

Interviews and Attitude Surveys

Reading Survey

Reading Interview

Content Reading Interview

Denver Reading Attitude Survey

Elementary Reading Attitude Survey

An Inventory of Classroom Reading Use

Interviews and attitude surveys are most often in an open-ended format or a Lickert scale format. Examples of each kind are included here.

The *Reading Survey* is one that Nancie Atwell used with her middle school students in Boothbay Harbor, Maine. Although students' written responses to the questions enable a teacher to understand students' perceptions of reading and reading instruction (like the *Reading Interview* that follows), the survey focuses on students' reading habits, interests, and attitudes toward reading. The open-ended format provides rich information when students fully respond to it. If a student does not fully respond, it is helpful to follow up with an oral interview. When using this survey, consider revisions that will elicit information that is of importance to you.

The *Reading Interview* is intended to be an oral interview. It was developed by Carolyn Burke of Indiana University and is included in *Reading Miscue Inventory: Alternative Procedures* (Goodman, Watson & Burke, 1987). In addition to tapping students' attitudes about themselves as readers, the interview also provides information about students' perceptions of reading and reading instruction.

The scoring taxonomy that accompanies the interview, *Reading Interview: Coding Directions*, developed by Burke, Curt Dudley-Marling and Lynn Rhodes, is designed to be used by teachers who want to aggregate the information they collect from students. It may also be used to help teachers understand the wide variety of possible responses, particularly when their students provide only a narrow range of responses.

The *Content Reading Interview* was adapted from Vacca and Vacca (1989) to uncover students' perceptions of reading in content areas such as science and social studies. If you are a reading teacher working with students who are struggling in content area classes taken with other teachers, this interview can be especially helpful in providing insights about the nature of the struggle.

The *Denver Reading Attitude Survey* has a Lickert scale format. It was developed by W. Alan Davis and Lynn K. Rhodes and administered as part of a research project conducted by ten University of Colorado at Denver researchers in forty fourth- and fifth-grade classrooms and has been revised on the basis of the research data. The survey is provided in both English and Spanish.

The *Elementary Reading Attitude Survey* (McKenna & Kear, 1990) also has a Lickert scale format. It is child-friendly, using Garfield figures (from broadly smiling to frowning) to represent students' feelings about various aspects of reading. Grades 1-6 norm-referenced data for the scale may be found in McKenna and Kear (1990). The scale assesses both recreational and academic reading attitudes. Teachers need to consider how well each "academic reading" item reflects their beliefs about age-appropriateness and the nature of academic reading, since these items reflect a traditional reading curriculum. Information about norms and validity may also be found in the original publication.

An Inventory of Classroom Reading Use was designed by a Denver group, CAWLs (Coordinators/Consultants Applying Whole Language), in order to assist teachers in examining students' progress toward making reading an important part of their lives by exploring how and how much students use reading in their lives.

Besides indicating the degree to which each student uses reading in the particular way suggested by each item, the inventory can also indicate whether this use is initiated by the teacher, by the student, or both. This allows the teacher to assess his or her own initiation of the use of reading for a variety of purposes in the classroom and whether the student has independently initiated use of reading for particular purposes. Over time, the instrument should reveal increased amounts of student-initiated uses of reading in the classroom.

References

- Atwell, N. 1987. *In the middle*. Portsmouth, NH: Boynton/Cook.
- Goodman, Y. M., D. W. Watson, & C. L. Burke. 1987. *Reading miscue inventory: Alternative procedures*. Katonah, NY: Richard C. Owen.
- McKenna, M. C, & D. J. Kear. 1990. Measuring attitude toward reading: A new tool for teachers. *Reading Teacher*, 43 (9), 626-639.
- Vacca, R. & J. Vacca. 1989. *Content area reading* (3rd ed.). Glenview, IL: Scott Foresman.

