

# Formal and Informal Methods of Assessing Reading Development

Standardized Criterion-referenced Tests

Norm Referenced Tests

Informal Reading Inventories

Miscue Analyses

Portfolio Assessment

Running Records

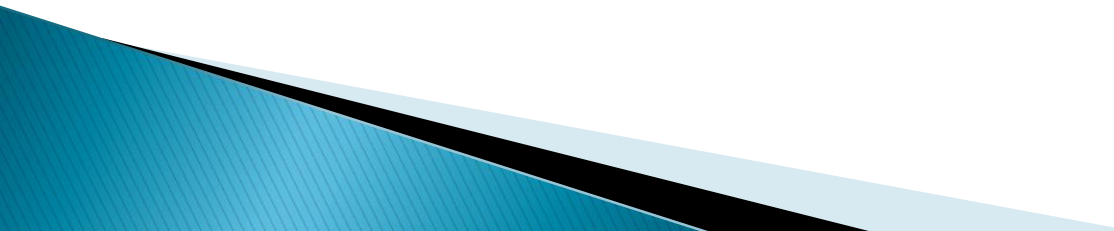
Rubrics

Retellings for Assessment

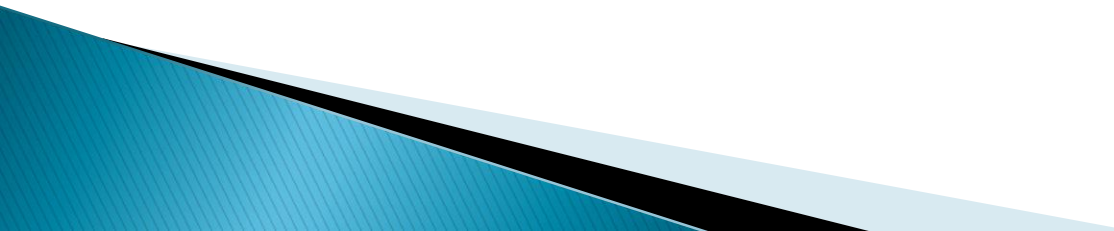
Text Leveling

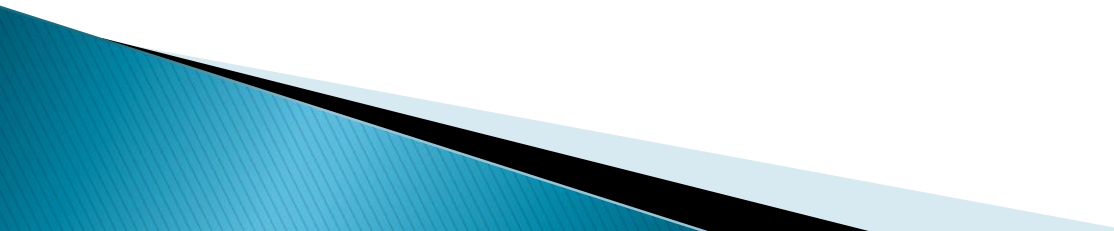
# Purpose of Assessment/Testing

In theory, the purpose of assessment/testing is to gather information that will lead to improved instruction and learning.

