

Assessment Based Reading Instruction

Assessing Readers (What are you assessing?)

- Behaviors
- Solving words
- Literal comprehension
- Inferential comprehension
- Fluency

Understanding the Reading Process:

Searching & Using Information (Three queuing systems)

- **Meaning**-using background knowledge, thinking about what is happening in the story, using context clues, using illustrations
 - o Heavily scaffolding at earlier levels (i.e., picture really give away the story)
- **Syntax/Structure**- using knowledge of oral language, text language and verb tenses
 - o Lower levels have a pattern (often mimics natural language)
 - o As you move up in levels- things get tricky
- **Visual** –letter/sound relationships, prefixes, suffixes, word parts or chunks, punctuation, spacing, font, text placement.
 - o Lower levels- spacing/words are big, in the same place
 - o Higher levels- print smaller, print moves to different locations on page
- Helpful info:
 - o Students use all three queuing systems eventually-
 - o In the earlier levels, students tend to rely upon one or two queuing systems
 - o By Level I- they begin to integrate all three queuing.
- During Guided Reading
 - o Begin with a book introduction that shows about the queuing has changed from one level to the next.

Cross Checking

- Looking at one source against another

Monitoring

- Knowing when something isn't right
- Asking "does that make sense" Does that sound right?' Does that look right?
- Rereading
- Slowing down
- Pausing
- Stopping

Self-correcting

- Realizing a word was said in error and going back to fix it, cross checking sources of information

How Do I Assess my Students during Reading Workshop?

(1) Running Records

- How often should you conduct running records? (based on level)
 - o Emergent readers (A– G) - Every two weeks
 - o Upper emergent (H-K)- Every 4 to 6 weeks
 - o Early Fluent (L-O)- Every 6 to 8 weeks
 - o Fluent (P+) Every 8 to 10 weeks
- When do you conduct running records?
 - o During student conferences
- *How to take a Running Record?*
 - o Approximates the child's reading level
 - o Place a check mark above each word that is read correctly(level A-K)
 - o Record substitutions, behaviors
 - o Think "Is the child using meaning (M), structural (S) and visual (V) cues to read words and gather meaning.
 - o Intervene as little as possible
 - o If the child is stuck, wait 5 to 10 seconds and tell him the word
 - o If the child appeals, say "You try it"
 - o If the child seems confused, indicate the point of confusion and say, "Try that again"
- *What is considered an error during the Running Record?*
 - o Substitutes another word for a word in the text
 - o Omits a word
 - o Inserts a word
 - o Has to be told a word by the person administering the running record
 - o Repetition is not an error
- Planning for Instruction (What do you do with the analysis you gather during the running records?)
 - o After you conduct the Running record, review your analysis to determine what you are going to teach the student (you can organize your thoughts using the chart provided by Erik) during guided reading groups, strategy lessons, individual student conferences.
 - o Teach level appropriate behaviors and strategies
 - o Decide what kind of grouping can be used to address
 - o Focus on strategy: Skill (what) vs. Strategy (how)
 - For any given skill there are multiple strategies
 - Need to focus on the how
- Two ways
 - o "Cold read" (student never read prior) – approximate level
 - o Familiar read (student read earlier- maybe during Guided Reading setting)- see what the student processed (book is usually one level above)
- Resources

- Reading A-Z website
- Teacher's College website—
<http://readingandwritingproject.com/resources/assessments/reading-assessments.html>
 - A- K levels –need to have book
 - Above Level K- short passages

(2) Anecdotal Observations

- Guided reading sessions (see below)
- 1 to 1 conferences
- Mini lessons
- Read alouds