Language Strand

Unit 5: Reading

Module 5.3 Assessing Reading

Reading

The children read the menu for our lunch several times and they discussed what we were having several times too.

They had to make their own menu with the words.

In this activity _Narelle_

☑ recognised letters and (word shapes)

nearly ☑ matched words to the original menu

☐ read back the menu on their own

☑ read back the menu with help

☑ remembered words from our discussion

Social Studies /English Language

The children looked at pictures and in books to find out about Australian animals. They recorded something new they found out. Skills they have shown include:

☑ choosing an appropriate picture / book

☑ locating information from pictures

☑ locating information from print (some words)

☑ locating information by listening to print read

☑ locating information by talking and listening with others

☑ communicate ideas by drawing

☑ communicate ideas by writing

☐ communicate ideas by talking

Student Support Material

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Unit outline

Unit	#	Modules
Reading	5.1	Reading in the Lower Primary Grades (Core)
	5.2	Reading in the Upper Primary Grades (Core)
	5.3	**Assessing Reading (Core)**

Icons

	Read	or	research
	Write	or	summarise
	Activity	or	discussion

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Module 5.3 Assessing Reading

Rationale

The ability to read texts with purpose and understanding is something that is learned. Every child who has learned to use language should be able to learn to read, since reading is another form of language. Some children learn to read with ease. However, others learn to read with more difficulty. It is the teacher's responsibility to

- set up a classroom that promotes children's ability to read a range of different kinds of texts
- use many different strategies to cater to the individual learning needs of children
- assess in an ongoing way the progress children are making as they become readers.

Thus, central to the teaching of reading is the assessment of children's ability to read many different kinds of texts. This Module is programmed to follow on from Unit 5 Reading, Modules 1 and 2 Reading in the Upper and Lower Primary Grades. By this stage of your training, you should have a sound knowledge of children's literacy development, and of strategies for assisting their ongoing learning.

The module looks at some of the ways assessment can be made more effective for the teacher and the children. It looks at what types of assessment can be used, the purposes for assessment and what kinds of information teachers can gain from the assessment that will assist them in their daily, weekly and term planning and timetabling.

Outcomes

At the conclusion of this module, you will demonstrate the following outcomes:

- use a variety of assessment strategies for charting children's literacy development
- understand the different purpose for different kinds of assessment and evaluation
- understand the link between assessment and teacher programming and planning
- understand the reason for on going assessment of children's learning over the terms of the school year
- plan for an individual class assessment
- be able to identify children with reading difficulty and program for meaningful remediation.

You will learn:

- what is expected of a child at each Grade level (see Outcomes for Upper Primary in the Upper Primary Syllabus, p. 14 and p.22-25; also Lower Primary Language Syllabus.
- what the child can do and already knows about reading
- how the teacher could use teaching situations in modelled, guided and independent reading to collect information about particular children
- how to analyse the information collected for further planning.

- how to develop a 'profile' of each child's learning
- what reading strategies might assist the child in further learning.

This Module is intended to provide you with the knowledge, skills and strategies to answer these questions:

- Has the class as a whole learned what I planned?
- Are all the children making progress?
- Are they making the progress suggested in the Syllabus guidelines?
- Which individual pupils need more help, and in which areas?
- Which children need some extension work?
- How will I decide what kind of extension work they need?
- Is my planning for learning experiences and activities sound and appropriate?
- How can I do it better next time?

This module will give you the opportunity for exploring the expectations that educators have of children's reading progress across the grades. It will also assist you to be analytical when assessing children's reading abilities in relation to the Strands and Sub-strands identified in the Curriculum documents. Finally, it will assist you in identifying and using strategies to improve your assessment of children's reading skills, knowledge and abilities and use this knowledge in ongoing programming and planning.

Before learning about assessing reading, you can ask yourself the following questions:

- What do I need to know in order to assess children's progress in reading?
- How can I find out?
- What will I do with the information?
- How will I implement an appropriate program?

These questions will be answered throughout the module.

Planning for assessment flow chart

WHAT DO I NEED TO KNOW to PLAN EFFECTIVE ASSESSMENT?

I need to know :

- *What is assessment, and what purpose does it serve?*
- *What children are expected to be able to do/know about reading at each grade level (Outcomes)*
- *What knowledge and understanding the children in my class already have about reading*
- *What strategies they are using to read*
- *How they read different kinds of texts*
- *What attitudes they have toward reading*
- *What are the different kinds of assessment strategies and tools, and how to use them*
- *How to analyse the information I collect, and use it to plan further lessons.*

HOW WILL I IMPLEMENT THE PROGRAM?

I will identify key points and opportunities within the teaching program at which to assess children's progress. I will take advantage of key moments in
- *Shared reading*
- *Guided reading*
- *Independent reading*

To find out what I need to know about each child
- *I will build up a Profile of each child's reading abilities*
- *I will use the information I have gained to integrate knowledge about individual children's needs, into further programming and planning throughout the term.*

HOW CAN I FIND OUT WHAT I NE   TO KNOW?

I can find out by:
- *referring to the PNG Syllabus Outcomes for   ding for the Grade I am teaching*
- *learning about the stages that children go through as they become readers*
- *talking to other experienced teachers about the strategies they use*
- *becoming familiar with a range of strategies for assessing different aspects of children's reading*

WHAT WILL I DO WITH THE INFORMATION?

