and U. In his chapter, Wiggins offers both rationale and examples of multiple-dimensional modes of reporting for our multidi-mensional children and society. He describes the difference between "performance scores," such as criterion-refer-enced, standard referenced, and exemplar-referenced work, and the traditional letter grade or narrative report and illustrates the description with several examples or rubrics designed for different situations.

Self-Assessment

A colleague, Julie Kings, says that "self-assessment is gold"; and so it is, for when students are involved in think-ing about their learning, learning increases. When we ask students to look conscientiously at what they are learning and to describe for us what they understand, we win on many counts. We learn what they understand about the subject and what they understand about themselves; we tacitly engage them as colleagues in the job of learning rather than as antagonists or inferiors; and we empower them to take responsibility for their own learning. The time spent with students in self-, peer, and group evaluation is time spent on curriculum and instruction, as well as on assessment.

For the three years my daughter was in high school, she barely maintained a 75 percent average, and she failed chemistry. But she passed the advanced placement in English without taking the course and became a National Merit Scholar.

"If anyone had ever asked me why I was failing chemistry," she said, "if anyone had ever asked why I wanted to finish and get out early, if any teacher had ever asked me anything about what I was learning, I might have been able to figure out why I was failing. I might even know some chemistry now." To be consulted about one's own learning is empowering—not to be consulted is disempowering. Kids without power over their own learning take power in other ways, and some are subverting or resisting what we want to teach them.

Student self-assessment can appear in many forms. It can be a daily or weekly written response to a contract or an informal journal entry. It can be embedded in a learning log, a few minutes of class time devoted to reflecting about one's learning on paper. It can occur in an individual conference paper. It can occur in an individual con-ference with the teacher or in a group debriefing of class work. One teacher asks her students to write individual rubrics for specific learning situations and then evaluate themselves against these rubrics. For one student, "ex-

Watts, Heidi (1996). Bridges freeze before roads. *ASCD Year book 1996*, Thomas Guskey (ed.) Chapter 2, 6–12

pert" means teaching a math concept to the class; to another, "expert" means the ability to explain it to the teacher. Self-designed rubrics can be a tool for raising standards without sacrificing the need to respond to individual differences. Another valuable form of self-assessment occurs when students make the selections for their portfolios and explain the reasons for their choices in writing, orally to the teacher, or to parents and other audiences.

Conferences

Probably the most valuable and time-consuming form of communication is the teacher/parent, teacher/student conference. Like self-assessment, conferences are an educational experience in themselves if both parties listen to each other. Face-to-face contact enables us to learn the particulars of the audience and shapes our messages to questions we are asked. A constructivist approach indicates that just as knowledge about U.S. history or math facts is constructed by the learner in interaction with other people and the environment, so knowledge about student learning is constructed in the interaction between teachers and learners or parents and learners.

Hawkins (1973) describes the interactive nature of learning as points in a triangle of teacher, student and content. No two points are sufficient; all three must be in relationships of equality with each other. A similar triangle can be used to describe the interactive nature of communication about student learning. One point is the student's learning, the content of the communication. The other two points are parent and student, or perhaps teacher and student – speaker and listener. In a constructive communication, each speaks and listens, communicating to and learning from the other.

Of course, teachers must be as ready to listen as to tell. The teachers can learn about the nature of the audience in the conference: What is important to these parents? The teacher can also learn about the student from the parents' perspective. Many a parent conference has illuminated some aspect of a child, which helps both sides to work more effectively for the child's good. In addition to the conferences by appointment we hold in schools, many less formal kinds of communication can be just as productive, from a telephone conversation to a few words exchanged in the hallway as Sam looks for his mittens. Communication becomes a two-way street in these formal and informal conversations.

Secondary Roads

Before concluding, I want to acknowledge the hidden messages that schools communicate. In addition to the explicit avenues I have discussed, many implicit ways exist for national bodies, schools, and teachers to communicate students' learning. Like the hidden or implicit curriculum (Jackson 1968; Goodlad 1984), implicit forms of communication are available. In one school, halls and walls attractively display student work for school visitors. Parents can judge for themselves how their children are drawing, writing, and understanding compared to the others whose work is displayed. In another school, all the displays are commercially made or created by teachers. Both schools are communicating something not only about their students but about what they value for students.

In one school, parent conferences are scheduled at 15-minute intervals during the school day, and parents must stand in the hallway outside the teacher's door while waiting their turn. Parent conferences at another school are scheduled for half an hour during the day or in the evening for the convenience of working parents. A welcome sign on the door and comfortable chairs in the hallway add warmth. Coffee is provided and samples of children's work are on the walls and tables. One schedule invites parents to feel comfortable in the school; the other says take us or leave us. We need to think seriously about how we are communicating what students are learning by the way we treat members of the community and by the environment we create in the school.

