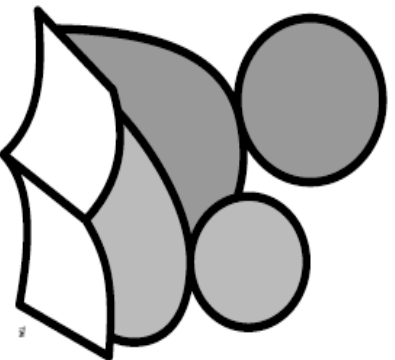


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Linking Reading Instruction and Assessment

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CIERA

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Big Picture Issues About Assessment: Students

Surface Issues

- Classroom Tests
- SAT, ITBS
- Report Cards
- Conferences
- *Am I smart?*

Deep Issues

- Reflect & Monitor
- Self-assess
- Set Goals
- Self-efficacy
- *Self-regulated,
motivated learners*

Big Picture Issues About Assessment: Teachers

Surface Issues

- Curriculum assessments
- High-stakes tests
- Test preparation
- Grading
- Report cards
- Conferences
- *Too many tests, not enough time*

Deep Issues

- Daily diagnosis of students
- Aligning instruction with assessment
- Authentic evidence
- External pressure for accountability
- *Instruction tailored to individual students*

Big Picture Issues About Assessment: Parents

Surface Issues

- Report cards
- Conferences
- Test scores
- *How does my child compare to others?*

Deep Issues

- Communication
- Homework & support
- Learning goals not grades & scores
- *Personal, developmental analysis of progress*

Big Picture Issues About Assessment: Administrators

Surface Issues

- Compliance & Collection of data
- Standards achieved
- Media reports
- Costs
- *Public accountability*

Deep Issues

- Alignment of assessment, curriculum, and instruction
- Staff development
- Reconciling different agendas of policymakers, teachers, parents
- *Control, values, money, status, jobs*

Today's Presentation

Examine Deep Issues & Describe

- How to use IRIs effectively
- How to assess comprehension
- How to link assessment and instruction

What Should Teachers Use to Assess Reading?

- High-stakes? Accountability Approaches
 - Probably not sensitive to students or curriculum
- Balanced? Comprehensive? Approaches
 - Probably not feasible
- Selective, Practical Approaches
 - Developmental, student-centered
 - Guided by theory, research, standards

Some Ways To Assess Young Children's Reading

- Oral Reading Inventories
- Comprehension of Picture Books
- Strategic Reading
- Cloze tasks
- State-designed assessment batteries

Informal Reading Inventories (IRIs)

- Examples: QRI, BRI, DRA
- IRIs can include:
 - Oral reading accuracy measures
 - Miscues or running records
 - Fluency ratings
 - Reading rate
 - Retelling
 - Rubrics or propositions or main ideas
 - Comprehension questions
 - Implicit and explicit questions
 - Graded Word lists

Need to Collect Information

- From multiple passages & levels
- From multiple genres
- From multiple word lists
- From silent reading for children reading at grade 4 and above because
 - Silent reading allows look backs & strategies
 - Silent reading avoids social anxiety
 - Comprehension and accuracy unrelated for many children

Caution: Fluency Does Not Mean Good Comprehension

- Word callers - High accuracy, low comprehension
- Gap fillers - Low accuracy, high comprehension
- More of both kinds of readers after grade 3 so silent reading and comprehension assessments are needed beyond oral fluency

What Data Should Be Collected for Children in Grades K-3?

- Reading rate
- Oral reading accuracy
- Fluency ratings
- Comprehension questions
- Retelling

IRIs Are Diagnostic When Teachers

- Interpret patterns of oral reading miscues & self-corrections
- Identify difficulties answering specific questions or retelling information
- Use results for conferences with children (e.g., retrospective miscue analysis)
- Align reading materials and instruction with children's needs

IRIS May Present Problems

- When focus is only on rate or accuracy
- When not connected to instruction
- When not given by teachers
- When data are used as summative assessments

How Can We Report Reading Achievement With IRIS?

Problems:

- Difficult data to collect reliably
- Different passages and levels: How can they be compared?
- Skewed data with narrow range does not allow much room for improvement in accuracy or rubrics for retelling
- What is significant growth?