Name

Date

Reading Survey

1. If you had to guess...
How many books would you say you owned? _____
How many books would you say are in your house? _____
How many books would you say you've read in the last month?
2. How did you learn to read?
3. Why do people read?
4. What does someone have to do in order to be a good reader?
5. How does a teacher decide which students are good readers?
6. What kinds of books do you like to read?

7. How do you decide which books you'll read?
8. Have you ever reread a book?_____If so, can you name it/them here?
9. Do you ever read books at home for pleasure?_____If so, how often do you read at home (for pleasure)?
10. Who are your favorite authors? (List as many as you'd like.)
11. Do you like to have your teacher read to you?_____If so, is there anything special you'd like to hear?
12. In general, how do you feel about reading?

Reading Interview: A Reader's View of the Reading Process

The *Reading Interview* is designed to be given individually and orally and is suitable for students of all ages. (An adapted version for emergent readers may be found in the Emergent Reading and Writing section of this handbook.) It uncovers the student's perceptions of the reading process, the model the student believes teachers have about reading, and how a student's learning-to-read history might have affected his or her perceptions of reading.

The first and fifth questions uncover the reading strategies that the reader can verbalize. Although you may observe the reader using strategies other than those verbalized, these are the strategies the reader is most likely to consciously rely on when he or she encounters difficulty.

Several of the questions uncover the student's notion of what an effective reader is and does. This allows the teacher to understand what the reader may be striving for in becoming a better reader; it may be that the teacher needs to change the student's view of effective reading so that the student is striving for something that will truly make him or her a more effective reader.

Finally, some of the questions uncover what it is that the student has seen teachers do to help students and what they think teachers ought to do. A teacher's actions and a student's beliefs sometimes match and sometimes do not. In either case, it is enlightening for the teacher to consider what he or she does as a teacher in light of the student's past experiences and expectations. Again, it may be that the student needs to change his or her view of what teachers can best do to help students become more effective readers.

The Coding Directions that accompany the interview are designed to be used by teachers or program coordinators who want to aggregate the information they collect from students. The codes may also help teachers understand the wide variety of possible student responses to each question, especially when a particular group of students gives only a narrow range of responses.

Name_____Date _____

Grade_____Interview Setting _____

Reading Interview

1. When you are reading and come to something you don't know, what do you do?

Do you ever do anything else?

2. Who do you know who is a good reader?

3. What makes_____a good reader?

4. Do you think_____ever comes to something s/he doesn't know?

5. If question 4 is yes: When_____does come to something s/he doesn't know, what do you think s/he does?

If question 4 is no: Suppose_____comes to something that s/he doesn't know. What do you think s/he would do?

6. If you know someone was having trouble reading, how would you help that person?
7. What would a/your teacher do to help that person?
8. How did you learn to read?
9. What would you like to do better as a reader?
10. Do you think you are a good reader? Why?

Reading Interview by Carolyn L. Burke In *Reading Miscue Inventory: Alternative Procedures* by Y.M. Goodman, D.W. Watson, and C.L. Burke. Published by Richard C. Owen, 1987. Reprinted with permission of the publisher.

Coding Directions for *Reading Interview*

Code no more than ten interviews at a time.

- A. On the first interview in a batch of 10 or less, score questions 1, 5, 6, 7 and 9 using the "Strategies" categories.
- B. Follow step "A" for all other interviews in the batch.
- C. Then go back to the first interview in the batch and code the interview for questions 3 and 10 (the second part) using the "Reason/Evidence" categories.
- D. Follow step "C" for all other interviews in the batch.

When a student provides several answers to one question, record the codes in the order the student provided the answers.

When a student provides several answers to one question and the answers, though different, receive the same code, code the different answers only once. For example, if a student says that he or she asks his mother for words and he uses the dictionary, the two answers receive a single code—a 3 for "consult outside resources."

When it is not entirely clear what a student may mean by an answer, previous or succeeding answers may be consulted for clarification.

For interview questions 4 and 10 (the first part), record the following:

- for "Yes": Y
- for "No": N
- for any other answer: record the child's words ("sometimes," "pretty good," etc.).