Watts, Heidi (1996). Bridges freeze before roads. *ASCD Year book 1996*, Thomas Guskey (ed.) Chapter 2, 6–12

Competent Assessment of Reading:
Toolkit for Professional Developers

Bridges Freeze Before Roads

Section	Page
4	421

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Roadblocks

Several potential obstacles and hazards block the way to a more receiver-friendly communication system. Any major change in our reporting systems will require a massive effort in reeducation and time reallocation. Weaning ourselves from reliance only on two measures for communicating student learning—grades and standardized test scores—will not be easy. The United States is hooked on standardized tests, comparative rankings, and sound bite information. I am convinced that parents, teachers, and students themselves want reporting strategies that are more specific, more individualized and, at the same time, more encompassing. But the burden of proof will be on the inventors for awhile. We have become so conditioned to relying on grades and tests, often looking on them as infallible, that developing more individualized and sophisticated systems will require extensive public reeducation.

The difficulty of creating an appreciation for more varied qualitative and unfamiliar quantitative measures is matched only by the difficulty of finding sufficient time and money to do this more sophisticated assessment and reporting. We cannot lay on overburdened teachers and schools the task of creating new forms of reporting without releasing them from the other time-consuming tasks. Our present habit of adding new expectations for curricula and instructional changes, without ever taking anything away, is creating such an overload on the classroom teacher that heroic efforts are needed to do anything adequately.

The answer lies in acknowledging the importance of new reporting systems, such as portfolios, exhibitions, and conferences, and agreeing to provide the time within the school calendar. We can do this with a clear conscience if we acknowledge and validate the educational values embedded in alternative assessment. Curriculum, instruction, and assessment are all part of the same process. You cannot change one mode without affecting the others. Attention to alternative avenues of communication is in itself part of the curriculum, part of the ways in which we instruct.

Since curriculum, instruction, and assessment are internally connected, a systems approach to reporting on achievement is essential. I think again of that complex of intersecting and over-arching highways I saw at the World's Fair. The problem of how to communicate particular knowledge, different aspects of what students are learning to different audiences, is breathtaking in its complexity but exciting in its possibilities. If we can figure out how to move some communication traffic off the superhighways and onto the secondary roads; if we can build up and improve the blue roads, the roundabouts, and the exit ramps; if we can keep the bridges between school and community, teacher and student, and parent and teacher from freezing up, we will have invented a communication system worthy of the future.

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Bridges Freeze Before Roads

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Page
4	422

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& Bibliography
for
Competent Assessment
of Reading

Learning to read is an individual journey....