I will plan a teaching program that includes opportunities to assess children's reading abilities at a particular grade level. This will include
- *The ways in which readers understand and use contextual information*
- *The ways in which readers understand and use the four sources of information*
- *The ways in which the readers are able to take on the four roles of the reader.*

Section 1. Reading assessment

What do I need to know to plan effective reading assessment?

I need to know what assessment is, and what purpose it serves.

> Assessment is defined as a process of identifying, gathering and interpreting information about students' learning. The central purpose of assessment is to provide information on student achievement of progress and set directions for ongoing teaching and learning.

1.1 Assessment

What does it mean to say we "assess" children's reading/literacy progress?

- When teachers assess literacy and language in classrooms and lessons, they are interested in what children can and cannot do with language, either spoken or written.
- Assessment is ongoing and cumulative, with information for assessing students' progress collected on different occasions over time.
- Information for identifying what students know and can do, comes from a number of different sources and contexts during the course of the school day.
- Information collected can be used to build up a report, or a *profile,* of students' knowledge, skills, abilities, strengths from which teachers can plan and program to meet the children's ongoing learning needs.

The *teacher's role* in assessing children's progress is to:

- Be as well informed as possible about how children develop as language/literacy users. For this purpose, refer to the list of curriculum expectations for the grade being taught.
- Be aware of developmental phases of language and literacy development.
- Know and respect each child as an individual and with a unique range of learning needs and abilities.
- Know about a range of effective teaching strategies to assist each child's individual development.
- Set up a classroom learning context that meets children's individual needs.

1.2 Evaluation

Evaluation follows on from *assessment*. It is the process of *interpreting* the information that assessment activities have produced. It plays a crucial role in helping the teacher in planning and programming for classroom activities that will meet areas of learning need that the assessment has identified.

1.3 Testing

This is also a process of collecting information about someone's performance, but there is a specific set of procedures for collecting and analysing information.

Testing is usually more tightly controlled than assessment, e.g.:

- tests usually have a specific time frame ("The test will last for one hour")
- tests are given at a specific time ("Class, you will have a maths test on Friday at 11 a.m.")
- tests occur at specific intervals, e.g. at the end of each term
- tests may be seen as the 'end-point' of some activity or unit of work
- tests are usually "one-shot" or "one-off experiences"
- tests are usually standardised in terms of:
    - how they are to be administered
    - how they are to be interpreted
    - answers are usually right or wrong
- testing focuses on the final product rather than the process.

How we measure children's progress depends on our beliefs about how children learn language and become literate. The importance given to the various methods of assessment is illustrated in the *Assessment Pyramid*, Lower Primary Resource Book; p. 72.

1.4 Assessment

Assessment can be:

Formative

This form of assessment is to build a cumulative profile of student achievement. Formative assessment can be used to:

- identify what students can do
- identify students at risk of, or experiencing learning difficulties
- plan appropriate language learning experiences
- monitor student progress towards the achievements of instructional objectives and the outcomes.

Summative

This form of assessment is to make judgement about student achievement at certain points on the student learning program. Summative assessment can be used to:

- evaluate teaching programs
- evaluate schools programs.

☞ **5.3 Activity 1**

Make a list of reasons why you as teachers should assess children's reading abilities. When you have completed your lists, compare it with the list below, and add any ideas might have missed.

1.5 Why assess reading?

Assessing children's reading is:

- vital to the development of the children's level of acquiring literacy skills

- gives the teacher information about how individual children are developing as readers

- gives the teacher opportunity to plan different strategies for teaching reading to cater for individual differences

- gives the teacher the opportunity to plan for remedial reading activities where appropriate in order to cater for needy children

- provides the teacher with detailed information about the progress each child has made which can be reported in the end-of-term reports for parents

- gives the children the opportunity to appreciate the effort they are putting into becoming competent readers

- gives feedback to the children about their level of reading and their ability to understand what they are reading.

> We need to know what children are expected to know/be able to do in reading at each Grade level.
>
> We need to know what knowledge and understanding the children in our class already have about reading.

One way of finding this out is by analysing children's reading abilities and knowledge. For this Activity, you will need to view the *videos or recordings* you have made of children reading a range of texts

☞ 5.3 Activity 2

Refer to Appendix 2 – Overview of Reading Developmental Continuum – Phases 3 and 4 - Key Indicators for Early Reading and Transitional Reading

Look at the video of one child.

Decide what the child knows and can do in reading by referring to the Key Indicators.

Identify some of the strategies he or she is using from the three cueing systems (see Unit 5 Module 1 for information here).

The following questions may assist you with identifying strategies from the three cueing systems:

1. Is the child making sense when s/he reads? (semantic cues)

2. Does the child have sufficient knowledge of the topic s/he is reading about? (semantic cues)

3. Is the child showing that s/he understands such as word meanings, common expressions, figurative language in the texts s/he is reading? (semantic cues)

4. Is the child showing that s/he understands features such as how texts are organised, the structure of sentences and word order while reading? (grammatical cues)

5. is the child using the knowledge s/he has of sounds, le tter clusters and words to work out what the text says? (graphophonic cues)

6. Does the child know sufficient sounds, letter clusters and whole words in a text to work out unknown words and maintain meaning? (graphophonic cues)

7. Is the child using and integrating all four information sources, fluently and continuously as s/he reads? (integrating sources of information).

Section 2 Assessing reading

How can I find out what I need to know to effectively evaluate children's learning in reading?

