

THE WHAT, WHY, HOW OF ASSESSMENT

WHAT do I want to know?	WHY do I want to know it?	HOW can I best discover it?
What does the child choose to read?	To become good readers, children need to read many different kinds of books. I want to see what they are choosing so that I can help to round out their reading experiences.	Independent Reading
How does the student feel about reading?	Attitude has a big impact on the ability to read a text. Identifying attitudes will help me see if I need to help a child develop a more positive approach, thereby making reading a more enjoyable experience. Children with a positive attitude are more likely to attempt reading for a variety of purposes.	Primary Reading Survey Reading Attitude Survey for Grades 3 and Up
What are the reader's interests?	Identifying interests will help me to select books for instruction and the classroom library. I can also use these interests to group children in different ways, enabling them to get to know many of their peers.	Interest Inventory
How does the student view reading?	Faulty perceptions of what it means to read can inhibit reading growth. Uncovering these ideas can help me to see which are accurate and those that need to be altered.	Student Interview
What are the child's reading levels?	Children need to read books of varying difficulty if they are to become strong readers. A majority of what they read should be at their independent and instructional levels. If text is beyond these levels, I need to choose teaching strategies that will provide the child with enough support to read the text.	Running Record Informational reading inventories such as <i>Johns' Basic Reading Inventory</i>
What background does the child bring to a text?	Background knowledge is essential for interacting with text. Children who have the background for a text are better able to recall and summarize what they have read.	Prediction Task
How well does the student comprehend?	Comprehension is the essence of reading. I need to directly teach children who lack strategies for comprehending text.	Retelling

WHAT do I want to know?	WHY do I want to know it?	HOW can I best discover it?
What strategies does the child use when reading?	Good readers use a variety of strategies to assist them. Relying on one or two strategies to the exclusion of others can prevent growth. I want to make sure that students can use different strategies to ensure their independence.	Student Interview Running Record Modified Miscue Analysis
Does the child have an understanding of how print functions?	Understanding how print functions and knowing the terminology associated with reading are essential for beginning readers. Identifying what the child knows and what the child needs to learn can help me to prevent confusion.	Print Concepts
Does the child have phonemic awareness?	Phonemic awareness appears to be a good predictor of reading success. It is also a precursor to phonics instruction. I need to make sure that all children have this awareness before I provide instruction that will cause misunderstandings.	Test of Phonemic Awareness
What word identification strategies does the child use?	The ability to use what is known about letters and sounds to decode words is the essence of phonics instruction. I need to make sure that a child is applying what is known. I also need to know if the child is developing a store of sight words to facilitate fluent reading.	Names Test Basic Word List

Name Test

1. Make two copies of the Names Test and one copy of each Scoring Matrix.
2. Give the Names Test to the student and ask him or her to read aloud the names. Keep a copy for yourself.
3. As the child reads each name, write exactly what the child says above each name on your copy of the Names Test.
4. To analyze the child's performance:
 - Locate each mispronounced name on the test.
 - Find these names on the scoring matrix and circle the phonic elements that were mispronounced.
 - Count the circled elements for each category.
 - Record the total number of errors on the bottom of the test.

Name _____ Date _____

THE NAMES TEST

Jay Conway	Tim Cornell	Chuck Hoke	Yolanda Clark
Kimberly Blake	Roberta Slade	Homer Preston	Gus Quincy
Cindy Sampson	Chester Wright	Ginger Yale	Patrick Tweed
Stanley Shaw	Wendy Swain	Glen Spencer	Fred Sherwood
Flo Thornton	Dee Skidmore	Grace Brewster	Ned Westmoreland
Ron Smitherman	Troy Whitlock	Vance Middleton	Zane Anderson
Bernard Pendergraph	Shane Fletcher	Floyd Sheldon	Dean Bateman
Austin Shepherd	Bertha Dale	Neal Wade	Jake Murphy
Joan Brooks	Gene Loomis	Thelma Rinehart	

Phonics Category	Errors	Total Possible
Initial consonants	_____	/37
Initial consonant blends	_____	/19
Consonant digraphs	_____	/15
Short vowels	_____	/36
Long vowels/VC-final e	_____	/23
Vowel digraphs	_____	/15
Controlled vowels	_____	/25
Schwa	_____	/15