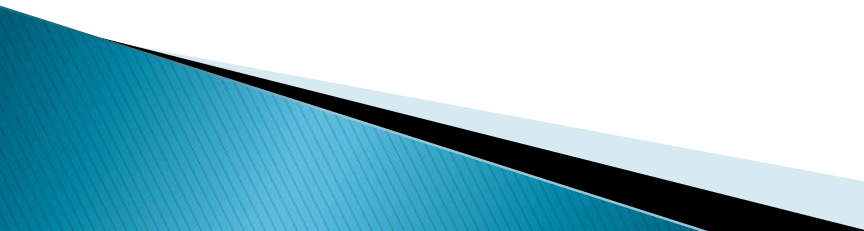



# Formal and Informal Testing


- ▶ Formal Tests
    - Standardized Test
    - Reading Readiness Tests
    - Diagnostic Tests
    - Tests that are part of a reading program
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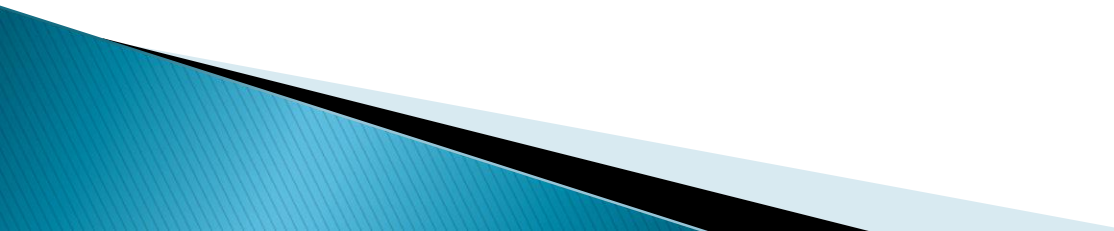
- ▶ Informal Assessments
    - Interest Inventories
    - Checklists
    - Reading Interviews
    - Anecdotal Notes
    - Reading Portfolios
- 

# Formal Test Types

- ▶ Norm-referenced Tests
    - **Norm-referenced tests** compare the student's results against those of other students who have previously taken the test.
    - Student results are reported in raw scores, percentile ranking, or grade equivalent.
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- ▶ Uses of norm-referenced tests
    - Standardized achievement tests enable educators to compare the students' results from one year to another within the same building.
    - Teachers can evaluate their student's progress from year to year.
    - Teachers can evaluate their teaching effectiveness.
    - On a district level, the effectiveness of the reading instruction, program or curriculum can be evaluated.
- 

- ▶ Criterion-referenced tests
    - **Criterion-referenced tests** compare a student's results against a set performance or criterion.
    - Benchmarks set the criteria for mastery and often the time period in which the level of mastery should be achieved.
    - Rubric can use the criteria of beginning, developing, proficient to assist in determining a student's progress.
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- ▶ Uses of criterion-referenced tests
    - Used to determine whether a student or a group of students have learned a specific set of skills.
    - Readiness tests results can be used to determine the emergent literacy skills of a young student.
    - Diagnostic tests can provide insight into a student's difficulty with reading skills.
    - Instruction can be planned based upon the results of the criterion-referenced test.
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# Terms Related to Formal Tests

## ▶ Reliability

- The test will measure the same way every time it is administered

## ▶ Validity

- The test measures what it (the company) claims it measures.

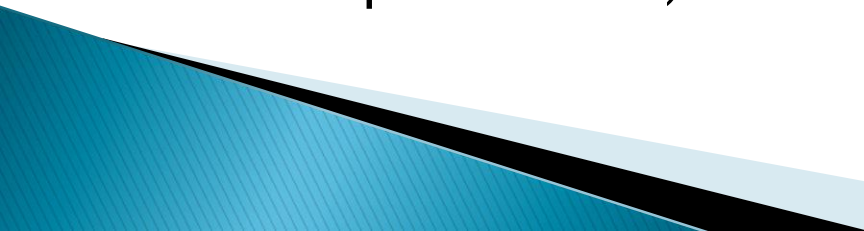
## ▶ Bias in testing

- Testing demonstrates a provable and systematic difference in the results of people from differing groups.
  - one particular gender or race consistently has statistically different results from the rest of the testing population

# Assessment of Phonological Awareness

- ▶ Yopp–Singer Test of Segmentation – Hallie Yopp
  - Consists of 22 words that the student segments
- ▶ The Phonological Awareness Test (PAST)--Robertson & Salter
  - Rhyming
  - Segmentation
  - Isolation
  - Deletion
  - Substitution
  - Blending
  - Graphemes
  - Decoding

## ▶ PALS Assessment

- Print and Word Awareness
  - Nursery Rhyme Awareness
  - Name Writing
  - Rhyme Awareness
  - Beginning Sound Awareness
  - Alphabet Recognition
  - Letter Sounds
  - Concept of Word
  - Blending
  - Sound-to-Letter Match
  - Spelling/phonics
  - Word Recognition in Isolation
  - Oral Reading in Context (accuracy, fluency, rate and comprehension)
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# Informal Reading Inventories (IRI)

**Informal Reading Inventories** are comprised of a series of graded passages which are used to determine a student's:

- reading level
- strengths
- instructional needs

Informal Reading Inventories assess both decoding and comprehension.