2.1 Introduction

There are many strategies that can be used to assess children's reading. The teacher needs to take account of the *time* it takes to use the strategy, *opportunity* ("seizing the moment"), the *number of children* in the grade, and the *purpose* for which the assessment is being done.

The three main kinds of strategies that serve different purposes and yield different information about children's progress in learning to read, are:

- using a Reading Continuum, e.g. First Steps (see Appendix 2: An Overview of Reading Developmental Continuum – Phases 3 and 4 , and Activity 2 above)
- a*nalysing* children's reading and writing in different contexts, using a variety of strategies
- by talking with/interviewing students and using their own self-assessment strategies to gather information.

There are five main categories of the reading process in which teachers can record and monitor children's progress in reading. These are listed as Appendix 1 in this module. As you work through each of the listed strategies for assessment listed below, identify where they might fit in one of these main categories.

2.2 Observation and notetaking

In the previous activity, you used the strategy of *observation and notetaking,* along with reading indicators, to help you decide what the child knows about reading.

You can use classroom activities that take place every day to observe reading behaviours and strategies used by the children. Observations can be made by selecting five or six children to observe during the course of, say, a week. n this way, observations of a whole class could be done during silent reading time, individualised reading, during writing time, as children are involved in small group discussions, and interacting informally with their classmates.

A useful strategy is to keep a notebook or clipboard handy to jot down notes of children's individual behaviours that you notice during the lessons. These notes can later be transferred to the profiles of the children concerned.

Alternatively, you can prepare a pro forma like the one below, that targets, e.g. *some of* the indicators for the Early Reading Phase:

Child's Name _____Grade _____Date _____

Indicators	Context, i.e. what was happening at the time	Comments
• Identifies the main topic of a story or information text and supplies some supporting information • Describes characters in books using picture clues, personal experience and the text to make inferences • Provides detail about characters, setting and events when retelling a story • Sub-vocalises when reading a difficult text 'silently' • Is beginning to use self-correction as a strategy • Sometimes reads-on to confirm meaning • May point to words as an aid to reading • Locates words from sources such as word banks and environmental print • Enjoys listening to stories.		

Observations can be made:

- during silent reading
- while children are working in small groups
- during shared reading sessions
- during class discussions
- from children's own written responses
- when children come early to class – a good opportunity for individual reading to the teacher.

Observations can be made in note format and placed in the child's classroom file. The teacher may wish to check for particular behaviours, and for that purpose may use a checklist of reading behaviours, as shown above. It is important to include the date when the observation was made, and any relevant information to help assess its value later.

Another example of a checklist for assessing reading can be found in the Lower Primary Language Resource Book, pages 73 – 75.

Some keys to observational assessment are:

- decide on the purpose for the observation
- decide which time of the day or which activity you will observe closely
- decide which children you will observe at that time
- keep careful notes of your observations
- keep a careful note of any other information you may observe from the behaviours of other children in the class.

☞ 5.3 Activity 3

Use the Upper Primary list of Outcomes and Indicators; or the Lower Primary Objectives in the Language Syllabus documents for a particular grade level to make up a checklist of features you could observe.

- *Use the checklist to observe the reading behaviours of the children on video/recordings (you will need to re-view the videos in class time)*

  Record what the behaviours were that you identified.

- *Save the checklist for observations during Practicum; and for your own teaching career.*

A useful and comprehensive list of Key Indicators (i.e. the main ones), taken from First Steps, at each of three stages:

- early reading;
- transitional reading;
- independent reading;

is included as Appendix 2: An Overview of Reading Developmental Continuum – Phases 3 and 4 in this Module.

2.3 Assessment strategies

A range of other strategies for assessing include:

1. collecting work samples
2. miscue analysis/running records
3. cloze activities
4. dictation of a known passage
5. pupils' self-evaluation/assessment
6. portfolio tasks
7. read and retell
8. profiling pupils
9. reading speed and comprehension

These will now be described in more detail.

1. Collecting work samples

- At the beginning of each year, set up a file for each individual child in the class.
- Record the child's name, Grade and year, e.g. 'Guava Bata Grade 3B 2003'. File alphabetically.
- Collect samples of pupils' work over a term.
- Note the date and the situation in which the text was created, for ongoing analysis.
- Keep the work samples in the child's individual file for analysis and reporting later, i.e. at the end of each term.

2. Miscue analysis/ running records

Miscue analysis is useful for understanding how children are using the three cueing systems. This strategy can be used with individual children to chart the reading processes they use as they read. Most readers make errors as they read. For example, they may omit words, make substitutions or add words, sometimes making corrections and sometimes not. By analysing the 'errors' children make as they read, teachers can get insights into what the reader's reading strategies are, and what s/he needs to know to keep progressing. A recording sheet helps the teacher keep note of what the child does during reading. Below is one example of a teacher recording miscues made by a young child as he reads a simple narrative. S/he uses a printed copy of the words of the story as the child reads.

CASE STUDIES

Eric (Age 6)

The following is a sample of miscues made by Eric when reading a simple narrative:

    ✓   ✓
FRED'S BIRTHDAY   ✓
  It's Fred's
  'Today is my birthday,'

  ✓ ✓
said Fred.

  ✓   ✓   ✓ you
'Happy birthday to me,'

  ✓ said
he sang.

  Hello   ✓ ✓ ✓
'Good morning, Kitty,' he said.

  What's today
'Guess what today is.'