Name _____

SCORING MATRIX FOR NAMES TEST, PART 2

Name	InCon	InConBl	ConDgr	ShVow	LngVow/VC-e	VowDgr	CtrVow	Schwa
Neal	N					ea		
Ned	N			e				
Patrick	P			a, i				
Pendergraph	P		ph	e, a			er	
Preston		Pr		e				o
Quincy				i	y			
Rinehart	R				ine		ar	
Roberta	R				o		er	a
Ron	R			o				
Sampson	S			a				o
Shane			Sh		ane			
Shaw			Sh				aw	
Sheldon			Sh	e				o
Shepherd			Sh	e			er	
Sherwood			Sh			oo	er	
Skidmore		Sk		i			or	
Slade		Sl	ade					
Smitherman		Sm	th	i			er	a
Spencer		Sp		e			er	
Stanley		St		a		ey		
Swain		Sw				ai		
Thelma			Th	e				a
Thornton			Th				or	o
Tim	T			i				
Troy		Tr				oy		
Tweed		Tw				ee		
Vance	V			a				
Wade	W				ade			
Wendy	W			e	y			
Westmoreland	W			e			or	a
Whitlock			Wh	i, o				
Wright					i			
Yale	Y				ale			
Yolanda	Y			a	o			a
Zane	Z				ane			

InCon = Initial Consonant
 InConBl = Initial Consonant Blend
 ConDgr = Consonant Digraph
 ShVow = Short Vowel

LngVow/VC-e = Long Vowel/Vowel Consonant-final e
 VowDgr = Vowel Digraph
 CtrVow = Controlled Vowels
 Schwa = Schwa

Basic Word List

1. Print on a card each word shown on the Basic Word List.
2. Make copies of the Basic Word List to record what each child does when looking at the word cards.
3. Say something like: "Today I want to find out which of these words you know".
4. Show the child one word at a time. Write down what the child says on the form. Continue until the child shows signs of frustration or miscalls several words,
5. Note that this form can be used at the end of each quarter. Use a different color to record the results for each quarter.

Name _____

BASIC WORD LIST

First Quarter:	Date:	Score:
Second Quarter:	Date:	Score:
Third Quarter:	Date:	Score:
Fourth Quarter:	Date:	Score:

Directions: Place a ✓ next to the word if the child reads it correctly. If the child mispronounces the word, write what the child says. If the child does not know the word and says so, write DK (Don't Know).

Word	Child's Response	Word	Child's Response
1. the		11. for	
2. of		12. you	
3. and		13. he	
4. to		14. on	
5. a		15. as	
6. in		16. are	
7. is		17. they	
8. that		18. with	
9. it		19. be	
10. was		20. at	

Modified Miscue Analysis

1. Choose an appropriate test. Although a formal miscue analysis requires 400 words or more, a passage of fewer words, say 150, is acceptable here. The passage should be long enough to help you see if and how the child uses different strategies during reading. Make a copy for yourself and the child.
2. Make copies of Modified Miscue Analysis and Retelling.
3. Explain the procedure to the child: "I would like to listen to you read so that I can hear what you do when you read. I am going to take notes as you read".
4. As the child reads, make the following notations on your copy of the passage.
 - Circle any word that the child omits.
 - Add a ^ for any word that the child inserts. Write the inserted word.
 - Draw a line through any word that is substituted. Write the substituted word.
 - Write a C on the word if the child self-corrects.
 - Note repetitions by writing R and drawing a line back to where the child repeats.
 - Do not make marks for words read correctly.
5. Have the child do a retelling to check comprehension. Record your assessment on the retelling form.
6. Now you are ready to analyze the child's reading using the Modified Miscue Analysis. Here's what you do:
 - Write each miscue and the text that should have been read. Remember that self-corrects and repetitions are not counted for miscues.
 - For each miscue, ask the three questions on the form. If the answer is yes, circle the appropriate letter (s): M, S, V
7. Answer these questions in the spaces on the form:
 - How often does the student self-correct?
 - Which cues are used most often?
 - How well was the child able to comprehend the story?
 - Was the reading fluent? choppy?
 - Were there a lot of repetitions? If so, what caused them?
 - Does the child attend to punctuation?
8. Based on your analysis, determine what you think the child needs to learn.

