MORE DIRECT FORMS OF READING ASSESSMENT

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More Direct Forms of Reading Assessment: Overview
https://www.youtube.com/watch?v=2mpZR9SHOYg

More Direct Forms of Reading Assessment: Fluency
https://www.youtube.com/watch?v=I8VB2XVE7xo

More Direct Forms of Reading Assessment: Word Identification and General Reading Level
https://www.youtube.com/edit?o=U&video_id=XEmmHWL9hkg

More Direct Forms of Reading Assessment: Comprehension
https://www.youtube.com/edit?o=U&video_id=R9qvgKxJJng

Assessment vs. Evaluation: Using Assessment Wisely
https://www.youtube.com/watch?v=M02LMOJi1Ns

Basic Elements of Standardized Test: Strengths and Limitations
https://www.youtube.com/watch?v=jm_JtkZ858I

Running Records
https://www.youtube.com/edit?o=U&video_id=MjBOnufWF8o

Checklists
https://www.youtube.com/watch?v=kVs9DduZBjQ

Story Retelling Chart
https://www.youtube.com/watch?v=p5WGzqBjrE4

Portfolios and Anecdotal Records
https://www.youtube.com/watch?v=96NJvJsxsOs

Diagnostic Reading Assessment

1. Diagnostic Reading Assessment: Overview (time: 2:48) https://www.youtube.com/watch?v=ItlUA7IKldo
2. Graded Word Lists (time: 2:53) https://www.youtube.com/watch?v=nQtV_8ddKX0
3. Graded Reading Passages (time:5:21) https://www.youtube.com/watch?v=wiziAw1bDtE
4.a. Miscue Analysis (time: 5:40) https://www.youtube.com/watch?v=wWj8KZAvgMU
4.b. Miscue Analysis: Qualitative Data (time: 2:01) https://www.youtube.com/watch?v=uLcAgjURLd0
5. Assessing Comprehension (time: 4:04) https://www.youtube.com/watch?v=xEL6DXES6vs
6. DRA: Putting it All together, IEP Goals (time: 3:47) https://www.youtube.com/watch?v=lAvEeP6avbA

Types of Reading Miscues
https://www.youtube.com/watch?v=uG8obd7tyJs

Learning Logs
https://www.youtube.com/watch?v=8GP7YtCxwzc

ASSESSMENT VERSUS EVALUATION

Although the terms *assessment* and *evaluation* are often used interchangeably, there is a difference. Assessment tends to be associated with diagnosis. The purpose here is to see how students are doing. Information is gathered with the intent of meeting the particular needs of a student or students. In contrast, evaluation tends to be associated with judgment. Here you are looking to see how well students have done and then making a judgment on their learning. The purpose is to use data to put students into a category, assign a letter grade, or place them on a normative scale.

In an ideal classroom, the emphasis is primarily on assessment. You regularly assess students' learning in order to discover their strengths and also to look for areas that need remediation. In this ideal classroom assessment is also used to diagnose your teaching. You collect data to see how well you are doing in helping students learn and you look for ways to become more effective in meeting students' needs. In this way assessment is used to inform your teaching practice.

TRADITIONAL FORMS OF ASSESSMENT

Traditional forms of assessment are usually associated with written tests. In these tests students read a question or a short paragraph and either select the best answer from two or more choices or else search their long-term memory in order to retrieve a particular response or predetermined answer.

Standardized Tests

A standardized test compares all students who take the test to one standard. There is nothing inherently wrong with these tests. It is how they are used that determines their value and limitations (see Figure 4.1). A standardized test can be used effectively to provide a very general sense of students' knowledge, vocabulary, skills, and thinking. But, as Gardner (1983) and Sternberg (1996) have pointed out, standardized tests measure only a very limited type of thinking; they do not reflect the kind of thinking and problem solving that students encounter in real-world, non-testing environments. Therefore, standardized tests, which include norm-referenced and criterion-referenced tests, should always be used with other types of measures for assessment and evaluation.

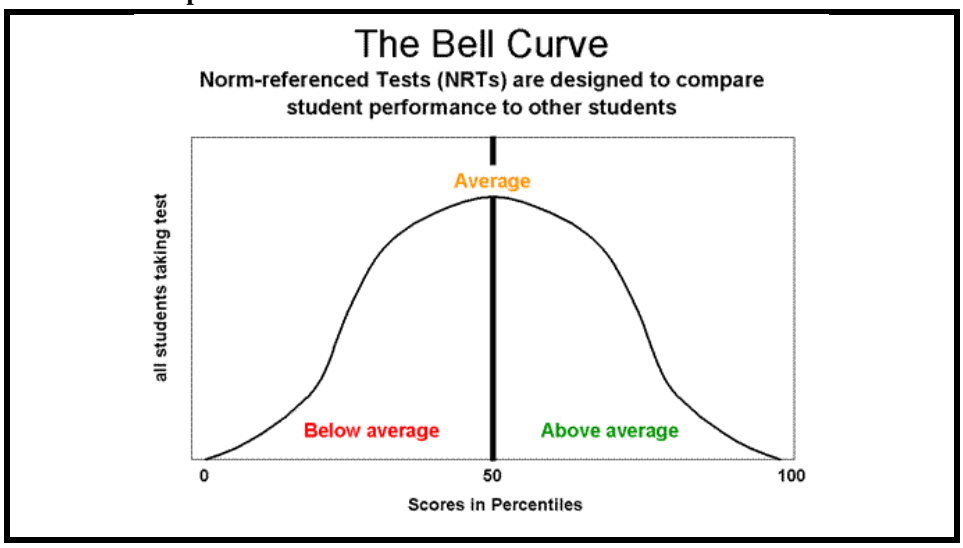
Figure 4.1. T-chart showing the value and limitations of standardized tests.

