

**Classroom Reading Assessments
How Assessment Drives Instruction
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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

Differentiating Learning Experiences

What is Differentiation ?
1. Across Instructional Approaches
2. Across Texts
3. Across Contexts
4. Across Tasks

Instructional Approaches

To - With - By
Lecture vs Discussion
Teacher - Student levels of responsibility
Amount of student / teacher support

Texts

Create Text Sets - Not Single Resources
Variety of Genres & Formats
Variety of Levels
Different Degrees of Focus

Contexts

Whole Group
Small Groups
Pairs
Individualized
With or Without Teacher Support

Tasks

Points of Entry into Unit of Study
Modes of Representation
What is expected after the research / reading is done?
Solo or in Groups?
Choice of Tasks
Time to Complete Tasks

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 Grapho-Phonic

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

Grading: Placing Numeric Value on Products and Processes

- It's ALL Subjective
- Hurdle Tasks vs. Graded Tasks
- Grade portfolios of work, not single pieces where possible
- Multiple ways to represent work and understandings
- Involve students

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 bst for each individual child

More Resources: www.frankserafini.com

