

Classroom Reading Assessments: Making Assessment Efficient
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Assertion #1: Our assessment tasks and practices should provide ways to Make Students' Literate Abilities Visible

Assertion #2: This visibility in students' literate abilities should be used as a basis for Making Instructional Decisions

Assessment FOR Learning

Utilizes a Variety of Sources of Information
Involves Students
Focuses on Abilities, Not Deficits
Is On-Going – Longitudinal
Respects the Teacher as Knowledgeable Observer
Helps Students Understand Themselves as Learners

Making Assessment Efficient

Interferes Minimally with Classroom Instruction and Time to Read
Views Reading as a Meaning Making Process
Keeps it in Real Contexts (Non-Reductive)
Provides readers multiple ways to represent understandings

Assessing Readers & Reading: Focus on Navigating Text

Navigating Text = Decoding + Knowledge of Print Structure + Knowledge of Design + Understanding Genre + ...
Fluency is more than Speed and Accuracy
Must spend time watching and listening to readers read authentic texts

Oral Reading Analyses

To develop a "Miscue Ear" - Goes beyond correct and incorrect
Focus on what the reader is attending to, and strategies the reader employs
Always involves a retelling
Taken One on One
Analyzed over Cueing Systems: Meaning, Syntax, Pragmatics and Phonics

Collaborative Cloze Procedure

Choose appropriate text
Select words to conceal
Have student generate possibilities
Ask Two Questions: Sense & Syntax
Discuss how they figured out missing words
Make list of strategies used

Providing Evidence of Comprehending

During Reading:

Oral Reading - Fluency / Accuracy

Personal Reactions - laugh, cry, connections

Code Text during reading

Thinking Aloud (Verbal Reports) during reading

After Reading:

Talk about the text - paraphrase

Write a response notebook entry

Answer questions

Write a book review

Draw a picture

Write a summary

Reader Response Notebooks

Designed to get readers to share their ideas and reactions to what they have read

Can become glorified book reports

Need continued response from peers and teacher

Not a writing assessment

Reader Response Notebooks Example 1

Title-Author-Date-Genre

Retell What Happened 25%

React to What Happened 75%

Reader Response Notebooks Example 2

Title / Author / Date / Genre

Noticings

Literary Connections

Personal Connections

Wonderings

Additional Thoughts

Reader Response Notebooks: Other Possibilities

Letter to Teacher

Blogs

Book Talks - Book Reviews

Elements of Literature Chart

Walking Journal - Discussion Boards

Think Aloud Protocols

A window for gathering immediate reactions to texts
Provides information about how readers navigate text
Provides information about what readers are attending to, and not attending to, during reading
Provides access to reading and thinking processes
Occurs during the reading process
Can be used with any text
Must be modeled to be effective

Engagement

Can describe visual images
Follows along with characters
Relives the experience of the story
Anticipates events in story
Recalls specific events, language and story details
Offers immediate reactions (laughs, worries, etc)
Able to enter the secondary world of the story

Interpretation

Connects story to own experiences
Connects story to other stories and texts read
Connects stories to world events
Understands characters challenges in story world as connected to real world challenges
Puts self in place of characters

Criticism

Generalizes from literary experiences to world experiences
Develops themes / larger issues
Evaluates characters motives
Infers author's intentions / histories / perspectives
Evaluates "quality" of the story
Understands relationship between parts of a story and the whole
Analyzes own responses to stories
Re-examines own worldview

Some Final Considerations

Every minute spent assessing may be better spent teaching if we don't USE the information generated
There is more to comprehension than a good memory
Assessment must be kept in perspective
Information is used by teachers to make decisions about what is best for each individual child