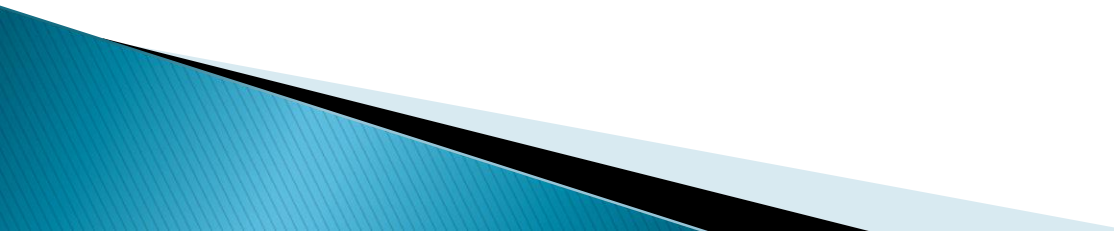
# IRI

- ▶ Informal Reading Inventories:
  - Individually administered
  - Composed of
    - graded word lists
    - graded passages
    - comprehension questions

## Graded word lists

- ▶ Consist of 10 to 20 words for each grade level
- ▶ Students read the lists until they reach a point where they no longer recognize or can decode the words.
- ▶ Purpose:
  - Assists in determining the passage level to begin the oral reading
  - Assists the teacher in determining the decoding skills the student uses for words in isolation

# Graded passages

- ▶ Both narrative and informational text is used.
  - ▶ The student reads the passage orally and silently.
  - ▶ The student then responds to a series of comprehension questions.
  - ▶ The teacher records the student's performance and analyzes it on the basis of:
    - Strategy use
    - Identification of unknown words
    - Comprehension
- 

# IRI

## **Student scores used to determine:**

Independent reading level – student can read with fluency, understanding, accuracy

Instructional reading level – student needs some assistance or instruction from the teacher as it presents some difficulties

Frustration reading level– the material is so difficult for the student that errors are frequent, comprehension is minimal and the experience is frustrating for the reader



# One suggested criteria for informal Reading Inventories

Pumfrey, P.D.

Reading Level	Words in Isolation	Accuracy in Context	Comprehension (questions)
Independent	95% – 100%	99% – 100%	90% – 100%
Instructional	60% – 94%	95% – 98%	70% – 89%
Frustration	Below 50%	Below 95%	Below 70%

# IRI

- ▶ Advantages to the use of IRI
  - Authentic text is used to determine how well a student can read.
  - The student's ability to analyze words is observed in context.
  - Most contain some form of miscue analysis to determine the students oral reading errors.

# Miscue Analysis

*It has been more than 40 years since Ken and Yetta Goodman introduced educators to the belief that miscues (oral reading errors) are a natural part of the reading process.*

A **miscue** is often defined as an oral response differing from the one in the text being read.

**Miscue Analysis** is based on the analyzing of errors a reader makes while reading orally to infer which strategies a student is using or not using.

- The first miscue analysis inventory was developed by Yetta Goodman and Carolyn Burke in 1972.

Sample

Recording Sheet

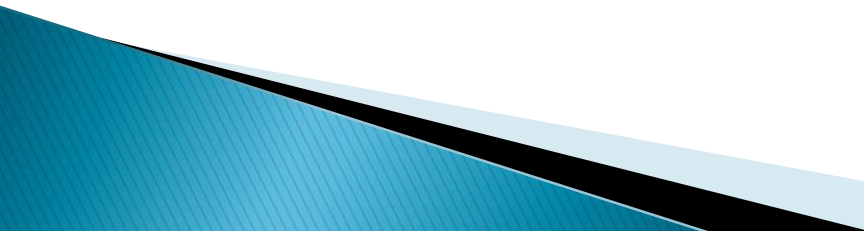
Recording Sheet



# Implications of Miscues

- ▶ Omissions – student is not using strategies to decode the print or is not monitoring for meaning
- ▶ High frequency of initial letter attempts or substitutions – student has developed some strategies for decoding, consider more instruction in using the whole word or word families
- ▶ Errors on basic sight words – instruction to develop automaticity of high frequency sight words.
- ▶ Self-Corrections– the student is self-monitoring and realizes when things do not make sense or sound correct.