Competent Assessment of Reading:
Toolkit for Professional Developers

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Student A
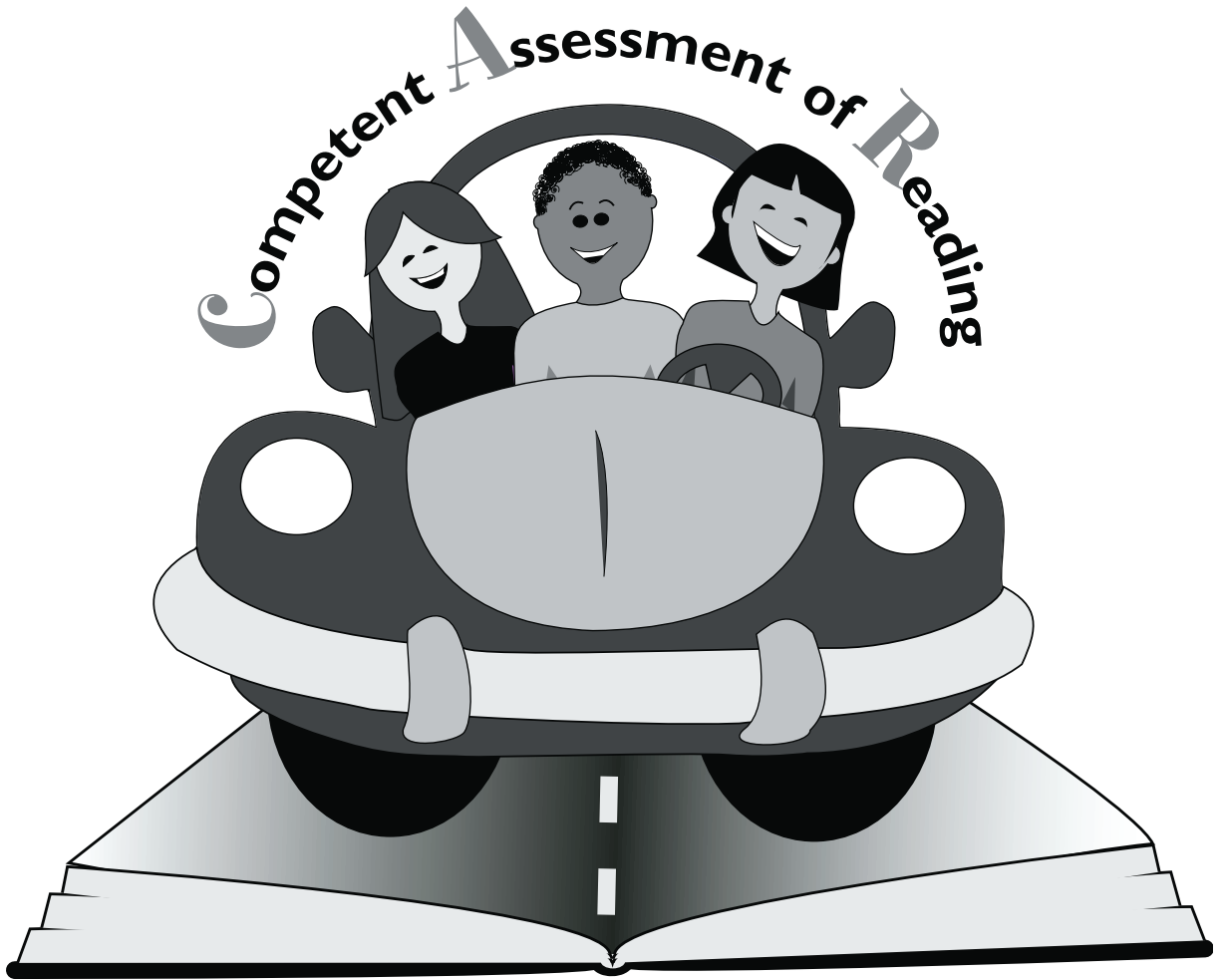
Competent Assessment of Reading

Learning to read is an individual journey....

Competent Assessment of Reading:
Toolkit for Professional Developers

Student A

Section	Page
4	431

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Comprehension Worksheet

(100)

Read each pair of sentences. Think about what the word in heavy black letters in the second sentence means. Circle the word or words in the first sentence that the word stands for.
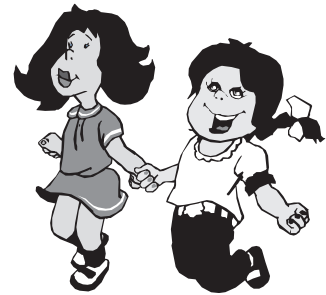
1. (Jim) likes to fish.

He went fishing with his father.
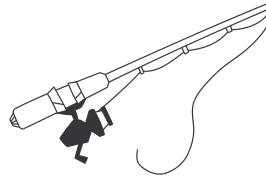
2. Where are (Madison and Mary) going?

They look like **they** are in a hurry?

3. (Ms. Reagan) is a mean teacher.

She gives too much homework.

4. (Cathy) saw some (birds?)
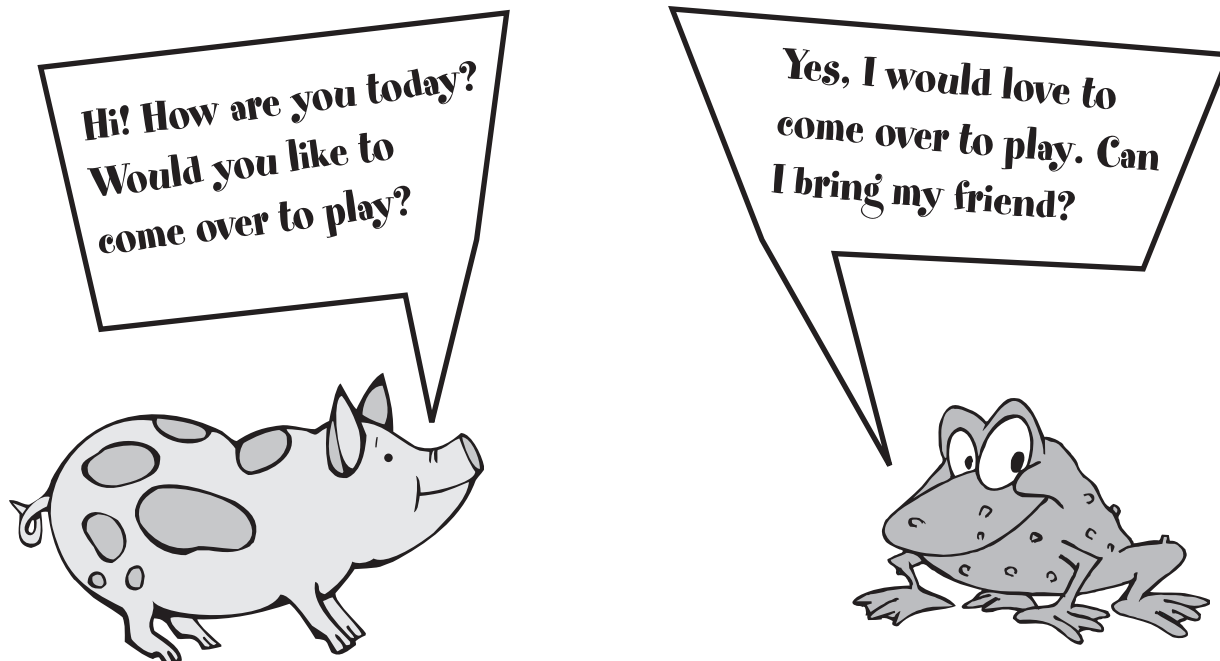
She thinks **they** are beautiful.