Possible Solutions

- Pre-Post gain scores on same passages
- Increasing levels of text mastery
- IRT growth scores

All can be aggregated by classroom and school and reported as Gain/No Gain or Text Level/Standard met.

Key Features of Children's Reading Comprehension

- Builds on prior knowledge & experiences
- Includes narrative & paradigmatic knowing
- May require effort & strategies
- Easier when decoding demands are low
- Better when reading is a tool for learning, rather than a goal in itself
- Second grade slump = word calling
- Fourth grade slump = literal comprehension

Key Features of Comprehension Instruction

- Good questions about deep meaning
 - Literal, inferential, analytical, stylistic, textual
- Discuss how environments changed while reading
- Make meaningful connections
 - Text to text
 - Text to self
 - Text to world

More Key Features of Comprehension Instruction

- Challenging, authentic, decodable texts at instructional levels for each child
- Explicit strategy instruction with frequent reminding and informal assessment
- Practice with peers by responding to text in multiple ways everyday

How Can We Assess Comprehension In Children Who Cannot Decode Text?

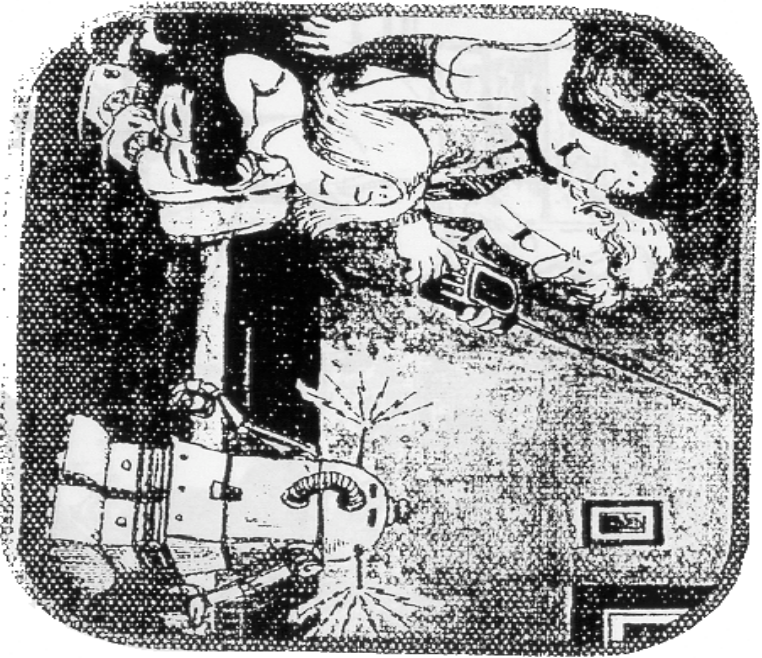
Important to Balance Assessments of Decoding Skills with Comprehension

- Listening comprehension
- Story telling & retelling
- Picture Book task to assess narrative comprehension