[omitted]
('I know,' said Kitty.)

       k-[pause]
  ✓ ✓ ✓ ✓ ✓ ✓ ✓
[looking at 'It's the day I clean the kitchen.'
Illustrations][added]:said Kitty.
OK ✓ ✓
'Oh,' said Fred.

  Hello   ✓   ✓ ✓
'Good morning, Barney,' he said.

  What's today
'Guess what today is,'

[omitted]
('I know,' said Barney.)

✓ ✓ ✓ ✓ ✓ ✓ ✓
'It's the day I clean the windows.'

OK ✓ ✓
'Oh,' said Fred.

  Hello ✓ ✓ ✓
'Good morning, Lucy,' said Fred.

What's today
'Guess what today is.'

[omitted]
('I know,' said Lucy.)

✓ ✓ ✓✓ make the beds
'It's the day I clean the bedrooms'

✓ one ✓ H-   ✓   ✓
Nobody said 'Happy Birthday Fred'

pause-looks at illustrat
✓ b- ✓
at breakfast.

✓ one ✓ ✓   ✓   ✓
Nobody said 'Happy Birthday Fred'

✓
at lunch.

Explanation:

- when the child reads a word correctly, the teacher puts a tick above the word
- when the child substitutes own words for the words in the text, the teacher writes what the child says, above the words in the text
- when the child leaves something out altogether, the teacher puts a circle around it
- when the child attempts a word, the teacher records what the child says, e.g. k - for *kitchen*; b - for *breakfast*
- when the teacher supplies a word or phrase, s/he underlines it

- when the child self-corrects and re-reads, the teacher shows this on the copy of the text
- the teacher adds other information that will help analyse the child's efforts later, e.g. (*looking at illustrations*).

Analysis

Here are some of the ideas the teacher could get from the child's reading of this story.

- Tau seemed to pay attention to both the print and the illustrations as cues to meaning
- He seemed to rely on his memory of how the story had sounded when he had heard it read to the class
- When he replaced words, they were grammatically appropriate, e.g. he said "It's Fred's … birthday" in place of "Today is my … birthday". He read "Hello …" for "Good morning", and "What's today?" for "guess what today is". So he has a good understanding of the grammar of English, which shows he knows that what he reads must make sense.
- When he met unknown words such as 'kitchen' breakfast' and 'oh' he tried sounding out the first consonant, showing that he was willing to have a go at the words, and had some ability to use graphophonic cues when reading. When he couldn't read the rest of the word, he looked at the pictures for clues, and sometimes at his teacher's face.
- He left out some parts of the text, indicating that he is not yet making word-for-word correspondence between speaking and print.

☞ 5.3 Activity 4

- *The basic purpose of miscue analysis is to chart how well the reader is reading for meaning. Make a list of those miscues where the reader retained the meaning and where meaning was lost.*

- *Plot Tau's progress as a reader on the Continuum (Appendix 2: An Overview of Reading Developmental Continuum – Phases 3 and 4)*

- *What would you do to help Tau? Discuss two or three strategies you could use to assist him progress as a reader.*

3. The cloze strategy as a diagnostic tool

The aim of cloze exercises is to encourage the reader in an active search for meaning. Different kinds of cloze exercises can be used to achieve different assessment purposes. A cloze exercise is valuable when used with individual children, and also as a class exercise. Its teaching power is enhanced if the teacher encourages children to compare their answers with their peers.

For younger readers, cloze activities can be designed as a teaching strategy to encourage students to use different cueing systems. Remember that:

- Oral practice precedes written text.
- The cloze exercise is based on a text that is already familiar to the readers.
- The form that the exercise takes will be determined by its purpose. For example, the teacher may wish to assess children's vocabulary development. In that case, the words to be left out will be.
- Content words (all the nouns, or verbs, or adjectives, or adverbs).
- Function words (all the pronouns, or the articles, or conjunctions).
- Words that are difficult to remember, e.g. *for, in, by, with.*

To assess graphophonic knowledge, leave out parts of words e.g.:

- leave beginnings and endings: Pini was tr----ed.
- leave just the beginning: Along came old mother b--------------
- leave just the endings: Along came a -------us.
- leave out consonants: Along came old mother –a------i—oo---
- leave out the vowels: H__w cl__v__r th__ __ld b__nd__c___t w___s.
- leave out the beginnings of words that form word families:

One dark __ight the ___ight in our house went out. We sat there in ___ight. We knew that it ___ight take a long time before it was fixed. We were __ight, it took five days and ___ights before it was fixed.

When children are familiar with the process, it is possible to choose, e.g. every fifteenth or tenth or seventh word. Keep in mind that the more words that are omitted, the more difficult the task is to reconstruct the text.

When children are in the higher grades, cloze exercises can be used to assess their general comprehension of a passage. A useful strategy for testing content knowledge and knowledge of grammar and vocabulary is to:

- group construct a summary of a text they have been reading
- use the summary as the basis for a cloze exercise, leaving out every seventh word.

If cloze is used to evaluate comprehension, the teacher needs to analyse the words students use to complete the cloze. For this purpose, make the rules of the exercise clear to the children. For example,

- are synonyms acceptable?
- if some graphic elements are included, then only one word is acceptable, e.g. The cat caught a m_____. – only *mouse* is acceptable.

Remember to encourage the readers:

- to read quickly through the text first, to get the overall idea of the passage before writing anything
- to re-read it and fill in the gaps

- then, read it again to be sure it makes sense
- check with another child, compare and discuss answers.