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Page
4	432

Vocabulary Worksheet

Hi! How are you today? Would you like to come over to play?

Yes, I would love to come over to play. Can I bring my friend?

Read the story at the top of the page. Then decide which word to use to complete each sentence. Print a word in each sentence.

Friend	**Play**	**Come**

1. **Pig wants frog to come over and** _play_ .
2. **Frog wants to** _come_ **over to see pig.**
3. **Frog wants to bring a** _Friend_ **to play.**

Student A

Comprehension: Compound Words

Read each sentence and look at the word in bold (heavy black letters). This word was made from two words. Print the two words under the sentence.

110% wonderful work!

1. We like to play in the **sunshine**.

Sun   Shine

2. Wendy looked out of the window at the **moonlight**.

moon   light

3. I love **homemade** cake.

home   mAde

4. His favorite part of the day is **playtime**.

plAy   time

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Comprehension Worksheet

Read each sentence and then circle the word that best finished the sentence. Print the word in the blank to complete the sentence.

(100) great work!

dog (park) ball

1. Tom and Mary are going to the ___park___.

(play) homework book

2. They want to have fun and ___play___.

book work (baseball)

3. Tom and Mary take a bat, a catcher's mitt and a
___baseball___ with them.

friends today (home)

4. They have a wonderful day and come ___home___
happy.

Competent Assessment of Reading:
Toolkit for Professional Developers

Student A

Section	Page
4	435

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age

game

take

ore

came

make

made

Student A

Competent Assessment of Reading:
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Section	Page
4	436

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let ✓

red ✓

yes ✓

and ✓

bed ✓

get ✓

ten ✓

went ✓

Yes, he went to get the work.

He will let you have ten hens.

I will get the red bed.

Competent Assessment of Reading:
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Bill and Sue went to see gum.

Will they get the little cat.

Will Mom let them have it.

Pat It will sleep in a bed.

The bed is red.

Competent Assessment of Reading:
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Student A

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Section	Page
4	439

The Leprechaun

The lessons are tricky.

They are very very tricky.

Lessons like b tricky

good job!

Student A

Competent Assessment of Reading:
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Section	Page
4	440

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Don't write with an ink pen.

(a) 92

-1 spelling word-
=1

Please take the book to
Dad. I will make a kite
on Monday. Bill and Ben
come with me. Is his
first. Will we play the

Write a telling sentence.
Write a question.

15

Tate Lake was more fun.

We went to Wake Lake.

Did you have fun at Wake Lake?

Student A

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Page
4	442

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Student B

Competent Assessment of Reading

Learning to read is an individual journey....