MODIFIED MISCUE ANALYSIS

Miscue Record of _____ Grade _____

Title and Pages _____ Date _____

- M = Meaning. Does the miscue make sense?
- S = Sentence structure. Does the sentence sound right? *
- V = Visual. Does the miscue look like the word?

Student	Text	Cues Used
		M S V
		M S V
		M S V
		M S V
		M S V
		M S V
		M S V
		M S V
		M S V
		M S V
		M S V

Strategies Used _____

Comprehension _____

Fluency _____

Needs to Learn... _____

Retelling

1. Ask the student to silently read a specific story.
2. Ask the student to retell everything that he or she can remember. You might say something like: "Tell me everything you can remember about the story. Pretend you are telling it to a friend who has never heard it".
3. As the student retells the story, use the Retelling form to record how well the child retells. Use prompts such as "What comes next?" only if necessary. If you give prompts, make sure you indicate this by writing "Assisted" on the form.

Name _____

RETELLING

Directions: Indicate with a check the extent to which the reader's retelling includes or provides evidence of the following information.

Retelling	None	Low	Moderate	High
1. Includes information directly stated in text.				
2. Includes information inferred directly or indirectly from text.				
3. Includes what is important to remember from text.				
4. Provides relevant content and concepts.				
5. Indicates attempt to connect background knowledge to text information.				
6. Indicates attempt to make summary statements or generalizations based on text that can be applied to the real world.				
7. Indicates highly individualistic and creative impressions of or reactions to the text.				
8. Indicates affective involvement with the text.				
9. Demonstrates appropriate use of language (vocabulary, sentence structure, language conventions).				
10. Indicates ability to organize or compose the retelling.				
11. Demonstrates sense of audience or purpose.				
12. Indicates control of the mechanics of speaking or writing.				

Interpretation: Items 1–4 indicate the reader's comprehension of textual information; items 5–8 indicate metacognitive awareness, strategy use, and involvement with text; items 9–12 indicate facility with language and language development.

Running Record

1. Choose an appropriate text, one that is between 50 and 100 words.
2. Make copies of the Running Record.
3. Explain the procedure to the child: "I would like to listen to you read today. While you are reading, I am going to take some notes to help me remember how you read".
4. Have the child read the book. While the child is reading, make the following notations:
 - Make a ✓ for each word read correctly.
 - Write and circle any word that is omitted.
 - Add a ^ for any word that the child inserts. Also write the word.
 - Write and draw a line through any word that is substituted and write what the child said in its place,
 - Draw an arrow back to where the child repeats.
 - Write SC when the child self-corrects.
 - Write TA if you assist with the word.
 - For each self-corrected and/or error, mark the type of cue (s) that was used by writing M (meaning cue), S (structure cue) V (visual cue) and circling the letter to show which was used.
5. Summarize the results on the Running Record Summary.
6. Finish with a retelling to assess comprehension.

Name _____ Date _____

RUNNING RECORD SUMMARY

Title of Book _____ Author _____

Summary of Reading Performance

Total # of Words _____ Total # of Errors _____ % of accuracy _____

Reading Level (Circle the one that matches the % of accuracy.)

95%–100% = Independent 90–94% = Instructional 89% or lower = Frustration

Total # of Self-Corrections _____ Self-Correction Rate 1: _____

NOTE: Self-correction rates of 1:3, 1:4, or 1:5 are good. Each ratio shows that the reader is attending to discrepancies when reading.

Summary of Observations

1. What did the reader do when unknown words were encountered? (✓ all that apply)

_____ made no attempt

The reader made an attempt in these ways:

_____ asked for help

_____ looked at pictures

_____ used letter/sound knowledge

_____ used meaning

_____ used structure (syntax)

_____ tried again

_____ skipped it and continued reading

_____ looked at another source

2. How often did the reader attempt to self-correct when meaning was not maintained?

(Circle one.) always frequently sometimes seldom never

3. When the reader did self-correct, which cues were used? (✓ all that apply.)

_____ letter/sound knowledge (visual)

_____ meaning

_____ syntax (structure)

Calculating Accuracy Rate

1. Subtract the total # of errors from the total # of words in the text to determine the number of words that were correctly read.