For interview question 8, record the person(s) or place(s) named and next to each, the strategy(ies) used. For example:

- father: 7
- teacher: 1, 2
- school: 6
- self: 8

Strategies

(Questions 1, 5, 6, 7, and 9)

Code 1: Use context to determine word

Answers that fit this category refer to using textual information beyond the difficulty itself. Examples include:

- "Read on and figure it out."
- "Look at the words around it and try to figure it out from there."
- "Read the rest of the sentence."

Answers that suggest word omission as a strategy fit in this category if the reader also mentions a return to the word after omitting it. For example:

- "Skip it and try to figure it out from the rest of the sentence."
- "Skip it and come back to it."
- "Skip it and once you've read the whole story, you can figure it out."

• Code 2: Examine word parts

Answers that fit in this category refer to examining or learning various word parts: letters, the alphabet, syllables, vowels, endings, even "parts" or "pieces." In addition, answers like the following are included:

- "Sound it out."
- "Spell it out."
- "Try to pronounce it."

Code 3: Consult outside resources

Answers that fit this category refer to a source of information outside the reader, either another person (frequently a teacher, parent, or another student) or a written source such as a dictionary. (This category is not to be used to code questions 4 or 5 unless the student specifies that the person providing the help obtains the assistance of a second resource as defined above.)

Code 4: Omit

Answers that refer to the complete omission of a word while reading fit into this category. For example:

- "If it's too hard, I skip it."
- "Just pass the word up."

If a reference is also made to returning to the word after it has been omitted, the answer is classified as "Use context to determine word." The only exceptions are those answers indicating that the child has deliberately omitted a word and then returned to it only to examine word parts rather than to use meaning:

- "Skip the word and go on and then come back to it and then sound it out."

Such an answer would be classified as both "Omit" and "Examine word parts."

• Code 5: Word meaning

Answers that fit this category refer to an explanation of the meaning of a word or suggest that word meaning ought to receive attention.

Code 6: Classroom procedures

Answers that fit this general category refer to 1) physical movement, 2) classroom materials or groupings, or 3) diagnostic procedures. Physical movement answers may refer to a change in location by someone or a lack of movement:

- "She tells me to bring the problem to her desk."
- "She'll walk over if you raise your hand."
- "She tells us to wait until she is done."

Other answers mention instructional materials (other than books) or instructional groupings or levels:

- "She gives us papers."
- "They just give me work at that level."
- "She'd put me in a lower level."

Finally, some answers suggest a focus on diagnosing a problem or providing feedback about whether something has been done correctly:

- "I figure out where they're having trouble."

- "The next time you missed it, she'd probably do the same thing (nod her head no) and then if you do it again, she'd do it again (nod her head no) until you got it right."

Code 7: Word identification

Answers that fit this category refer to information about the identification of a whole word or the practice of whole words. Only answers that treat words as wholes are categorized as "Word identification"; answers that refer to the identification of word parts are categorized as "Examine word parts." Some examples of answers in this category are:

- "Learn big words."
- "Every time I got stuck, I asked what the word would be."
- "Started off with easy words and kept getting harder."

Occasionally, answers will make a reference to words in such a way that whether the child was thinking of whole words or an examination of word parts is somewhat ambiguous. That is, the child spoke of words but might have meant an examination of word parts. Some answers that are like this and ought to be categorized "Word identification" include:

- "She wrote down words for me and asked me to read them."
- "Keep studying words."

Code 8: Read text

Answers that fit this category refer to the reading, buying, and/or borrowing of books, stories, or other text. Examples are:

- "I tried to read little books."
- "She read stories to me."
- "They bought me a whole bunch of easy and then harder books to read."

Answers that do not refer directly to books/stories/text but to situations in which it is unlikely that anything but books/stories/text would be read also fit this category. Some examples are:

- "I read out loud to my class."
- "Sometimes I just read by myself."

- **Code 9: Attend to reading speed**

Answers that fit this category refer to increasing or decreasing the rate of reading.