Competent Assessment of Reading:
Toolkit for Professional Developers

Student B

Section	Page
4	443

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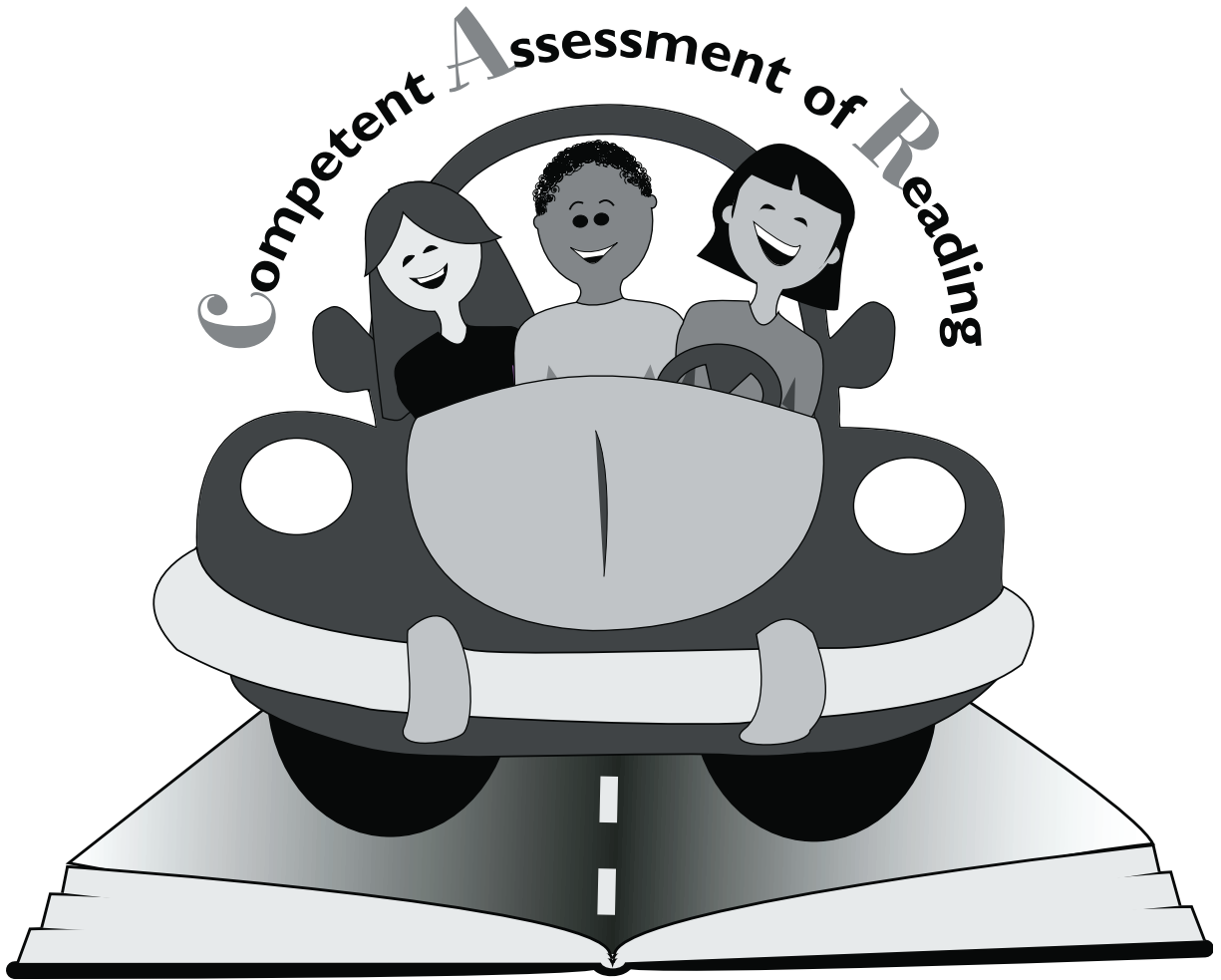
Reading Checklist

Third Quarter Assessment _____   Student Name: _____

Targets/Indicators	Performance Level		
	Often	**Occasionally**	**Rarely**
Motivation			
Reads a variety of materials		✓	
Enjoys selecting material to read	✓		
Chooses to read during free time		✓	
Likes to talk about what she has read		✓	
Responds emotionally to the text (Laughing at humor)	✓		
Comprehension			
Asks good questions when she reads		✓	
Reads to make meaning	✓		
Makes personal connections with the text	✓		
Makes connections with prior knowledge	✓		
Higher Order Thinking			
Continuously makes and revises predictions	✓		
Looks for alternative points of view		✓	
Makes comparisons between characters	✓		
Can talk about the author's purpose		✓	
Can evaluate text, not just respond personally	✓		
Can agree or disagree with the author	✓		
Uses evidence to support ideas	✓		

Student B

Weekly Report/Literature Cycle

☑ Obviously read chapters 5, 6, 7

☑ Brought book back each day

☑ Participated in discussion of book

☑ Followed group rules each day M–F

☑ Wrote a reasonable response in journal

☒ Put forth effort on related extension activity

Comments

_____ is showing a lot of emotion as we read <u>Stone Fox</u>. She expresses her feelings about different characters and their actions as we discuss the story. This lets me know she is thinking about what is happening. I like the way she is making personal connections with the story.