☞ 5.3 Activity 5

- *Working in pairs, read the text provided by the lecturer. Each pair will have a different text. One student reads and erases every, e.g. fifth or seventh or tenth word with correction fluid. When s/he has finished, the text is passed to the other student to read and to fill in the missing words so the text makes sense, or keeps its original meaning and wording.*

- *Analyse the kinds of errors the students made, if any, and suggest what action could be taken to help them.*

4. Dictation of a known passage

For this, a summary is made of a well-known text, e.g. *'Poor Pini'*. Alternatively, a factual text could be summarised, including just the main points and connectives.

> "Pini used to play in the forest until one day a tree fell on him. Several of his friends tried to move the heavy tree and free him. Pini was still pinned under the tree when along came Mrs. Bandicoot. The other friends laughed when she said she would free him, but they were very surprised when the clever Bandicoot was able to set Pini free".

Follow the process below when dictating a known passage to the pupils:

- read the summary through once, before the pupils start to write.
- dictate it to the pupils, giving them time to write it down.
- they then exchange with a peer for corrections.

The teacher collects the summary from each pupil for analysis:

- Does the text that each pupil has written keep the correct meaning?
- Is it grammatically correct, e.g. correct parts of speech in the appropriate place?
- Are there spelling mistakes?
- The teacher plans what action to take in ongoing planning. Then, s/he files the work in the child's folder.

5. Pupils' self-evaluation/assessment

Below are some suggestions for evaluating children's reading, using student self-assessment strategies.

a. Talking to students

i) The reading conference

Child-teacher conferences may be conducted on a one-to-one basis or with a small group. These conferences provide the opportunity for teachers to assess the children's understandings about reading and skills in an informal way. Further, it gives readers a chance to explain and substantiate their answers, ask questions and discuss any problems they are having with reading.

Conferences are more effective if the teacher has some guiding questions or frameworks to use as the basis of the discussion, e.g.:

- Why did you choose this book (that you are reading)?
- Were you able to read the book easily?
- Did the way the text was set out help you, or make it hard for you to read?
- How did the text help you with your project/assignment writing?
- How did you decide which information you needed?

The responses of the child reader show what knowledge and understanding he/she has of the kinds of conventions found in non-fiction/fiction texts, and of how knowledge of text organisation can assist comprehension.

The kinds of questions asked would change depending on the purpose for the discussion.

ii) Interviews

Individual reading interviews can help children and teachers focus on the reading process and the strategies needed to improve understanding. The interview process would be a useful strategy to use with each child at the beginning of the school year, when you are teaching a new grade. The interviews don't have to be done all at one time; spread them over the term, starting with the children who seem to be having problems as readers. The following questions are suggested as a guide only and could be modified for different students. The teacher could use some of the questions at one time with each student, then ask the remaining questions at a different time.

- Are you a reader?
- What do you do before you start reading?
- What do you do if you don't know a word?
- When you read, what happens inside your head?
- Why do you think people like to be able to read?
- How do you find the main idea, or important things, from the text?
- How do you find answers to questions about things you have read?
- How do good readers understand text?
- How do you choose material for yourself to read?
- What is reading?
- What is reading for?
- What could you do to help yourself to become a better reader?
- Do you believe everything you read?
- Who is a good reader you know, in our class?

b. Using pupils' self-assessment

i) Reading logs

Reading logs can provide the child and the teacher with information about how the child is using reading to learn. A reading log could be the back pages of a child's daily journal exercise book. For young children, a reading log could be like the example below.

My reading log

Name: _____

Title of book:_____

Author of book_____

I chose this book because
_____

_____

I thought that _____

_____

I want to read_____

Older children could use a double page of an exercise book to keep a log of their reading:

Name of child:

Date Started	Title of book	Date finished	Comments	Activities completed	Parent/teacher's comment

ii) Reading journals

Reading journals give children the chance to reflect on and respond to text they have read. For the teacher, it provides information about what the child is thinking, learning and understanding as they interact with text.

Start by brainstorming with children the kinds of information they could include in their journal. A possible journal could look like the one below:

Date	My goals:what do I want to achieve as a reader?	By when	My successes: what have I learned as a reader?	Date

iii) Personal reading reports

Students are invited to write a report on themselves as readers. The report can be structured using questions developed by the teacher after a brainstorming session with the children. For example:

- I think I am a … reader because …
- my feelings about reading
- my problems with reading
- help I need with reading
- what I've learned about reading
- what I want to achieve in reading
- activities I have completed
- other comments about reading.

When readers can play a role in evaluating their own reading strategies, they can reflect on what they do as readers, and decide what works for them.

6. Portfolio tasks

Portfolio tasks are specific tasks set for pupils over the course of a term/semester/year. These demonstrate the end product of a process the learners have engaged in while completing a unit of work.

7. Read and retell

The activity of retelling can be used as an opportunity by the teacher to assess children's understanding of the reading process, and their overall literacy development, particularly meaning. Retelling enhances comprehension at word, sentence and text levels and requires readers to recall, select, organise and summarise information. Retelling also provides meaningful practice in the use of a range of oral or written conventions. Different types of retelling can be developed to suit a range of reading and writing abilities.

What could be evaluated?

- prior knowledge of the reader
- behaviours of the reader during reading, writing or sharing times
- knowledge of text structure
- knowledge of language features of particular types of texts
- knowledge of language conventions such as spelling, punctuation and grammar
- knowledge of ideas from the text

- word and phonic knowledge
- ability to predict, infer, hypothesise, summarise and generalise.