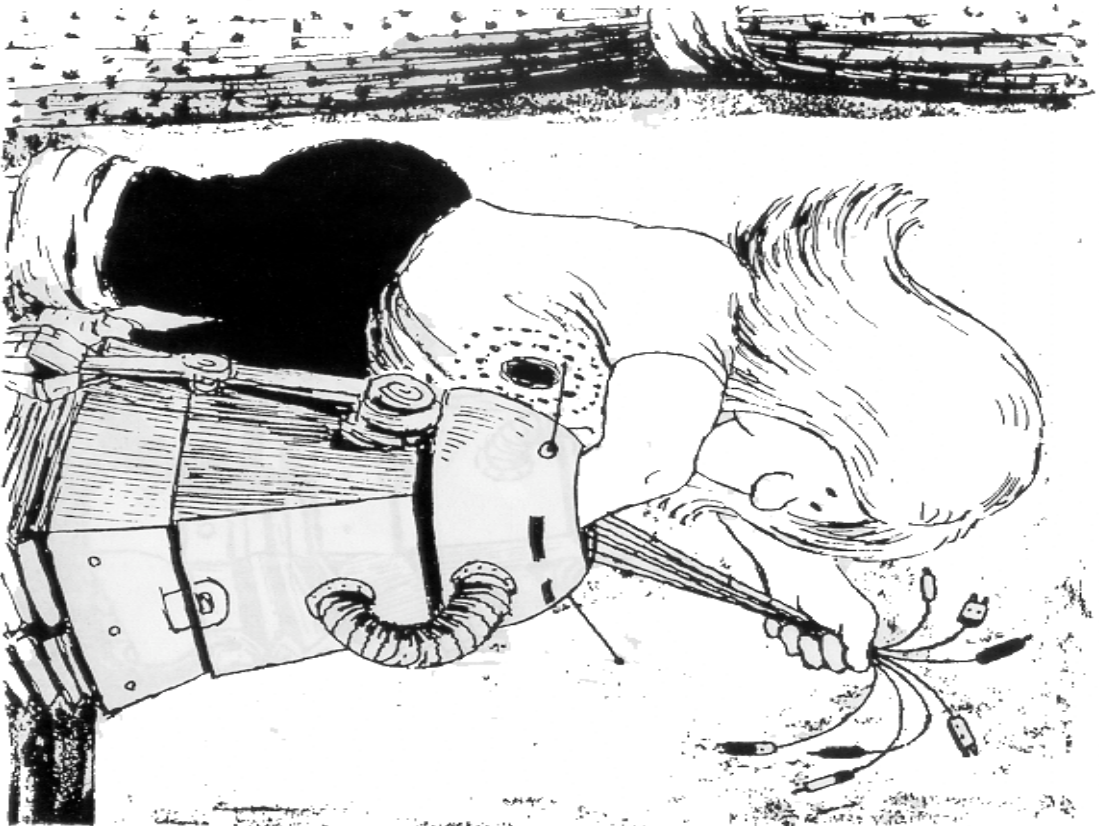
The Narrative Comprehension Task

- Authentic measure of emergent readers' narrative comprehension skills
- Does not require decoding skills
- Links assessment and instruction
- Picture Walk
- Retelling
- Prompted Comprehension

ROBOT-BOT-BOT



Fernando Krahn



NC Task Part 1: Picture Walk

- Observe five types of behaviors
 1. Book handling skills
 2. Engagement
 3. Picture comments
 4. Storytelling comments
 5. Comprehension strategies
- Scoring
 - 0-1-2 point rubric
 - 0-10 point Picture Walk scale

Part 2: Retelling

- Story elements scored in retellings:
 1. Setting
 2. Characters
 3. Goal/initiating event
 4. Problem/episodes
 5. Solution
 6. Resolution/ending
- Scoring
 - 0-6 point Retelling scale

Part 3: Prompted Comprehension

Explicit Information

- Setting
- Characters
- Initiating event
- Problem
- Outcome resolution

Implicit Information

- Feelings
- Causal inference
- Dialogue
- Prediction
- Theme

NC Task Research Shows

- Developmental improvement with age
- Readers score better than nonreaders
- Easy and reliable to administer
- Significant concurrent validity
- Significant predictive validity

How Can We Assess Strategic Reading?

- Observe strategies in use
- Interview students about reading strategies
- Observe students teaching other students to read strategically, e.g., Reciprocal Teaching
- Think Alouds while reading
- Cloze tasks

TAPS

- Provide comprehension scores for texts of various difficulty and genre
- Provide insights and scores about strategies used while reading
- Can be used for either assessment or instruction

Cloze Reading Tasks

- **Missing words**
 - Blank spaces or
 - Multiple options to choose
- Can be created from regular curriculum
- Improvement can be measured on same passages or different levels
- Can be used for assessment or instruction

State Designed Reading Batteries

- Michigan Literacy Progress Profile (MLPP)
- Texas Primary Reading Inventory (TPRI)

Michigan Literacy Progress Profile *(MLPP)*

Designed for K-3; is being expanded to K-5

- Milestone tasks such as
 - Oral language
 - Oral reading
 - Writing
- Enabling tasks such as
 - Letter identification
 - Phonemic awareness
 - Concepts about print

Texas Primary Reading Inventory (TPRI)

Designed for K-2 assessment of:

- Book and Print Awareness
- Phonemic Awareness
- Oral Reading Accuracy & Fluency
- Listening & Reading Comprehension

MLPP & TPRI Are

- Child-focused & teacher controlled
- Tied to professional development
- Designed for individual, diagnostic, early assessment of multiple reading skills
- Not easily used for summative reporting
- Weak on comprehension assessment
- Uniform, useful, but low stakes

How Can Teachers Connect Assessment with Instruction?