Code 10: Take interest in reading

Answers that fit this category refer to concentrating on what is being read or taking an interest in what is being read.

Code 11: Unclassifiable

Unintelligible answers and answers that do not make sense are included in this category. In addition, ambiguous answers that should have been clarified by the interviewer with a follow-up question are categorized as unclassifiable. For example, if a child answered, "I just kept trying," a question like "What did you keep trying to do?" would probably have provided clarification.

Evidence/Reasons

(Questions 3 and 10)

Code 12: Reading behavior

Answers refer to a specific aspect of reading behavior as *evidence* or *reasons* that a person is a good/poor reader. The reading behavior cited may include aspects of undefined reading skills, word recognition, comprehension, the amount of reading done by the person, reading speed, oral reading intonation or pausing, use of context, or independence in reading tasks.

- **Code 13: Teacher recognition**

Answers refer to reading group placement or material, grades, verbal comment by the teacher or some other piece of *evidence* dominated by teacher decisions or behavior.

- **Code 14: General inner resources**

Answers refer to *reasons* beyond the reader's control: the reader's age, memory, talent for reading, intelligence, interest in reading, or certain advantages such as parents who helped the reader.

Code 15: General behavior

Answers refer to general *reasons* within the reader's control but do not refer specifically to reading and could just as well apply to tasks other than reading: effort,

amount of practice or study, concentration, mood, or attention to task. However, when responses such as "I need more practice" are given that do not specify reading practice but clearly show that the response refers to reading, it should be classified as "reading behavior" (category 1) rather than "general behavior" (category 4).

- **Code 16: Unclassifiable**

Unintelligible answers and answers that do not make sense are included in this category. In addition, circular answers that do not provide reasons or evidence but instead restate the question fit this category. (An example of a circular answer to a question: "Why are you sick?" "Because I don't feel well.") Examples of circular answers regarding reading include: "She just reads pretty good." "I can't read well."

Content Reading Interview

1. How much do you read in _____?
content area

What do you read? Why?

2. When you are reading in _____ and come to
content area
something you don't know, what do you do?

Do you ever do anything else?

3. Who is the best reader you know in _____?
content area

What makes him or her a good reader in _____?
content area

4. How good are you at reading your _____
content area
book(s)?

How do you know?

5. What is the hardest part about answering the questions in the book(s)
used in _____?
content area

6. If you needed to study a chapter in _____ so
content area
you could remember the information, how would you do it?

7. Have you ever tried _____? Tell about it.
name a study strategy

8. What do you have to do to get a good grade in _____
content area
class?

Content Reading Interview (Vacca & Vacca) from "An Interview for Assessing Students' Perceptions of Classroom Reading Tasks" by Karen K. Wixson, Anita B. Bosky, M. Nina Yochum, and Donna E. Alverman, *The Reading Teacher*, January 1984. Adaptation reprinted with permission of the International Reading Association.

Denver Reading Attitude Survey

Description

The *Denver Reading Attitude Survey* provides an indication of students' engagement in reading activities, their perception of the importance and utility of reading, and their confidence in themselves as readers. The survey includes a few items from the National Assessment of Educational Progress.

Instructions for Administering

So that the results of the survey are not affected by variations in reading ability, read each item aloud. Students respond to each item by circling the letter of their response.

Spanish and English versions are available. Students should complete the survey in the language they are most confident using.

Explain that the purpose of the survey is to learn students' honest feelings about reading in and out of school. Emphasize that this is not a test; there are no right or wrong answers, and the results will have no effect on grades.

As you read the items, clarify them and answer questions as needed. Also draw attention to each change in the response format.

Name _____ Grade _____
Teacher _____ Date _____

Denver Reading Attitude Survey

Make a circle around the answer that is most true for you.

How often do you do each of the following things?