Teacher Signature

Hope E. Reagan

Competent Assessment of Reading:
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Student B

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Section	Page
4	445

Storie
i-Fox

This story is about a dog a
Boy and his Grandfather tha
lived on a Potato farm. One
day Something bad is gonn
to happen. Grandfather has
not got up. frist x thoght
he was playing But he
was not. willy called Doc smith
She came. Grandfather wa
not sick sade Doc simth. They
had no money left. So
willy went to the Bank and
ask If he could get 500
Dollers. But Bamber sade no. Then
He saw a poster. It sade
"Dog sled Race Win 500"
Dollers" To Get in he need 50 Doller
So willy got his. dog search
light and a little sleigh. Then
he saw Stone fox and his
five dogs. That night his
Granfather had needed medicin
So he went to get some medick
After he did that on his

Student B

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Page
4	446

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way home he hred a barking in a barn he we in there he saw Stone fox 5 dogs. He stated to pet the then he saw Stone fox hit willy in the eye. Willy went home he could not sleep that night the next day we the race that morning he kissed Grandfather on the head and He went off to the race. When He got there He saw stone fox. The race was on He was crying "Go girl or" When He saw where he lived He saw Grandfather seting up He slowed down but Gandfather sied, go on. Stone fox was losing him when They where almos There, she died Sto fox stoped. He sode she is dead. He sie willy

Competent Assessment of Reading:
Toolkit for Professional Developers

Student B

Section | Page
4 | 447

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Name: _____

Date	Material	Prediction Title Pictures Opening/Beginning of Story	Strategies Read on Self-correct Reread Word that makes sense Sounds out	Retell Main idea Characters Setting Events Problems/Solutions
2/7	Strega Nona Level 27–28	Prediction based on pictures; continuously predicted as she read	Make meaningful subs; Fluency is lacking; choppy reading	Named characters; problem/solution; few details; made enthusiastic comments
2/18	The Funny Little Woman Level 27–28	Looked at pictures and made reasonable predictions	Read on then self-corrected (3 times); seems to understand text; inserted words—that didn't change meaning	Unaided—Fair retell Aided—much better; answered all components; slow reader
2/20	The Funny Little Woman Level 27–28		Reread story to work on fluency—Made improvement	
2/29	"Hansons" Chapter 8: An Unauthorized Biography	Summarized Chapters 1–7; predicted what would happen in Chapter 8 based on info	Used background knowledge; sampled print to sound out unfamiliar words	Detailed retell—obviously interested in the "Hansons"
3/9	Stone Fox pgs. 80–33	Had read silently for Lit. Circle	No mistakes—read a little faster than usual, but needs to continue to work on fluency.	Clearly understood what she was reading; summarized including all retell components
3/20	Shiloh pgs. 98–100	Predicted by using intro she had already read	Said blank; self-corrected; reread; used name strategy	Summarized pages; re-read a line for clarification
3/27	Rechenka Level 27–28	Picture walk, then made reasonable predictions	Used meaningful substitutions; sounded out words; read slowly	Laughed and commented as she re-told the story; expressed her opinion; used pictures to sequence events
4/2	Fable "Too Much Older"	Used pictures and the 1st couple of sentences to predict then changed as she read	Used efficient reading strategies; monitors comprehension; recognizes when doesn't sound like lang.	Understood mural—discussed and compared it to her background
4/17	The Wizard of Oz pgs. 1–2	Had seen movie earlier and the musical	Print was harder even though she knew the story; read very slowly	Fine retell; understood intro; named characters setting
5/19	Jumanji	Had heard before; Retold what she remembered	Read on; then reread to self-correct; read slowly	Was able to remember most parts; used pictures for support

Student B

Competent Assessment of Reading:
Toolkit for Professional Developers

Stone Fox

By John Reynolds Gardiner

Name _____

Date _____

Who were the most important characters in Stone Fox?

A) The Doctor, City Slickers, the Banker

(B) Little Willy, Grandpa, Searchlight

C) The Banker, Clifford Snyder, Lester

D) The teacher and the school children

Little Willy's Grandfather was sick because:

A) He was very old.

B) He had fallen.

C) He had the flu.

(D) He was worried

Why did Clifford Snyder come to Little Willy's house?

(A) To collect taxes from Grandpa

B) To sell them something

C) To take Little Willy away

D) To visit for the weekend

✗ Which word best describes Little Willy?

A) Weak

(B) Determined

C) Happy

(D) Curious

Competent Assessment of Reading:
Toolkit for Professional Developers

Student B

Section	Page
4	**449**

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What was unusual about Stone Fox?

A) The way he dressed

B) He did not live in the town.

C) He would not speak at first

D) He was an Indian

How does the author make the ending of the story a surprise?

A) Little Willy loses the race.

B) Stone Fox wins the race.

C) Searchlight has puppies.

D) Searchlight dies.

Why did Stone Fox hit Little Willy?

A) Because he did not like him.