Reading and retelling can be evaluated by assessing:

Meaning - Ideas - Clarity - Relevance to form/purpose	*Organisation* - Sequence - Unity between parts and whole
Conventions - Spelling - Vocabulary - Punctuation	*Cognitive abilities* - To infer - To predict - To hypothesise

Below is a possible list of assessable items. Teachers can draw up their own lists depending on what the teacher wants to find out about children's literacy knowledge and understanding.

Meaning

- Was the reteller able to retell clearly the main ideas or points of the text?
- Did the reteller use appropriate verb tenses and vocabulary to retell?

Organisation

- Did the reteller get the story or structure of the text in the correct sequence?
- Did the reteller show that s/he could make effective transitions between different parts of the story, e.g. by using time connectors, other text connectives (such as 'if … then …, because, however) where appropriate?

Conventions

- Did the reteller use appropriate vocabulary or synonyms from the text in the retelling?
- Did the reteller show that s/he understood the meaning of vocabulary items used in the text?
- Did the reteller use appropriate expression in the retelling?

Cognitive abilities

- Was the reteller able to hypothesise about what else might have happened in the story – consequences of actions of the actors, etc.
- Could the reteller infer information from the text?

☞ 5.3 Activity 6

Working in groups of 4 or 5 read the assigned text. You will all need to read the text. Assigned one student to retell the story. The others in the group will assess the student by using the assessable items listed above.

8. Profiles

- A Profile is a picture of a child's ongoing development within a range of classroom contexts.
- The Profile is achieved through keeping ongoing records of different kinds over a period of time.
- A Profile is a *summary* of the information collected over that time.

A Profile provides a 'snapshot' of the children's abilities at regular intervals of time. Once a term or once a semester the teacher reviews all of the information available on individual children. This is the information s/he has collected through using a range of assessment strategies over the term. S/he summarises, or pulls together, all of the information that has been collected to review what progress the individual child has made over the period of time.

Building profiles

What is involved in building profiles? The teacher will need:

- a concern for and interest in children's language/reading development
- regular opportunities for observing children during teaching time
- ability to watch children closely, and ability to interpret what children are trying to do in and through language/reading
- opportunities to observe children as they carry out a variety of activities
- opportunities to observe children as they carry out tasks in different classroom situations
- time and skills in analysing what the child is able to do in reading.

Information for pupils' profiles will be collected through careful planning for opportunities to assess what the children can do, using a range of assessment strategies. The assessment information will in turn inform and help direct teachers in reprogramming and planning over the term/semester.

9. Reading speed and comprehension

This is an activity to find out the pupils' ability to read fast and at the same time comprehend what they are reading. For beginners, the text should be familiar to them. For children in the upper classes, it is possible to give children unfamiliar texts, because children in upper classes should have become reasonably fluent readers of new material.

Keep a profile of every child in the class. Each week, pupils are given a text to read, to find out if individual children are improving in their reading in their ability to read quickly with understanding.

The student reading speed profile indicates on the chart or reading scale the rate and speed with which the student is reading. The graph on the chart shows whether there is improvement. If the child is improving, then advanced reading is given to the child. If the child indicates on the graph that he or she is not improving in his or her reading then the teacher has to plan for remedial reading activities for the child.

Keep in mind that there are many reasons why pupils may not be improving in reading. The strategies discussed throughout this Module will help to establish what the individual reader's problems with reading are.

Bear in mind, also, that different *purposes for reading* determine how a text will be read. Should it be skimmed or scanned? Should it be read to find out information? Pupils may be able to read quickly, but more importantly they need to read with understanding to accomplish their specific learning purposes.

Section 3. Selecting assessment points and processes

Teachers in 'Whole language' classrooms recognise that:

- oral interaction, reading and writing support each other, and assessing one will often involve assessing other macro-skills
- assessing reading is one part of the overall language and literacy assessment that teachers do
- assessment is seen as an ongoing process, though some activities will be identified as 'assessment points' within a unit of work
- the main role of assessment is not to provide a mark or to give students a ranking in the class. Rather, assessment provides information about each pupil's progress so that specific and directed learning experiences can be planned for, to meet the learning needs of each child.

Assessment points can be identified *during planning and timetabling*. For example, while planning the learning experiences in the Curriculum Cycle, you can decide what strategies for assessment best fit in with:

- what you have discovered from previous assessment activities
- what assessment activities will give you the information you want about individual children and groups of children.

As well, assessment activities can take place *during actual teaching/learning time.* For example,

- during USSR, the teacher observes and notes
    - what attitudes and behaviours the children are showing, consistent with the expectations of the syllabus document
    - the level of concentration they demonstrate when reading
    - the choice of materials they make.

- while children are working in small groups, for example reading aloud to peers a text they are writing, the teacher can assess their reading fluency. And their enthusiasm for reading/writing
- during shared and guided reading activities the teacher observes
    - which children were responding and how they were responding
    - what questions the children asked, what kinds of questions were asked, and who asked them
    - what reading skills and strategies individual children were using when working on the assigned tasks
    - what problems arose in their learning
    - when children come early to class. This is a good opportunity for individual reading to the teacher. S/he can also have informal chats with individual children about reading. These chats can reveal a lot about children's attitudes and reading habits

Keep in mind that:

- It is not necessary for all of the children, or even all of the groups, to meet with the teacher each week. Some children may not need to meet with the teacher very often at all. Others will need careful observation and scaffolding to help them meet their learning objectives, and will therefore need more interaction with the teacher to cater for special needs.
- Sometimes particular instruction for reading or research strategies can take place as part of content area instruction, e.g. in social science, science, community living etc.
- The kind of assessment that will be done and the point at which it will occur, is determined by what it is the teacher wants to know about children's learning at any particular time.