- | | Almost
every
day | Once or
twice a
week | Once or
twice a
month | A few
times a
year | Never or
hardly
ever |
|---|------------------------|----------------------------|-----------------------------|--------------------------|----------------------------|
| 1. Get so interested in something you're reading that you don't want to stop. | A | B | C | D | E |
| 2. Read the newspaper. | A | B | C | D | E |
| 3. Tell a friend about a good book. | A | B | C | D | E |
| 4. Read on your own outside of school. | A | B | C | D | E |
| 5. Read about something because you are curious about it. | A | B | C | D | E |
| 6. Read more than one book by an author you like. | A | B | C | D | E |
| 7. What kind of reader do you think you are? | | | | | |
| A. A very good reader. | | | | | |
| B. A good reader. | | | | | |
| C. An average reader. | | | | | |
| D. A poor reader. | | | | | |
| E. A very poor reader. | | | | | |

(continued)

The following statements are true for some people. They may or may not be true for you, or they may be true for you only part of the time. How often is each of the following sentences true for you?

	Almost always	More than half the time	About half the time	Less than half the time	Never or hardly ever
8. Reading helps me learn about myself.	A	B	C	D	E
9. I feel good about how fast I can read.	A	B	C	D	E
10. Reading helps me understand why people feel or act the way they do.	A	B	C	D	E
11. I believe that reading will help me get ahead when I am no longer in school.	A	B	C	D	E
12. I feel proud about what I can read.	A	B	C	D	E
13. Reading helps me see what it might be like to live in a different place or in a different way.	A	B	C	D	E
14. Being able to read well is important to me.	A	B	C	D	E
15. I can understand what I read in school.	A	B	C	D	E
16. Other people think I read well.	A	B	C	D	E
17. I learn worthwhile things from reading books.	A	B	C	D	E

Denver Reading Attitude Survey by "W. Alan Davis and Lynn K. Rhodes, 1991. Reprinted with permission of the authors.

Nombre _____ Grado _____
 Maestro/a _____ Fecha _____

Encuesta Sobre Lectura de Denver

Encierre en un círculo la letra de la respuesta que sea mas cierta para usted.

¿Con qué frecuencia hace cada una de las siguientes cosas?

- | | Casi
cada
día | Una o dos
veces por
semana | Una o dos
veces
por mes | Varias
veces
por año | Nunca o
casi
nunca |
|---|---------------------|----------------------------------|-------------------------------|----------------------------|--------------------------|
| 1. Se interesa tanto en la lectura que no puede dejar de leer. | A | B | C | D | E |
| 2. Lee el periodico. | A | B | C | D | E |
| 3. Le plactica a un(a) amigo(a) de un buen libro. | A | B | C | D | E |
| 4. Lee libros de texto (como por ejemplo de ciencias sociales o naturales). | A | B | C | D | E |
| 5. Lee algo por curiosidad. | A | B | C | D | E |
| 6. Lee más de un libro de algún escritor que le guste. | A | B | C | D | E |
| 7. ¿Qué tipo de lector se considera usted? | | | | | |
| A. Excelente lector. | | | | | |
| B. Buen lector. | | | | | |
| C. Lector regular. | | | | | |
| D. Lector con problemas. | | | | | |
| E. Lector con muchos problemas. | | | | | |

(continuado)

Las siguientes declaraciones se refieren a ciertas personas. Estas declaraciones no necesariamente son aplicables a usted, o serán ciertas solo en algunas ocasiones. ¿Con qué frecuencia es cada una de las siguientes declaraciones cierta para usted?

	Casi siempre	Más de la mitad del tiempo	Como la mitad del tiempo	Menos de la mitad del tiempo	Nunca o casi nunca
8. La lectura me ayuda a aprender de mi mismo(a).	A	B	C	D	E
9. Me gusta la rapidez con la que leo.	A	B	C	D	E
10. La lectura me ayuda a entender por que la gente se siente o actua de la manera en que lo hace.	A	B	C	D	E
11. Pienso que la lectura me ayudara a salir adelante cuando ya no este en la escuela.	A	B	C	D	E
12. Me siento orgulloso(a) de lo que puedo leer.	A	B	C	D	E
13. La lectura me ayuda a ver como seria vivir de otra manera o en otro lugar.	A	B	C	D	
14. El poder leer bien es importante para mi.	A	B	C	D	E
15. Entiendo mi lectura escolar.	A	B	C	D	E
16. Otra gente piensa que yo leo bien.	A	B	C	D	E
17. Aprendo cosas que valen la pena a traves de libros.	A	B	C	D	E

Denver Reading Attitude Survey by W. Alan Davis and Lynn K. Rhodes, 1991. Reprinted with permission of the authors.