2. Divide the number of words correctly read by the number of words in the passage to determine % of accuracy.

EXAMPLE: 58 total words – 12 errors = 46 words read correctly

46 words read correctly ÷ 58 total words = 79% accuracy

Calculating Self-Correction Rate

Use this formula: $\frac{\text{self-corrections} + \text{errors}}{\text{self-corrections}} = 1: \underline{\hspace{2cm}}$

Retelling

1. Ask the student to silently read a specific story.
2. Ask the student to retell everything that he or she can remember. You might say something like: "Tell me everything you can remember about the story. Pretend you are telling it to a friend who has never heard it".
3. As the student retells the story, use the Retelling form to record how well the child retells. Use prompts such as "What comes next?" only if necessary. If you give prompts, make sure you indicate this by writing "Assisted" on the form.

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Interest Inventory

1. Provide each student with an Interest Inventory form.
2. Set aside time for students to complete the form, offering assistance when necessary. Or have students fill out this form with your help during brief individual conferences.
3. Tally the results on a matrix. List students' names down the left side and the reading interests across the top. Place a ✓ in the space given if the child indicates that this is a reading interest.
4. Use the chart to select books and magazines for your classroom library.

Name _____ Date _____

INTEREST INVENTORY

Please ✓ the right spaces to help me get to know you!

1. Do you like to read?

_____ yes _____ sometimes _____ no

2. What kinds of books do you like to read? (✓ as many as you want!)

_____ animal _____ science _____ true
_____ make-believe _____ about people _____ science fiction
_____ mysteries _____ poetry _____ funny
_____ series _____ myths _____ folktales
_____ plays _____ riddles/jokes _____ books with pictures
_____ scary stories _____ books that tell how to make things

3. Who is your favorite author? _____

4. What is your favorite book? _____

5. What book would you like to read? _____

6. What magazines do you like to read?

7. Which do you like best?

_____ hardcover books _____ softcover books

Why? _____

8. What helps you to choose a book to read?

Student Interview

1. Make a copy of the Student Interview Guide for each student.
2. Each interview will take approximately ten minutes. In a one-on-one conference, ask each question. Because this is an unstructured interview, the questions may be asked in any order. Some questions may need to be reworded. However, the only prompt that can be given is, "Anything else?"
3. Interpret the results. Questions 1, 2, and 3 are designed to elicit perceptions of reading. Questions 4, 5, 6, and 7 elicit strategies used in reading. Do answers to the first three questions primarily focus on reading as a meaning-seeking activity? Do the responses primarily focus on reading as an act of calling, or simply saying, words? Do the responses focus on something other than understanding or word calling? Do the responses to questions 4-7 show that the reader has a limited set of strategies? You might find a matrix helpful. List students' names down the left and their perceptions/strategies across the top. This will help you to see how students are alike and different and who needs to develop an accurate view of reading as understanding.

Name _____ Date _____

STUDENT INTERVIEW

1. What is the most important thing about reading?

2. When you are reading, what are you trying to do?

3. What is reading?

4. When you come to a word you don't know, what do you do?

5. Do you think it's important to read every word correctly? Why? Why not?

6. What makes a person a good reader?

7. Do you think good readers ever come to a word they don't know? If yes, what do you think they do?

Print Concepts

1. Choose a book that is relatively short, such as *The Hungary Man* by Phyllis Root.
2. Make a copy of the Print Concepts form and follow the directions.
3. Summarize your observations on the Summary of Print Concepts form.

PRINT CONCEPTS

Title of Book _____

Directions: Using the book that you have selected, give the following prompts to encourage the child to interact with it. Read the story aloud as you proceed. Place a ✓ next to each item answered correctly.