The teacher needs to decide what kinds of assessment strategies will be used, and how they will be collected and collated. Field notes, notes from reading interviews, checksheets of reading skills and abilities as per the syllabus; proformas, all of which will go into individual children's files once the teacher has noted what action is to be taken in ongoing teaching.

Analysis needs to be regular so that it doesn't become a huge burden, and so feedback to pupils can be given when needed. The teacher will find help with analysis from:

- syllabus documents of expectations at each grade level
- checklists like the ones in this module
- professional reading
- talking with other teachers about pupils' progress.

All of the information gained about individual pupils and their progress with language and literacy will feed back into programming and planning .In this way, assessment is continuous and effective. It provides teachers with the information they need to encourage children to become efficient and positive users of language for many different purposes, especially the purposes of schooling.

Section 4. Assessing children with learning difficulties

In many Papua New Guinea primary schools there are children who are gifted and can read well with less assistance and then there are other children who have difficulties who can read well if and when assisted well by the teachers (and parents).

Some children have difficulties in learning to read. These difficulties may relate to a range of factors and not all children experience reading difficulties in the same way. Some students find difficulties in language structures of particular texts. Others may not have acquired topic knowledge to construct meaning from a text, while other may still have gaps in their sound letters or word knowledge. It is important that teachers gather detailed information about students who are experiencing difficulties in learning to tread so that they can design instructional program who will meet students specific needs.

The daily guided reading lessons provides the most significant opportunity for teachers to work with student experiencing difficulties in learning to read. During guided reading students can experience structured and explicit teaching with careful attention to the sequencing of skills. The guided reading lesson planed for students experiencing learning difficulties should be matched and sequenced to their learning needs.

It is important that students with learning difficulties participate with the rest of the class in all aspect of all literacy sessions. They must be fully involved. Students with learning difficulties need to be organised into small groups according to their learning needs for instructional purposes during guided reading because it:

- is an efficient way to teach new skills and knowledge
- allows for individualisation of instruction to cater for different learning needs
- allows the teacher to monitor student progress.

Students experiencing difficulty in learning to read will need frequent opportunity to visit, revisit and practice understanding about reading. Modelled reading lessons will introduce and reinforce concepts about reading and how text work. Guided reading, which provide explicit instruction and independent reading, where students read texts matched to their reading level, and will provide constructive practice on text. Students experiencing reading difficulties need explicit and structured reading sessions regularly.

☞ **5.3 Activity 7**

> *In small groups, discuss some of the possible reasons why children have difficulty in reading materials/texts of different kinds.*

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Appendix 1. Five Main Categories for Reading Assessment

1. Knowledge and understanding of reading

- Observation of children during reading sessions (teacher checklists of Reading Continuum Indicators (Appendix 2)
- Teacher-child interviews about reading strategies, interests, habits
- Analysis of children's work in reading activities
- Questionnaires/surveys/proformas

2. Comprehension: meaning-making strategies

- Retelling (oral and written retells)
- Answering comprehension questions (various levels of questions)
- Cloze passages
- Teacher-child interviews
- Questionnaires/surveys/proformas focussing on particular reading strategies
- Oral reading and miscue analysis
- Analysis of comprehension activities, e.g. story maps

3. Word Identification strategies

- Observation of children's oral and silent reading strategies
- Oral reading and miscue analysis
- Cloze and modified cloze activities
- Analysis of children's reading activities
- Teacher-child interviews on word identification strategies
- Graphophonic knowledge

4. Concepts of print

- Observations of children reading
- Concepts of print checklists
- Retelling activities
- Approximation to text activities
- Teacher-child interviews

5. Attitude

- Teacher observation of reading habits, attitude and interests of individual children
- Records of books read
- Questionnaires/surveys/attitude scales
- Teacher interviews on reading attitudes
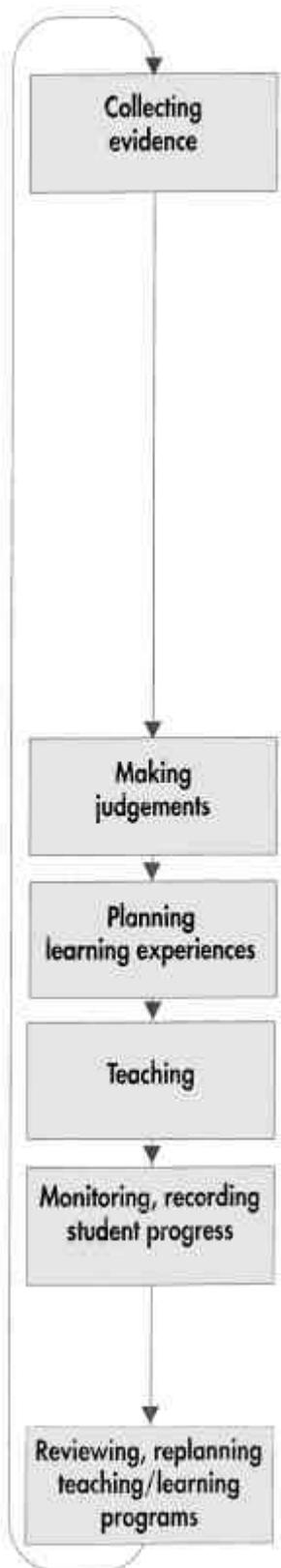- Parent-teacher interviews

This list helps teachers to identify both strengths and weaknesses of individual children. Further, it helps teachers to plan a program that develops children's reading/learning abilities in an ongoing process.