Elementary Reading Attitude Survey

The *Elementary Reading Attitude Survey* provides a quick indication of student attitudes toward reading. It consists of 20 items and can be administered to an entire classroom in about 10 minutes. Each item presents a brief, simply worded statement about reading, followed by four pictures of Garfield. Each pose is designed to depict a different emotional state ranging from very positive to very negative.

Administration

Begin by telling students that you wish to find out how they feel about reading. Emphasize that this is *not* a test and that there are no "right" answers. Encourage sincerity.

Distribute the survey forms and, if you wish to monitor the attitudes of specific students, ask them to write their names in the space at the top. Hold up a copy of the survey so that the students can see the first page. Point to the picture of Garfield at the far left of the first item. Ask the students to look at this same picture on their own survey form. Discuss with them the mood Garfield seems to be in (very happy). Then move to the next picture and again discuss Garfield's mood (this time, a *little* happy). In the same way, move to the third and fourth pictures and talk about Garfield's moods—a little upset and very upset. It is helpful to point out the position of Garfield's *mouth*, especially in the two middle figures.

Explain that together you will read some statements about reading and that the students should think about how they feel about each statement. They should then circle the picture of Garfield that is closest to their own feelings. (Emphasize that the students should respond according to their own feelings, not as Garfield might respond!) Read each item aloud slowly and distinctly; then read it a second time while students are thinking. Be sure to read the item *number* and to remind students of page numbers when new pages are reached.

Scoring

To score the survey, count four points for each leftmost (happiest) Garfield circled, three for each slightly smiling Garfield, two for each mildly upset Garfield, and one point for each very upset (rightmost) Garfield. Three scores for each student can be obtained: the total for the first 10 items, the total for the second 10, and a composite total. The first half of the survey relates to attitude toward recreational reading; the second half relates to attitude toward academic aspects of reading.

Interpretation

You can interpret scores in two ways. One is to note informally where the score falls in regard to the four nodes of the scale. A total score of 50, for example, would fall about midway on the scale, between the slightly happy and slightly upset figures, therefore indicating a relatively indifferent overall attitude toward reading. The other approach is more formal. It involves converting the raw scores into percentile ranks by means of Table 1 (McKenna and Kear, 1990). Be sure to use the norms for the right grade level and to note the column headings (Rec = recreational reading, Aca = academic reading, Tot = total score). If you wish to determine the average percentile rank for your class, average the raw scores first; then use the table to locate the percentile rank corresponding to the raw score mean. Percentile ranks cannot be averaged directly.

Elementary Reading Attitude Survey from "Measuring attitudes toward reading: A new tool for teachers" by Michael C. McKenna and D. J. Kear, *The Reading Teacher*, May 1990. Reprinted with permission of Michael C. McKenna and the International Reading Association.