# Review: MSV

- ▶ M – Meaning – semantics
    - Does this make sense?
  - ▶ S – Syntax – grammar
    - Does this sound right?
  - ▶ V – Visual – graphophonics
    - Does this look right?
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# Running Records

**Running Records** are a system of recording a student's oral reading.

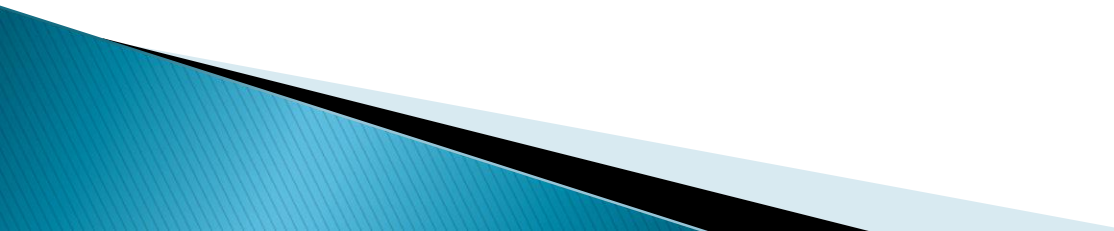
- Developed by Marie Clay, 1985.
- Similar to miscue analysis.

# Running Records

- Running records are taken to guide teaching
- Consistent notations are important
- Written record of reading on any material
- Assessment for analyzing students' strengths and needs



# Running Records

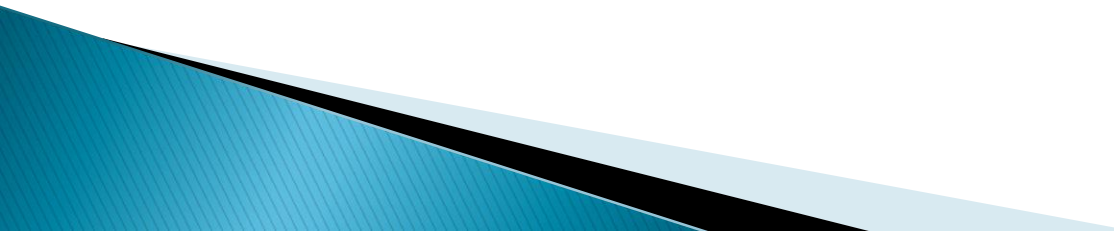
- Guide to choosing appropriate reading material
  - Assessment to determine focus of instruction
  - Assessment for monitoring student progress
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# Running record sample

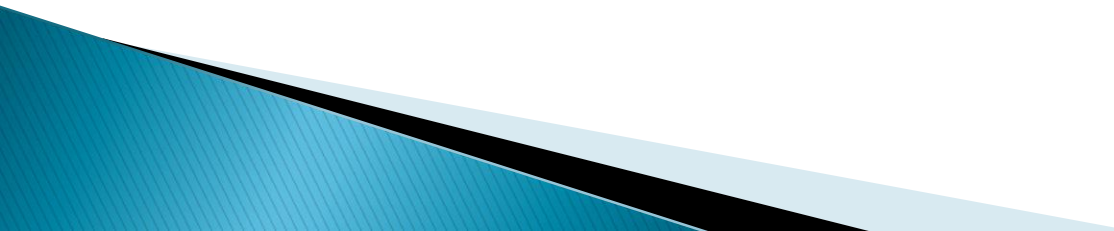
# Running Records

- Check comprehension based on a reader's
  - A. Comments during and after reading
  - B. Self-corrections
  - C. Retelling of the story after reading.

