

## Overview of Assessment

- Screening tests
- Formative assessment
- Summative assessment

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## Think & Share

- What are key benefits of formative assessments?
- What questions do formative assessments answer?
- What are some ideas you have for creating formative assessments this year?  
Or, what are some formative assessments you have developed?

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## Informal Assessment: Advantages

- Flexibility and authenticity
- Conducive for instructional planning (i.e. John's BRI: 20 items per grade level list)
- Can be targeting to specific needs of learner or curriculum
  - Teacher made assessments

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### Evaluation Process and Important Data

- Historical Record (Developmental, Family, School)
- Interview with the student
- Academic assessments
- Related processing assessments
- Recommendations

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### Student Interview

- Ask open-ended questions whenever possible
- Family information
- Personal school history
- Favorite activities outside of school
- Least favorite activities outside of school
- Favorite things to do (e.g., subject areas, books to read, interests, etc.)

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### Student Interview

- Things you don't like about school
- Favorite teacher, why?
- How do you study for tests?
- What is reading? What is writing?
- Do you know a good reader? What makes him or her a good reader?
- Anything else?

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## Student Observation

- Why Observe?
  - Triangulate with student interview information
  - Provides insights into the child's engagement with literacy tasks
  - Provides ideas for remedial plan
- What to Observe?
  - Instructional environments (e.g., reading curriculum, instructional methods, materials, major component of the reading program, etc.)
  - Participation (e.g., interpersonal environment, interactions among participants including teacher)
  - Physical environment (e.g., seating, tools or materials available in the classroom?)
  - Strengths and weaknesses

(McLoughlin & Lewis, 2005)

## Specific Tasks to Assess for Reading

- Alphabet Knowledge
- Receptive/Expressive Vocabulary
- Phonological Processing/Phonemic Awareness
- Letter/Sound Knowledge
- Word Attack Strategies
- Single Word Reading & Context Reading
- Comprehension Strategies
- Spelling
- Written Expression

## Alphabet Knowledge

- What we want to assess
  - Letter recognition (upper & lower case)
  - Alphabet sequence
    - Say and write alphabet in sequence
- Why Assess?
  - Letter naming fluency often identified as the best single indicator of risk for reading failure in K-1

## Receptive & Expressive Vocabulary

- Why Assess?
  - Vocabulary is one of the 5 essential components of successful reading (NRP 2000 Report)
  - Vocabulary knowledge linked to comprehension
  - Significant difference between receptive (high) and expressive (low) may be a red flag for word finding difficulties

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## Receptive & Expressive Vocabulary

- Informal Assessment
  - Use information from the school—has there been a speech & language evaluation?
  - Use information from the student interview
    - Listen for
      - Word finding difficulties (naming & discourse)
      - Immature/irregular language (word choice, syntax, and articulation)

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## Phonological Processing/Phonemic Awareness

- What Is It?
  - The ability to hear and manipulate the sounds in spoken words
  - The understanding that spoken words and syllables are made up of speech sounds
- Why Assess?
  - It is a strong predictor of children who experience early reading success
  - Fundamental to mapping speech to print

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## Word Attack Strategies

- What?
  - Student's ability to use phoneme-grapheme (sound to letter) correspondence when attacking an unknown word
  - Student's ability to use morphemic analysis (meaningful units) when attacking an unknown word
- Why Assess?
  - Effortless reading leaves resources available for comprehension
  - Often older students develop sight vocabularies, but still struggle on unknown multisyllabic words
    - Nonsense words

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## Single Word & Context Reading

- Why Assess?
  - Gives insight into word attack strategies
  - Single word reading problem is a defining characteristic of dyslexia
  - Word lists and context reading help us know the amount of context support a student needs

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## Comprehension

- Why Assess?
  - It is the goal in reading
  - It reflects a student's ability to use a combination of reading skills

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## Spelling

- Why Assess?
  - “Mirror” for decoding
  - I.E., spelling is related to knowledge of the alphabet and phonemic awareness
  - May be only area of difficulty
  - The importance of spelling cuts across the curriculum

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## Informal Reading Inventories (IRIs)

A helpful assessment tool for classroom purposes

### KEY PURPOSE OF IRIs:

*To help determine student's approximate reading level for placement in instructional materials of appropriate difficulty:*

### **INSTRUCTIONAL LEVEL**

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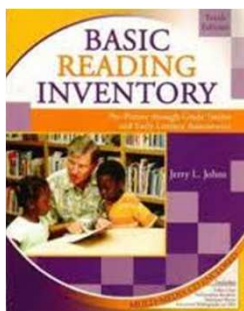
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IRIs assess student's skill level in reading connected text

- Decoding ACCURACY
- COMPREHENSION
- Oral reading FLUENCY

## BASIC READING INVENTORY by Jerry L. Johns

### BRI Text Includes:

FORM	LEVEL	PRIMARY USE	OTHER USES
A	PP-12	Oral Reading Pretest	Silent Reading Listening Level
B	PP-12	Oral Reading Posttest	Silent Reading Listening Level
C	PP-12	Oral Reading Listening Level	Silent Reading Pretest/Posttest
D	PP-8	Silent Reading	Oral Reading Pretest/Posttest
LN	3-12	Silent Reading	Oral Reading Listening Level
LE	3-12	Silent Reading	Oral Reading Listening Level

### Information on Reading Levels

Level	Characteristics	Types of Reading
Independent (Easy)	Comprehension (90%+) Word Recognition (99%+) Few or no repetitions Very Fluent	Schoolwork & Reading done alone Pleasure reading Informational reading
Instructional (Just right; comfortable)	Comprehension (75-85%) Word Recognition (95%+) Fluent Few unknown words Some repetitions	Guided reading Basal instruction Texts used for instruction
Frustration (Too hard)	Comprehension ( $\leq 50\%$ ) Word Recognition ( $\leq 90\%$ ) Word-by word reading Many unknown words Rate is slow Lack of expression	Materials for diagnostic purposes Avoid instructional materials at this level Occasional self-selected material

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### Listening Level

- The highest level at which the student can understand material that is read to him or her.
- Minimum comprehension score of at least 70%.
- Determining the listening level helps a teacher ascertain the a student's potential to improve as a reader.