Name_____Grade_____Date_____

Elementary Reading Attitude Survey

1. How do you feel when you read a book on a rainy Saturday?



2. How do you feel when you read a book in school during free time?



3. How do you feel about reading for fun at home?



4. How do you feel about getting a book for a present?



5. How do you feel about spending free time reading?



6. How do you feel about starting a new book?



7. How do you feel about reading during summer vacation?



8. How do you feel about reading instead of playing?



9. How do you feel about going to a bookstore?



10. How do you feel about reading different kinds of books?



11. How do you feel when the teacher asks you questions about what you read?



12. How do you feel about doing reading workbook pages and worksheets?



13. How do you feel about reading in school?



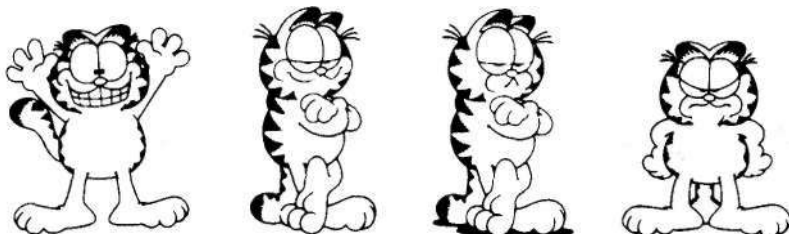
14. How do you feel about reading your school books?



15. How do you feel about learning from a book?



16. How do you feel when it's time for reading class?



17. How do you feel about the stories you read in reading class?



18. How do you feel when you read out loud in class?



19. How do you feel about using a dictionary?



20. How do you feel about taking a reading test?



Name _____

Date _____

Teacher _____

Grade _____

Elementary Reading Attitude Survey Scoring sheet

Scoring guide

4 points	Happiest Garfield
3 points	Slightly smiling Garfield
2 points	Mildly upset Garfield
1 point	Very upset Garfield

Recreational reading

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Academic reading

11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Raw score: _____

Raw score: _____

Full scale raw score (Recreational + Academic): _____

Percentile ranks

Recreational _____

Academic _____

Full scale _____

An Inventory of Classroom Reading Use

An Inventory of Classroom Reading Use is an instrument designed to help teachers examine students' progress toward making reading an important part of their lives by exploring whether students *use* reading in their lives.

Directions:

1. Fill out the information blanks for each student with whom you want to use this questionnaire.
2. For each question, indicate with a mark on the appropriate line the degree to which the student exhibits the described reading.
3. For each question, indicate with a check mark in the appropriate box whether the described reading is initiated by you or another teacher, by the student, or by both.
4. Fill out the questionnaire at intervals that you find helpful in planning instruction. It may be helpful to fill out this questionnaire approximately a month after the school year begins and about midway through the year in order to plan instruction. Or you may find it helpful to use the questionnaire toward the end of each grading period.
5. The questionnaire may also be useful for program evaluation purposes when a chief goal of instruction is to develop lifelong readers. Consider using the questionnaire at intervals that allow you to show your progress with students toward that goal. The information is helpful in discussing your program with administrators and in conferring with parents and others concerned about the student's progress.

Questions to consider:

1. Are students having enough reading opportunities?
2. Are students reading a wide range of materials?
3. Are students developing the skills necessary to choose and find their own reading materials?
4. Are students finding reading an enjoyable part of their lives?
5. Do students consider reading meaningful and relevant to their lives?

6. Is the curriculum you have established conducive to the above goals? (Check "teacher-initiated" column.)
7. Are students moving toward independence in relation to the above goals? (Is there a change in scores over time?)
8. Are students moving toward independence in relation to the above goals? (Check "student-initiated" column.)
9. Are the scores lower for low ability students? If so, is the curriculum you have established for the low ability students conducive to growth in relation to the above goals?
10. Compare the data from several students whose scores are quite different and think about why they are different. What can you do to affect the situation?

Name _____

Grade _____

Teacher _____

Date _____

An Inventory of Classroom Reading Use

To what extent does the student:

	Not at all	A little	To some extent	To a large extent	To a great extent	Teacher-initiated	Student-initiated
1. Utilize available environmental print? (posters, cafeteria menu, notices to go home)	A	B	C	D	E	<input type="checkbox"/>	<input type="checkbox"/>
2. Seek specific information from printed material? (maps, yellow pages, directions)	A	B	C	D	E	<input type="checkbox"/>	<input type="checkbox"/>
3. Gather related information for a specific purpose from a variety of sources?	A	B	C	D	E	<input type="checkbox"/>	<input type="checkbox"/>
4. Engage in a wide variety of book reading?	A	B	C	D	E	<input type="checkbox"/>	<input type="checkbox"/>
5. Engage in reading materials at various difficulty levels? (easy to hard for child)	A	B	C	D	E	<input type="checkbox"/>	<input type="checkbox"/>
6. Seek/follow up the reading of a piece of material with related reading? (another book by the same author, another book on the same topic)	A	B	C	D	E	<input type="checkbox"/>	<input type="checkbox"/>
7. Choose to read during "choice" time?	A	B	C	D	E	<input type="checkbox"/>	<input type="checkbox"/>
8. Engage fully in reading during sustained silent reading periods?	A	B	C	D	E	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Comprehension Checklists