# Why do we take Running Records

- Show how students process print
  - Appropriateness of text
  - Instructional placement
  - Grouping students
  - Monitoring progress
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## Why do we take running records –cont.

- Determines lesson focus
  - Choice of book level
  - Long-term documentation
  - Helps teachers look/listen with new eyes/ears
  - Focus on strategies used
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## ➤ Assessment of reading level

➤ Independent (100%–95% accurate)

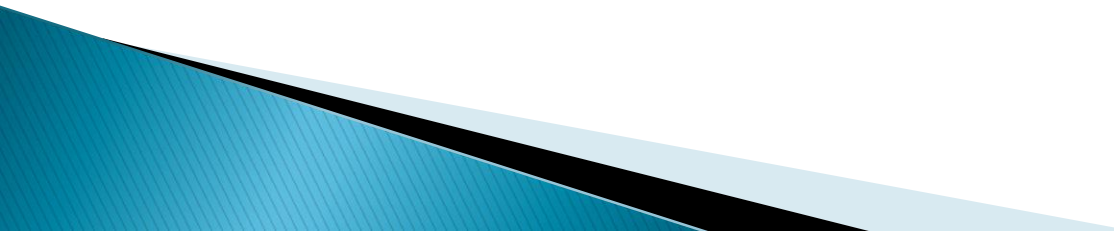
➤ Instructional (94%–90% accurate)

➤ Frustrational (below 90% accurate)

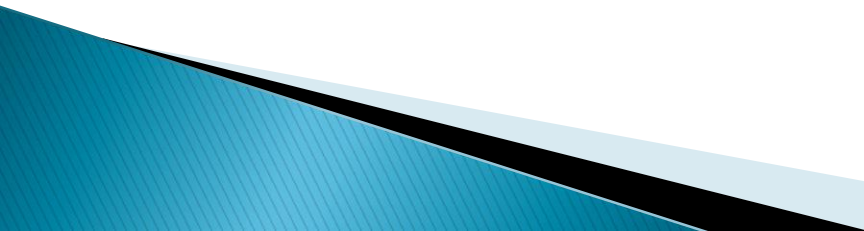
# Cloze Test/Procedure

The **Cloze Procedure** is used to determine a student's reading level, use of context clues, and vocabulary.

May be used to determine if a student is able to read and comprehend a particular content area text.

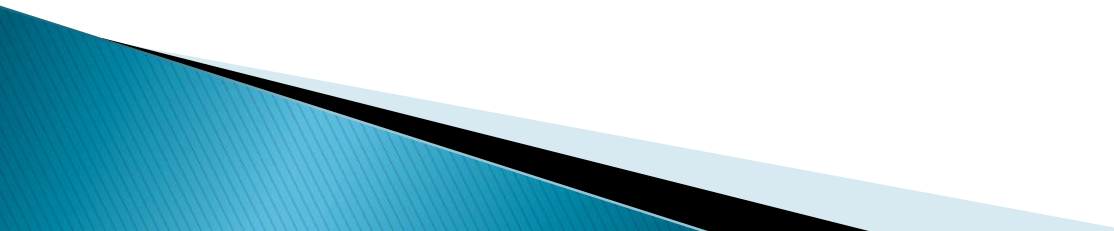


# Preparation

- ▶ Select a passage of about 100 words.
  - ▶ Reproduce the page leaving the first and last sentences as complete.
  - ▶ Starting with the second sentence, replace every seventh word with a blank.
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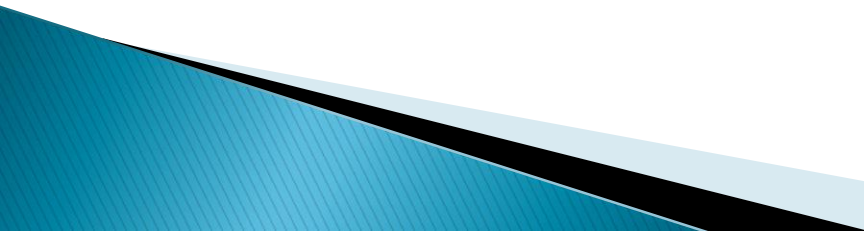
# Administration