B) It was dark and he didn't see him.

C) Because Little Willy touched his dogs.

D) Because Little Willy hit him first.

How did Stone Fox change from the beginning to the end?

A) He began to show his feelings.

B) He became mean and jealous.

C) He became extremely talkative.

D) He grew closer to Grandpa.

Which sentence best summarizes this story?

A) A little boy and his grandfather live together because the little boy's parents die.

B) Little Willy hopes to pay back taxes on his Grandfather's farm with the money he wins from a dog race he enters.

C) Searchlight dies after racing very hard to win a dog race that Little Willy enters him in.

D) One day Little Willy and Stone Fox enter a dog race which turns out to be a very memorable day.

Student B

Competent Assessment of Reading:
Toolkit for Professional Developers

Section	Page
4	450

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Book <u>Sadako</u>

Oral fluency

Slow, word-for-word reading, very choppy reading

Comprehension

Retold events sequentially and when asked questions gave details, discussed characters and settings

Strategies

Inserted words that maintained the author's meaning

When miscued (most of the time) self-corrected

Did not appear to "read on" or show evidence of eye voice span

Higher order thinking

Was able to summarize and include the main idea, used evidences in story to describe and draw conclusions about main character, showed empathy towards situation in the story

Competent Assessment of Reading:
Toolkit for Professional Developers

Student B

Section	Page
4	**451**

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SERVE
Organizational Capabilities

Learning to read is an individual journey....

SERVE Organizational Capabilities

The SERVE Center for Continuous Improvement is an education organization with the mission to promote and support excellence in educational opportunities for all learners in the Southeast. The organization's commitment to continuous improvement is manifest in an applied research-to-practice model that drives its work. Building on existing research and craft knowledge, SERVE staff develops tools and processes designed to assist practitioners and policymakers with their work, in support of improved student achievement in the region. Evaluation of the impact of these activities combined with input from affected stakeholders expands SERVE's knowledge base and informs future research.

An experienced staff strategically located throughout the region supports this vigorous and practical approach to research and development. This staff is highly skilled in providing needs-assessment services, conducting applied research in schools, and developing processes, products, and programs in response to identified needs. In the last four years, in addition to its R&D work with over 170 southeastern schools, SERVE staff has provided technical assistance and training to more than 18,000 teachers and administrators across the region.

At the core of SERVE's work is the operation of the Regional Educational Laboratory (REL). Funded by the U.S. Department of Education's Institute of Education Sciences, the REL at SERVE is one of ten regional organizations providing research-based information and services to all 50 states and territories. These Laboratories form a nationwide knowledge network, building a bank of information and resources shared nationally and disseminated regionally. Each of the ten Laboratories was assigned a different National Leadership Area. SERVE's National Leadership Area focuses on Expanded Learning Opportunities (pre-K and extended-day programs).

In addition to the Lab, SERVE is involved in a broad spectrum of programs and activities that strengthen the usefulness of its work with schools, districts, and states. SERVE operates the Southeast Eisenhower Regional Consortium for Mathematics and Science Education at SERVE (SERC), the Southeast Initiatives Regional Technology in Education Consortium (SEIR◆TEC), and administers a subcontract for the Region IV Comprehensive Center. Additional funding from the U.S. Department of Education allows SERVE to provide services in migrant education and to operate the National Center for Homeless Education.

Disseminating Research

A key role for SERVE is to provide timely, useful, and relevant research to southeastern K–12 practitioners, policymakers, and state department of education officials. The dissemination of research occurs through SERVE's *The Vision* magazine, Policy Briefs, and Special Reports, which summarize research and practice on emerging issues, technical assistance, professional development, and training and are primary vehicles for disseminating research to practitioners

across the region and nationally. Products and services are scaled up by SERVE, Inc., a commercial, not-for-profit outreach arm to UNCG (SERVE, Inc. is a 509(a)3 support corporation to UNCG). Annual SERVE conferences on school improvement and expanded learning opportunities and networking events for various role-alike groups such as rural school district superintendents and state education policy staff have also been implemented successfully by SERVE. In addition, SERVE conducts research and evaluation studies in collaboration with state school superintendents as part of an annual Memorandum of Understanding developed with each superintendent.

SERVE works alone and with partners in describing and documenting the implementation of new initiatives such as class size reduction efforts, Comprehensive School Reform (CSR), state programs to assist low-performing schools, state efforts to develop Early Learning Standards, high-quality professional development as described in the No Child Left Behind Act, data use at the school level, and high school reform. Another important contribution of SERVE is conducting annual research syntheses to draw conclusions from analyses of recent studies on the impacts of particular kinds of expanded learning opportunities interventions, such as after-school, school readiness, and tutoring programs.