Prompt	Response (✓ = correct)	Print Concept
1. Hand the child the book upside down, spine first, saying something like: "Show me the front of this book." Then read the title to the child.		layout of book
2. Say: "I would like to begin reading the story, but I need your help. Please open the book and point to the exact spot where I should begin reading."		print conveys message
3. Stay on the same page and say: "Point to where I need to start reading."		directionality: where to begin
4. Say: "Point to where I should go after I start reading."		directionality: left-to-right progression
5. Say: "Point to where I go next." Read the pair of pages.		directionality: return sweep
6. Turn the page and say: "Point to where I should begin reading on this page. Now point to where I should end." Read the page.		terminology: beginning and end
7. Turn the page and say: "Point to the bottom of this page. Point to the top of it. Now point to the middle of it." Read the page.		terminology: top, bottom, middle
8. Using the same page, say: "Point to one letter."		terminology: letter
9. Again using the same page, say: "Point to one word."		terminology: word
10. Turn the page. Make sure that this page contains words that have corresponding upper- and lowercase letters. Read the pages. Then point to a capital letter and say: "Point to a little letter that is like this one."		matching lower to uppercase letters
11. Turn the page and say: "Let's read these pages together. I'll read and you point." Read the pages.		speech to match print
12. Finish reading the book. Then turn back to a page that has the punctuation marks you want to assess. Point to the punctuation mark and say: "What is this? What is it for?"		punctuation: period, question mark, quotation marks

Retelling

1. Ask the student to silently read a specific story.
2. Ask the student to retell everything that he or she can remember. You might say something like: "Tell me everything you can remember about the story. Pretend you are telling it to a friend who has never heard it".
3. As the student retells the story, use the Retelling form to record how well the child retells. Use prompts such as "What comes next?" only if necessary. If you give prompts, make sure you indicate this by writing "Assisted" on the form.

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Interpretation: Items 1–4 indicate the reader's comprehension of textual information; items 5–8 indicate metacognitive awareness, strategy use, and involvement with text; items 9–12 indicate facility with language and language development.

Prediction Task

1. Provide the student with a story to read.
2. Ask the student to read the title of the story.
3. After the title has been read, say something like: "Based on your reading of the title, what do you think this story will be about?"
4. Use the form to record the student's predictions and your assessment of them.

Name _____ Date _____

PREDICTION TASK

Book or Story Title _____

Author _____

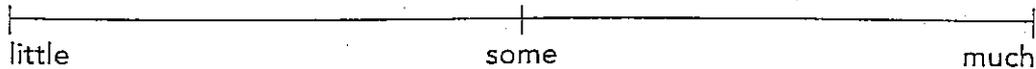
Prediction Based on Title _____

Reasons Given _____

Check all that apply:

- Student drew on prior knowledge of topic.
- Student drew on personal experience.
- Student guessed wildly.
- Student used word meaning.
- Student was familiar with author.
- Student guessed creatively.

Background Knowledge for Title (Place the student on this continuum.)



Test of Phonemic Awareness

1. Make copies of the form.
2. Individually, ask children to read the words as directed on the form. Be sure that students say the sounds, not the letters.
3. Score the words as directed. Remember, the child must segment the entire word in order to receive credit for the word. That is, partial credit is not given.
4. Use the following to determine degrees of phonemic awareness:
 - All or almost all items segmented = Phonemically aware
 - Some items segmented = Emerging phonemic awareness
 - Few or not items segmented = Lacking in phonemic awareness

Name _____ Date _____

TEST OF PHONEMIC AWARENESS

Directions: Tell the child: "Today we're going to play a word game. I'm going to say a word, and I want you to break the word apart. You are going to tell me each sound in the word in order. For example, if I say *old* you should say /o//d/." Stress that the child should say the sounds, not the letters. Give these items as practice and assist as necessary: *ride, go, man.*

Circle the items on the test that the student correctly segments. Record incorrect responses on the line after each item.

- | | |
|---------------|-----------------|
| 1. dog _____ | 12. lay _____ |
| 2. keep _____ | 13. race _____ |
| 3. fine _____ | 14. zoo _____ |
| 4. no _____ | 15. three _____ |
| 5. she _____ | 16. job _____ |
| 6. wave _____ | 17. n _____ |
| 7. grew _____ | 18. ice _____ |
| 8. that _____ | 19. at _____ |
| 9. red _____ | 20. top _____ |
| 10. me _____ | 21. by _____ |
| 11. sat _____ | 22. do _____ |

Comments/Notes