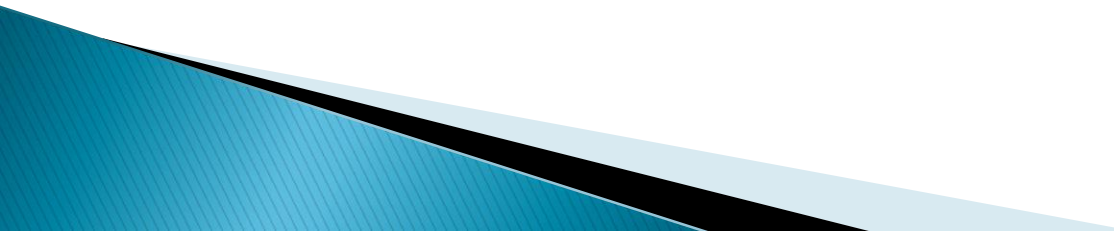
- ▶ The student first reads the passage inserting the word “blank” at the blank.
  - ▶ The student then reads the passage writing in a word for each blank.
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# Evaluation

- ▶ Count the number of exact, correct words the student placed on the blanks.
- ▶ Determine a percentage of correct replacements.
  - Independent Level – 60% or higher
  - Instructional Level – between 40–59%
  - Frustrational Level – between 0 and 39%

# Performance Assessments (assessments of authentic tasks)

- ▶ **Performance Assessments  
(assessments of authentic tasks)**  
require students to demonstrate their knowledge and skills through performance of real life tasks.
  - ▶ Makes assessment an important component of the instruction.
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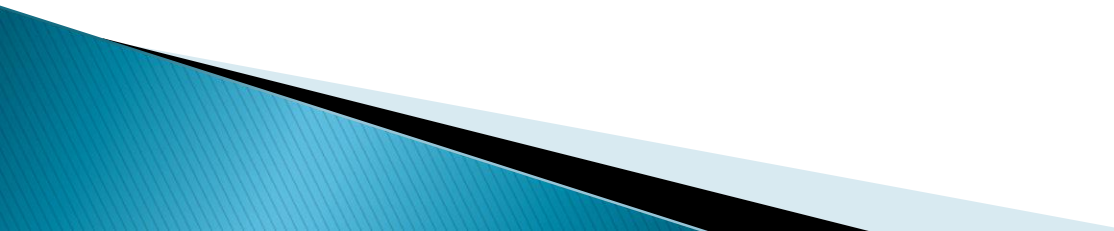
- ▶ Students may combine their literacy skills with content area learning to create projects or books, reports, research observations, posters, maps, plays, etc.
    - Identify the specific skills, strategies, and knowledge you want the students to demonstrate.
    - Construct a task that requires students to demonstrate these selected items.
    - Develop a rubric to evaluate the task.
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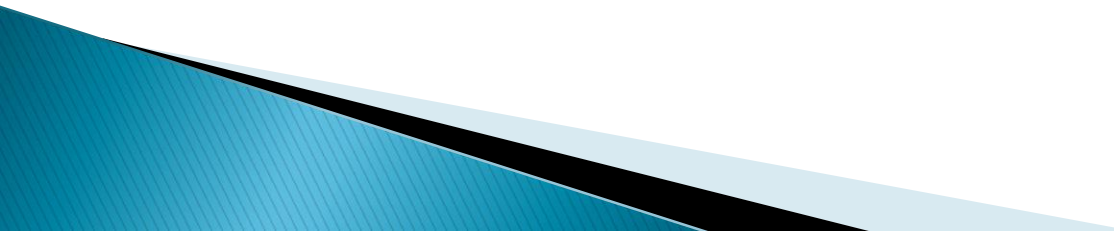
# Rubrics

**Rubrics** are a set of guidelines or acceptable performances for a given task.

- ▶ Rubrics may be used to determine a student's development in a particular area of literacy.