Value of Standardized Test	Limitations of Standardized Tests
1. Can be given to a large group.	1. Describes students only in terms of numbers.
2. Provides a very general sense of students' strengths and weaknesses.	2. They describe performance but do not prescribe remediation.
3. Can be used with other measures.	3. They measure only a very narrow type of thinking.
4. Can show certain patterns over time.	4. Can score poorly by accident or circumstance.
5. Cheap to administer and easy to score.	5. Do not reflect the kinds of problem-solving that occur outside a school environment.
6. Hard to score well by accident.	6. Its strongest predictor is related to students' ability to score well on kinds of similar tests.
7. Provides a general sense of students' knowledge.	7. Teachers often feel forced to teach to the test.
8. Can be used to compare students to a relative group norm or criteria.	8. Their exclusionary use creates a one-dimensional teaching and learning experience.

Norm-Referenced Tests

A norm-referenced test is a type of standardized test that describes students' performance relative to a group norm. Norm-referenced tests are associated with the bell-shaped curve (see Figure 4.2). The function of these kinds of measures is to describe how far the test taker is away from average. Here, all the scores are collected, a continuum is created, and students are placed on this continuum. These are tests like the SAT, LSAT, ACT, CAT, GRE, MAT, and the Iowa Test of Basic Skills.

Figure 4.2. Bell-Shaped Curve



Scores here are presented in terms of percentile rankings and grade equivalency scores. A percentile ranking in the 85th percentile means that when you compare your score to the scores of all others who have taken this test, you scored better than 85 percent of them. A grade equivalency score (GE) compares your score to all others who have taken the test and describes your performance compared to the average scores of each grade level. For example, a GE score of 3.5 means that this score is that averaged by students in their third year and fifth month of school. A GE of 3.5 would be a good thing if a student is in 1st or 2nd grade and a bad thing if that student is in 7th or 8th grade.

Criterion-Referenced Tests

A criterion-referenced test is a type of standardized test that compares students' performance to a given criterion. An example of this might be end-of-unit tests in math or reading. Here students must meet a certain criterion in order to achieve a passing score and move onto the next unit or grade. Scores are not compared to other students' scores; rather, they are used to demonstrate general knowledge or competency related to the ideas and skills covered in a particular unit or class.

AUTHENTIC ASSESSMENT

There are a variety of ways for students to demonstrate their learning besides taking standardized tests. Authentic assessment asks students to apply knowledge and skills in ways they might in the real world outside the classroom (Burke, 1999). This type of assessment occurs over time as students create or design products and performances and solve real-world problems.

Data Collection

Your mindset using authentic forms of assessment should be that of a scientist. Here you are collecting data to find out how and what students are learning in your classroom. Collecting these data is not a snapshot of a single incident such as a test score. Nor should data collection rely on a single type of data, for example collecting only learning logs or only homework scores. Rather, the data collection used for authentic assessment is a series of quick looks taken at different times in a variety of ways. In this sense, data collection is much like collecting soil samples: you collect little bits of soil in different places over time. This means that you do not have to collect, evaluate, and grade every homework assignment and activity that occurs in your social studies classroom.

STORY RETELLING CHART TO ASSESS COMPREHENSION

Name: _____ Grade: _____ Date: _____

Story Title: _____ Reading Level: _____

Context: Story read by child silently ___, orally___, Story read to child

	UNPROMPTED	PROMPTED
CHARACTERS: __ points each.		
1.		
2.		
3.		
4.		
5.		
SETTING: ___ points each.		
1.		
2.		
3.		
EVENTS: ___ points each.		
1.		
2.		
3.		
4.		
5.		
6.		
TOTAL POINTS: ___/100 = ___%	___/100	___/100

Unprompted = 1 point

Prompted = ½ points

Independent reading level = 98-100% accuracy

Instruction level = 90-97% accuracy

Frustration level = 89% or lower

ANALYZING AND LISTING STORY PARTS

List interesting or important events that occurred in each part of the story

Beginning	Middle	End

MONTHLY READING DESCRIPTION CHART

Student:
School:
Grade:
Date:

Books Read	Date Completed
1. 2. 3. 4. 5. 6. 7. 8.	1. 2. 3. 4. 5. 6. 7. 8.

Interesting topics, subjects, or ideas read about:

1.
2.
3.

Genre or Types of Books Read

___ fantasy ___ picture book ___ realistic fiction ___ detective/mystery	___ science fiction ___ historical fiction ___ fairy tales ___ adventure	___ fantasy ___ historical ___ information book ___ biography ___ horror/scary book

Describe an interesting character from a book you've read:

Number of book talks _____

Number of book reviews _____

What books or kinds of book of books would you like to read next month?

What are your reading goals for next month?

Skills I use to help me comprehend information books:

Pre-Reading Comprehension Skills	During-Reading Comprehension Skills	Post-Reading Comprehension Skills
____ Preview and Overview. ____ Web and Brainstorm. ____ Other (describe below)	____ Paragraph Re-Read. ____ Read and Pause. ____ Other (describe below)	____ Article Re-Read. ____ Sequencing. ____ Other (describe below)

Other skills or strategies used to understand information books:

Skills I use to help me recognize words:

1.

2.

3.

4.