- Authentic, daily tasks
- Curriculum-embedded assessments
- Portfolios, work samples
- Students' self-monitoring, self-assessing

Non-readers:

Assessment ↔ Instruction

Concepts of Print

Directionality

Text vs pictures

Capital letters

Word boundaries

Punctuation

- Big Books
- Shared Reading
- Picture Walks
- Book Handling
- Guided Reading

Non-readers:

Assessment ↔ Instruction

Alphabet

Letter names

Letter-sound relations

Capital vs lower case

Print vs cursive

- Finger painting
- Tracing
- Letter manipulatives
- Flash cards
- Writing

Beginning Readers:

Assessment ↔ Instruction

Phonemic Awareness • Songs, poems, rhymes,

- Rhyming
- Games
- Segmenting
- Initial letter
- Blending
- Vowels, Consonants
- Onset-rime patterns
- Writing

Beginning Readers:

Assessment ↔ Instruction

Emergent Storybook

Reading

- Picture books
- Big books
- Retellings
- Shared reading
- Story strips
- Story telling

Beginning Readers:

Assessment ↔ Instruction

Narrative

Comprehension

- Story grammar elements
 - Dialogues
 - Characters' emotions
 - Event sequences
 - Problem-solution
 - Themes/morals
- Picture Walk
 - Comprehension Questions
 - Retelling

Beginning Readers:

Assessment ↔ Instruction

Narrative

productions

- Author's chair
- Dictated stories
- Storytelling
 - Writing prompts
- Story writing
 - Writing to rubrics
 - Publishing

Readers:

Assessment ↔ Instruction

Informational Text

- Comprehension
- Production
- Main idea & supporting details
- Varied genre in primary grades
- Analyze genre structure & elements
- Write in many genres

Readers:

Assessment ↔ Instruction

Word Identification

- Sight Words
- Decodable Text
- Environmental print
- Word walls
- Decoding by analogy

Readers:

Assessment ↔ Instruction

Oral Reading

- Chorale reading

Fluency

- Accuracy
 - Repeated reading
 - Dramatic reading

- Speed

- Intonation

Readers:

Assessment ↔ Instruction

Oral Reading

- Re-reading

Comprehension

- Searching text

– Q & A

- Answering &

– Retelling

asking questions

- Paraphrasing

- Summarizing

- Critiques

Readers:

Assessment ↔ Instruction

Question Types

Factual/literal

- QAR

Inferences within text

- Stances

Inferences beyond text

- Using rubrics to

Critical/evaluative

evaluate understanding

Author's craft/style

- Genre, style

Intertextual

- Compare/contrast

Metacognitive

- Book Clubs

Readers:

Assessment ↔ Instruction

Think Along Passages

Reading Strategies

- Think alouds & writing
- Before
- During
- Comprehension Qs
- After
- Strategy Qs

Readers:

Assessment ↔ Instruction

Cloze Procedures

Sentences or text

- Practice cloze

Listening or reading

- Paraphrasing

Options for missing

- Summarizing

words or no options

Readers:

Assessment ↔ Instruction

Collaborative Reading

- Teaching
- Discussing
- Producing
- Reciprocal teaching
- Pair-share reading
- Book Clubs
- Projects
- Joint papers

Portfolios & Worksamples

- Self-assessment of work and progress
- Self-assessment of comprehension with rubrics and standards
- Review and critique work for teachers and parents in conferences
- Writing & revising reveal comprehension
- Projects indicate analysis & synthesis of multiple texts

Teachers' Choices of Reading Assessments Depend on:

- Purpose and use of information
- Familiarity with task and training
- Alignment with instruction
- Authentic evidence
- Usefulness for parents and students

Administrators' Choices of Assessments Depend On:

- Clarity/simplicity of quantitative data
- Cost effectiveness
- Comparability across schools
- Alignment with curriculum & standards

Enduring Issues

- Tension between classroom usefulness and district accountability
- Easy to assess skills are not necessarily the most important accomplishments
- Comprehension assessments vary in type and sensitivity with increasing age & skill
- Comprehension is variable and more difficult to assess than lower level skills

More Enduring Issues

- Simplified assessments lead to narrow instruction: Rich, deep, assessments lead to engaging instruction
- Continual need for professional development about new assessments
- Teachers need to create coherent assessment systems in their classrooms