# Rubrics

- ▶ They make the analysis assessment process more reliable and consistent.
  - ▶ Rubrics can be general or very specific and can be tailored to your expectations.
  - ▶ They can be used to assess one or several aspects of students' instructional product.
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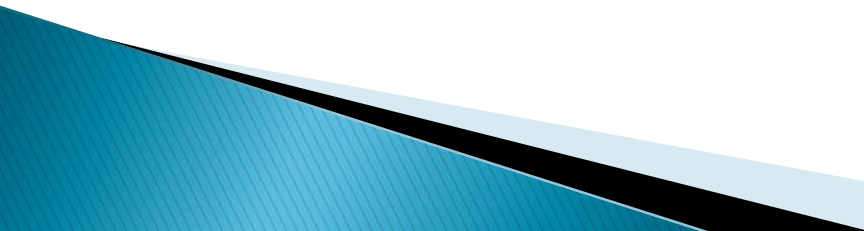
- ▶ Typically a chart is established with descriptors on a scale of 1 to 4 with four being the highest score or target.
  - ▶ The individual descriptor closest to describing the student's performance is highlighted.
  - ▶ Students may have individual descriptors in several columns.
  - ▶ The column with the most highlighted areas would determine the final score.
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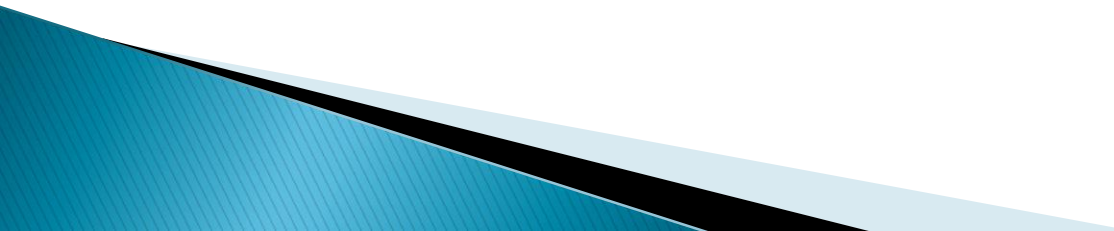
# ▶ Rubric Sample




# Portfolio Assessment

A **portfolio** is an orderly collection of a student's work.

- ▶ They may include such things as writing, lists of books read, projects, reflections, goals, etc.
  - ▶ They serve as a means to evaluate a student's effort, progress, improvement, achievements, strengths and needs.
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- ▶ Portfolio assessment encourages students to reflect, become self-evaluators and aware of their development as a reader and writer.
  - ▶ Materials may be added by the student, teacher or both.
- 

# Portfolio Process

- ▶ Periodically, students are encouraged to select materials for their portfolio.
  - ▶ They may conference with their peers about their selections or make comments about why the particular piece was selected.
  - ▶ They reflect upon what has been learned or what they would like to establish as their next goal.
  - ▶ The student conferences with the teacher.
  - ▶ New goals are set.
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# Retellings to Assess Comprehension

**Retellings** use the student's unprompted recall of a passage to assess construction of meaning.

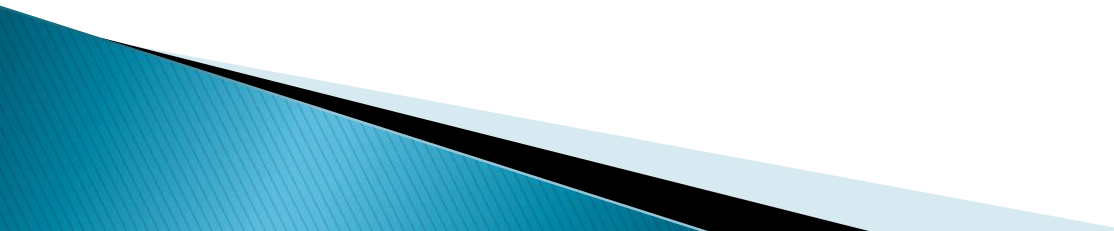
Retellings may be done orally or in writing.