Checklist Items

Form A: Comprehension Assessment

Form B: Comprehension Assessment

Form C: Comprehension Assessment

Instead of providing already developed comprehension checklists, checklist items and three different formats for presenting selected checklist items have been provided.

Consider your own situation and decide which checklist items and formats will be of most use to you. The next four pages include:

1. Checklist items. The list of checklist items is infinitely malleable; you can add to it, take away from it, and reword any item on it to best reflect your instructional goals and circumstances. Instead of using too many items, select and revise those which are most important to assess at this time. Reconsider the items several times during the year and consider constructing different checklists for different students or groups of students.
2. A multiple setting checklist for a single student (Form A). For each student whose comprehension you want to assess, you'll need a separate copy of Form A. Each vertical slot is labeled with the text and the date, permitting the same checklist to be used multiple times for the same student. Marks corresponding to descriptors (i.e., **+**: to a great extent, **✓**: to some extent, **—**: not at all, blank space or 0: not observed in this setting) are placed in the blanks next to the items. The notes at the end may include important details not captured by the checklist, including the context in which comprehension was assessed.
3. A single setting checklist for a single student (Form B). You'll need a copy of Form B not only for each student but also for each comprehension assessment you do for a single student. This format is most useful for teachers who do more formal assessment on a regularly scheduled basis. Marks corresponding to descriptors may be used as in Form A. Unlike Form A, there is space in Form B for a comment about each checklist item, yielding more detailed clues concerning how to support the student's comprehension development.
4. A single setting checklist for a group of students (Form C). Form C is useful for teachers who want to collect information about students' comprehension during group literacy events such as a book discussion. The title of the book being discussed and the context in which it is discussed may be recorded at the top of the page. Marks corresponding to descriptors must again be used. Comments may be recorded at the bottom of the sheet.

Checklist Items

The phrases below may be used as items on the checklist formats that follow. The phrases are categorized as "before reading," "during reading," or "after reading" and some take place at any point in the reading process.

Before Reading

- Uses titles, pictures, captions, graphs, blurbs to predict.
- Uses background knowledge to predict.
- Intrinsically motivated to engage in reading.

During Reading

- Is aware when text doesn't make sense.
- Uses preceding text to predict.
- Reads to answer own questions about text.
- Reads "between the lines."
- Understands and uses structure of text.
- Rereads when comprehension difficult.
- Changes reading mode (silent & oral) when comprehension difficult.
- Gets help when comprehension difficult.
- Reads at an appropriate rate for the text.
- Able to identify concepts, language, or vocabulary that interfere with comprehension.
- Searches efficiently for specific information.

After Reading

- Extends comprehension through writing.
- Extends comprehension through discussion.
- Recalls important information.
- Recalls sufficient information.
- Summarizes main points.

- Adjusts what is shared about the text for the audience.
- Identifies story elements in text (characters, setting, problem, episodes, resolution).
- States appropriate theme for story.
- Uses text to support statements & conclusions.
- Compares characters in text.
- Retells fluently (length & coherence).
- Links story episodes in narrative; facts in expository text.
- Uses author's language in retelling.
- Uses own "voice" in retelling.

Before, During, or After Reading

- Compares characters or incidents to self or experiences.
- Compares this text to other texts.
- Compares this text to media other than text.
- Uses text to support statements & conclusions.
- Identifies point-of-view.
- Distinguishes between fact and opinion.