Appendix 2. Overview of Reading Developmental Continuum – Phases 3 and 4

Teachers can identify a child's phase of development by observing that the child is exhibiting all the key indicators of a phase. It should be noted\, however, that most children will also display indicators from other phases.

PHASE 3 – EARLY READING	PHASE 4 – TRANSITIONAL READING
In this Phase, readers may read unfamiliar texts slowly and deliberately as they focus on reading exactly what is on the page. Readers are beginning to reflect on their own strategies, e.g. for working out unknown words. They sometimes comment on and question texts.	In this Phase, readers are beginning to integrate a variety of reading strategies. They are able to adapt their reading to different types of text. With teacher support they will comment on and criticise texts.

Key Indicators

- Is beginning to read familiar texts confidently and can retell major content from visual and printed texts, e.g. language experience recounts, shared books, simple informational texts and children's television programs
- Can identify and talk about a range of different text forms such as letters, lists, recipes, stories newspaper and magazine articles, television dramas and documentaries
- Demonstrates understanding that all texts, both narrative and informational, are written by authors who are expressing their own ideas
- May read word-by-word or line-by-line when reading an unfamiliar text, i.e. reading performance may be word centred. Fluency and expression become stilted as the child focuses on decoding
- Uses pictures cues and knowledge of context to check understanding of meaning
- Has a bank of words which are recognised when encountered in different contexts, e.g. in a book, on the blackboard, in the environment or on a chart
- Relies heavily on beginning letters and sounding-out for word identification (graphophonic strategies).

- Shows an ability to construct meaning by integrating knowledge of:
  - text structure,. e.g. letter, narrative, report, recount, procedure
  - text organisation, e.g. paragraphs, chapters, introduction, conclusion, contents page, index
  - language features, e.g. descriptive language, connectives such as *because, therefore, if…then*
  - subject specific language, e.g. the language of reporting in science and the language of a newspaper report
- can retell and discuss own interpretation of texts read or viewed with other, providing information relating to plot and characterisation in narrative or to main ideas and supporting detail in informational text
- recognises that characters can be stereotyped in a text, e.g. mother and girl children working in the house and gardens, men and boys in sport and employment
- selects appropriate material and adjusts reading strategies for different texts and different purposes, e.g. skimming to search for a specific fact; scanning for a key word

- is becoming efficient in using most of the following strategies for constructing meaning:
  - makes predictions and is able to substantiate them
  - self-corrects when reading
  - re-reads to clarify meaning
  - reads -on when encountering a difficult text
  - slows down when reading difficult texts
  - substitutes familiar words
  - uses knowledge of print conventions
  - makes meaningful substitutions i.e. replacement miscues are meaningful, e.g. 'cool' drink for 'cold' drink.
- Is developing the ability to integrate the three cueing systems for making meaning from text
- Has an increasing bank of sight words, including some difficult and subject-specific words, e.g. Monday, Easter, February, experiment,
- Is becoming efficient in the use of the following word identification strategies for constructing meaning:
  - sounds -out to decode words
  - uses initial letters as a cue to decoding
  - uses knowledge of common letter patterns to decode words, e.g. 'th', 'tion', '-scious', '-ough'
  - uses blending to decode words, e.g. 'st-ring'
  - uses known parts of words to make sense of the whole word
  - uses word segmentation and syllabification to make sense of whole word.

Appendix 3. A Process for Assessing Reading Development

Collecting evidence

Making judgements

Planning learning experiences

Teaching

Monitoring, recording student progress

Reviewing, replanning teaching/learning programs

- Teachers collect information about students' reading using a variety of strategies, multiple opportunities and varying contexts, for example:
  - Observing reading behaviours in modelled, guided and independent reading situations
  - Observing young students' early 'reading' behaviours
  - Using oral and written retellings of text read
  - Taking running records
  - Keeping records of student progress in guided reading
  - Using comprehension responses during and after reading
  - Analysing the reading strategies the student uses in guided reading
  - Using student self-assessment, such as independent reading records
  - Using work samples, such as student's writing to check sound/letter correspondence
  - Analysing student's incorrect responses to a cloze procedure to determine the type of error the student is making
- Teachers analyse the evidence collected to identify what students can do, and match this against the PNG Syllabus Objectives and Outcomes.
- Teachers plan ways to meet students' needs through grouping for whole-class, small group and individualised instruction
- Teachers use teaching and learning experiences that develop the skills and knowledge needed to achieve the reading outcomes towards which students are moving
- Teachers continually look for evidence of development in students' reading over time, and can design specific opportunities for students to demonstrate reading achievement teachers monitor reading development and record students' progress. Effective methods that operate as part of teaching and learning and that are manageable, not overly detailed or time consuming are best.
- Teachers constantly review, adjust and replan teaching and learning activities to support the reading needs of the whole class and of individual students or groups of students in order to facilitate progress along the reading pathway.