Conducting Research and Development (R&D)

A key aspect of the R&D process is the use of data to inform continued improvements to the product or service and to answer questions about the product or intervention's impact. Different kinds of evaluation questions and data are needed at various points in the development cycle. SERVE is committed to Evidence-Based Education, as demonstrated by our R&D methodology (and R&D quality assurance process), which lays out discrete stages of product development (concept paper, development, pilot, field test, scale up). R&D projects have always been a central focus of SERVE's work. SERVE identifies regional needs and responds by developing, evaluating, refining, and disseminating new products and services that respond to the needs. SERVE also responds to specific requests for product development (such as the development of a training manual for classroom assessment) through contracting arrangements with states, districts, and schools.

In 2004, SERVE is collecting data on implementation or impact on a variety of R&D products as listed below:

Standards, Curriculum, and Assessment

- Senior Project
- Competent Assessment of Reading Professional Development Program

Educator Quality

- SERVE Teacher Growth and Assessment System for Career and Beginning Teachers
- Training and On-Line Facilitation of Professional Learning Teams

Reading Instruction

- Advancing Reading Achievement Through Study Groups

Providing Professional Development

SERVE is committed to providing high-quality professional development to educators. If student achievement is to improve, it will be through a focus on supporting those closest to students in reflecting on and improving the effectiveness of their instructional strategies. SERVE's approach to professional development reflects the current thinking articulated in NCLB and the National Staff Development Council's revised Standards for Staff Development. SERVE's award-winning publication, *Achieving Your Vision of Professional Development* (1998) previewed the current focus on job-embedded professional development strategies. Another publication developed by the Eisenhower Consortium, *Designing Professional Development for Teachers of Science and Mathematics* (2003), also offers key considerations for designing and implementing high-quality professional development. SERVE also worked on a collaborative effort with other Regional Laboratories to identify schools with exemplary professional development programs.

The Eisenhower Consortium and SEIR◆TEC have successfully implemented regional academies to support the professional development of state and district level leaders. SERVE provides outstanding technical assistance to the states in its region of coverage as directed through funding sources and under contracts with schools, districts, and states.

- One approach to this technical assistance is direct on-site assistance. The REL at SERVE provides technical assistance to low-performing districts in the Mississippi Delta. Since 2000, SERVE has provided an onsite team to support the North Bolivar School District in its efforts to improve.

- The Eisenhower Consortium at SERVE participates with other Eisenhower programs nationally in a Middle School Mathematics Project to provide support to mathematics teachers at selected low-performing middle schools.

- SERVE has also provided technical assistance to several low-performing districts through its participation in a group called SERVE-Leads, which is a district consortium that meets several times a year to plan strategies for improving the quality of instruction.

Conducting Evaluations

The SERVE Evaluation staff has established a solid reputation in providing evaluation services and technical assistance to school districts, state education agencies, and community organizations. Both quantitative and qualitative approaches are used as appropriate.

SERVE, Inc.

SERVE, Inc. is an outreach arm of the University of North Carolina at Greensboro created to disseminate tested and proven products and services into communities, districts, schools, and classrooms. It is a market-driven dissemination organization positioned to respond to needs highlighted by federal, state, and local school improvement initiatives like NCLB and Goals 2000. Revenues generated by SERVE, Inc. are recycled into new R&D products and services to continuously better serve the educational community.

The SERVE, Inc. mission is to provide proven, cost-effective, customized products and services to enhance the growth potential of individuals and groups by disseminating the highest-quality products and services developed through R&D work performed at the SERVE Center for Continuous Improvement at UNCG and other independent sources.

Many educational products and services have been developed through the conceptual stage into implementation at the regional level through the SERVE Center. All go through rigorous field-testing to determine their effectiveness in helping practitioners/teachers to help students. The Center sponsors programs throughout the Southeast. Through the UNCG Technology Transfer process, such innovations can be licensed for dissemination on a national basis, creating opportunities in technology transfer to commercialize proven educational products and services.

For educational products and services to be considered for dissemination by SERVE, Inc., each must have been documented as research-based. This means that credible studies have been performed, published, and critiqued by objective researchers and practitioners in the field. A program then earns the SERVE Seal of Assurance. A higher-rated SERVE Seal of Assurance is awarded when programs have been further scrutinized in random clinical trials that test for effectiveness. Building on theory and craft knowledge, SERVE then develops tools and processes designed to assist practitioners and, ultimately, to raise the level of student achievement in the region. Evaluation of the impact of these activities, including input from stakeholders, expands SERVE's knowledge base and directs future research. This research-to-practice-to-evaluation cycle is critical to the rigorously applied SERVE Quality Assurance system.