- ▶ *Analyzing the retelling enables the teacher to see:*
  - *what a student remembers*
  - *what a student thinks is important to remember*
  - *what a student thinks should be retold*
  - *how a student does or does not organize and sequence information*
  - *the student's ability to infer from the text*
  - *the student's connect from text to self*
  - *the student's language development*
  - *how the student constructs meaning*

• (Benson, V. and Cummins, C., *The Power of Retelling*, 2000)

# **Retelling Rubrics**

## **Retelling Scoring Guides**



# More Important Terms

## Predictability

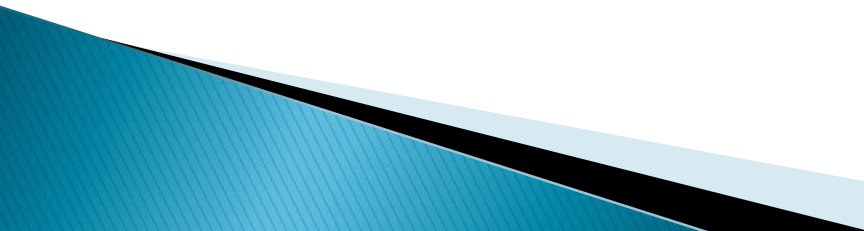
The quality of a narrative text that enables the reader to predict how it will develop and end.

## Predictable Text

A text with a repeated pattern that allows the reader to anticipate what is to appear on the following pages.



# Text Leveling

- ▶ Fountas and Pinnell are perhaps the best known duo for leveling of texts.
  - ▶ Tradebooks of all kinds have been organized along a continuum of increased difficulty.
  - ▶ Individual book companies may also have their own leveling systems.
- 



# Fountas and Pinnell Leveling

A few examples of the criteria they've indicated they have used:

## Level A:

One line of print

Few words in the line

Ample space between words

Sentences are not too long

Repeated patterns

Very easy high frequency words

Print placement is consistent

Simple punctuation

Pictures provide high support for the text

## Level B:

Similar criteria as Level A, but slightly more challenging

Two or more lines of print per page

Repeating words or sentence patterns

Commas may now appear

Simple dialogue

More high frequency words

Word endings – ed, ing, s

Stories are set in the present

Setting is not important to the story plot

Inferences are not really prevalent

Books are about 8 pages

## Level C:

Topics are familiar to students – children, families, everyday life, animal fantasies

Stories are longer

More action is involved

Still few characters

Sentence length is increasing and may include imbedded clauses

Compound sentences

Dialogue is more frequent

Punctuation variety has increased

Lines and words per page have increased

Books are about 8 pages

Compound words

Readers can no longer depend on illustrations or sentence patterns to read the book with accuracy.

More words must be solved using regular spelling patterns.

## Level F:

Books are 10 to 30 pages in length

Language is more that of written language than spoken

Punctuation is used to enhance meaning

Concepts no longer center on everyday life

Some texts may be short, but contain unusual language patterns or technical terms

More abstract ideas

Much greater variety in vocabulary

Genres—folktales, fantasy, realistic fiction, simple informational books

## Level I:

Narrative and informational texts

One main plot with a solution

Multiple events to follow

Characters and events require interpretation

Books extend to 40 pages

Layouts vary

Text features include maps and charts

Use a great deal of dialogue

Illustrations enhance meaning, but little support for word solving and meaning

Multisyllabic words

Complex word solving is required

Illustrations still appear on nearly every page

Chapter-like books begin to appear

Readers may find it necessary to read over a period of time.

## Level L:

Picture books are longer and lend themselves to guided reading group discussions

Many chapter books

Illustrations present, but readers rely on them less

Genres—realistic fiction, biography fantasy, historical fiction

Several characters in which to follow actions and characteristics

Some stories have abstract or symbolic themes

More sophisticated plots

Characters develop through the story

Stories may take place over a long period of time

Events build upon each other increasing the readers need for recall and organization

Dialogue becomes more complex

Books are 70 to 80 pages in length

Introduction of more conventions – italics, indentations

Complex sentences with multisyllable words and technical words

Vocabulary is more content specific and may need pre-reading support