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### Listening Level (Forms A, B, LN, or LE)

- Select a form that was not used for either oral or silent reading.
- Listening level is determined after the teacher reads increasingly difficult passages to the student.
- Procedures are similar to those used for oral and silent reading.
- Begin reading a passage that is not higher than the student's instructional level.
- Stop when the student misses more than 3 comprehension questions (70% accuracy).
- The corresponding grade level of the passage is the student's listening level.

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### Word Recognition in Isolation

- **Administration:**
  - Select graded word list easy for student to read.
  - Student pronounces words rapidly.
  - Record student's responses in the sight column.
  - Return to mispronounced or unknown words.
  - Record student's responses in analysis column.
- **Scoring:**
  - Total the sight and analysis column.
  - Consult the criteria in the scoring guide at the bottom.

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### Word Recognition in Context

- **Administration:**
  - The student will read aloud the graded passage one level below the highest independent level achieved on the graded word lists.
  - Record miscues on corresponding copy.
  - Miscues = substitution, insertion, omission, reversal, repetition, self-correction, and meaning change.
- **Scoring:**
  - Record number of miscues.
  - Consult the scoring guide at the bottom.

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### Comprehension Question

- **Administration:**
  - Ask the student comprehension question and record his/her responses until the student is unable to answer half of the questions or becomes frustrated.
- **Scoring:**
  - Count the number of incorrect answers.
  - Record the numeral in the box and consult the reading level criteria at the bottom.

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### Related Reading Levels

Grade Level	Early Literacy Assessment	BRI Passage Code	Guided Reading Level	Reading Recovery Level
Caption Reading	Caption Reading	-	A	1-3
Easy Sight Word	EE-1	-	A	4-6
Pre-primer	EE-2	A-A, B-B, C-C, D-D	B	7-8
Primer	-	A, B, C, D	C-E	9-11
1	-	7141	F-I	12-17
2	-	8224	J-M	18-28
3	-	3183	N-P	30-38
4	-	5414	Q-R	39-40
5	-	8595		41-44

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### Using Teacher Judgment

- Emphasis on comprehension
  - Greater emphasis on silent reading comprehension in upper grades
- Behavioral consideration
  - Frustration during test might be a telling sign on reading
  - Go with easier material for instruction
- One test is limited
  - Other information is needed to complete the puzzle.

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Determine Students' Reading Levels								
Grade	Word Recognition					Comprehension		
	Isolation (Word Lists)				Context (Passages)		Oral Reading Form A	
	Sight	Analysis	Total	Level	Miscues*	Level	Questions Missed	Level
PP	16	3	19	Ind.	0	Ind.	0	Ind.
P	15	3	18	Inst.	1	Ind.	½	Ind.
1 ind.	16	4	20	Ind.	2	Ind./Inst.	0	Ind.
2 inst.	14	2	16	Inst.	5	Inst.	1 ½	Ind./Inst.
3 frust.	9	2	11	Frust.	10	Frust.	5	Frust.

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Determine Students' Reading Levels										
Grade	Word Recognition						Comprehension			
	Isolation (Word Lists)				Context (Passages)		Oral Reading Form A		Silent Reading Form D	
	Sight	Analysis	Total	Level	Miscues*	Level	Questions Missed	Level	Questions Missed	Level
4 ind.	20	0	20	Ind.	2	Ind./Inst.	0	Ind.	1	Ind.
5 ind.	19	1	20	Ind.	1	Ind.	1 ½	Ind./Inst.	1	Ind.
6 inst.	16	2	18	Inst.	2	Ind./Inst.	2 ½	Inst.	2 ½	Inst.
7 frust.	16	1	17	Inst.	4	Inst./Frust.	4 ½	Inst./Frust.	5	Frust.
8 frust.	10	4	14	Inst.	5	Frust.	5	Frust.	6	Frust.

\*Refers to significant miscues in this example

Figure 3-3 Summary of Pablo's Performance on Form A and Form D

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Determine Students' Reading Levels	
Comprehension (High)	Reading still could be frustrating to the child if he or she is placed in the reading material that is the child's instructional level in reading comprehension.
Word Recognition (Low)	

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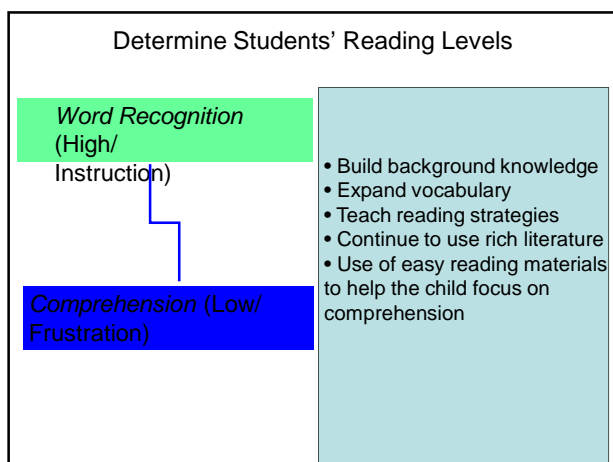
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Goal

- The goal on the BRI is for the student to score at the "Independent Level" by the end of the year on grade level material.***

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