

Assessing Primary Readers

Seminar 1 Teacher's Packet

A KET professional development workshop for educators approved for Professional Development Training by the Kentucky Department of Education.

© Kentucky Educational Television, 1999

Assessing Primary Readers

Seminar 1

Overview of the Series and Seminar

Targeted Audience: primary teachers

This series will help primary teachers assess their students' reading strengths and needs more accurately by demonstrating how to administer and interpret a variety of assessment tools. The series takes assessment a step further by showing how primary teachers use the data collected through assessments to develop and deliver reading instruction.

In the first seminar, host Ellen McIntyre, a professor from the University of Louisville, and teacher/presenters Felicia Cumings, Karen Miller, and Melissa Sutherland address several crucial questions concerning assessment. Covered are the reasons behind assessment, what should be assessed, how to identify the individual characteristics of young readers, and organizational and management strategies for recording and storing assessment information.

About This Teacher Packet

This packet includes an agenda for the program, brief biographies of the host and presenter, and specific materials related to seminar content. You'll find more details in the table of contents on page 4.

Seminar Format

This 90-minute program was recorded in the KET distance learning studio. Any materials or information needed for participation in the seminar is provided in the videotape and/or included in the teacher packet.

Professional Development Credit

Stage of Participant Development: Practice/Application

The Kentucky Department of Education has approved all KET Star Channels Seminars for professional development credit if schools or districts choose to include them in their professional development plans. Districts or schools may choose to include preparation and/or follow-up time as part of professional development. For example, if a teacher participates in one 90-minute program and spends an additional 30 minutes in related activities, he or she could be awarded a total of two hours professional development credit.

Individual teachers who wish to use these videotapes for professional development credit should check with their school professional development chair or with their district professional development coordinator.

Professional development can also be used to satisfy requirements for the fifth year program. Contact your local university or the Division of Teacher Education and Certification at 502-564-4606 for more information.

Packet Contents

• Seminar Host and Presenters	5
• Seminar Agenda	6
• Key Questions for Assessment	7
• Sample Reading Assessments	8
• Phonological Skills, Retelling, Questioning, Think Alouds	9
• Marking Miscues, Organizational Systems	10
• KELP Conversation (child)	11
• KELP Conversation (parents)	12
• Interest/Attitude Interview (primary)	13
• Interest/Attitude Interview (upper grades)	15
• An Informal Interest Inventory	17
• Letter to Parents Concerning Upcoming Conference	18
• Home Reading Record	19
• Concepts of Print Checklist	20
• Letter Identification Score Sheet	21
• Ohio Word Test Score Sheet	22
• Yopp-Singer Test of Phoneme Segmentation	23
• Running Record Sheet	24
• Anecdotal Records	26
• What Is Noteworthy?	26
• What Makes a Good Kidwatcher?	26
• Children Can Show What They Know by . . .	27
• Acknowledgments	28

About the Seminar Host and Presenters

Since 1990, host **Dr. Ellen McIntyre** has taught in the School of Education at the University of Louisville. She was promoted to associate professor in 1995. Before beginning her career at U of L, Ellen was a full-time instructor at Northern Kentucky University. Ellen also spent four years in the elementary classroom, teaching grades 1, 1/2, and 6. She has published widely in the areas of early literacy, school reform, and the primary program. Ellen has also been a frequent presenter at national and regional conferences and has received a number of grants for research, including her current project on young children's literacy development and instruction, funded by the Council on Postsecondary Education. Ellen has a B.A. in elementary education and an M.A. in reading education from Northern Kentucky University and an Ed.D. in language and literacy education from the University of Cincinnati.

For the past four years, presenter **Felicia Cumings** has taught at Blake Elementary School in Jefferson County. Felicia was a member of Blake's site-based council in 1997-98 and is currently serving as SBDM secretary. She is also the chair of her school's curriculum and instruction committee, a member of the leadership team for professional development implementing the Jefferson County Performance Standards, and a participant in the 1999 Kentucky Reading Project. Felicia received her bachelor's degree in early elementary education from the University of Louisville, where she is presently completing a master's in reading.

Karen Miller has 16 years of elementary teaching experience at Lebanon Junction, Maryville, and Roby Elementary Schools in Bullitt County, Kentucky. She also spent two years teaching in a private preschool in Louisville. Karen's professional activities include serving on the Bullitt County Facilities/Planning Committee and the Effective Schools Committee and participating in the Kentucky Reading Project. She is chair of her school's professional development committee and was named Bullitt County Teacher of the Year in 1995. Karen has a bachelor's in education from the University of Kentucky and an M.Ed. and Rank 1 from the University of Louisville. She also has her reading specialist endorsement.

Melissa Sutherland teaches primary at Rangeland Elementary in Louisville. This is her fifth year in the classroom. Melissa has presented at the National Council of Teachers of English conference, served as a graduate assistant for a University of Louisville research project on school change, and was the assistant director of the 1998 Kentucky Institute for the Arts in Education. She has an MAT in elementary education from the University of Louisville and is currently working on an Ed.D. at U of L in supervision/literacy.

Seminar Agenda

Welcome and introduction	Dr. Ellen McIntyre, Host
Critical questions concerning the assessment of primary readers <ul style="list-style-type: none">• Why should we assess?• What should we assess?• How do I assess efficiently and effectively?• How do I use assessment data to make sound instructional decisions?	Panel (Ellen McIntyre, Felicia Cumings, Karen Miller, and Melissa Sutherland)
Why assessment is important	Panel
What to assess <ul style="list-style-type: none">• Reader characteristics• Context of reading situation	Ellen McIntyre
Getting to know your students <ul style="list-style-type: none">• Kid-watching, interest inventory• Family visit• Literacy behaviors at school	Melissa Sutherland Karen Miller Felicia Cumings
Specific reading components to assess <ul style="list-style-type: none">• Word identification• Concepts about print• Letter identification• Phonemic awareness	Melissa Sutherland
Assessment tools <ul style="list-style-type: none">• Running record• Conferences• Retelling• Yopp-Singer• Think aloud	Felicia Cumings Karen Miller
Organization/management strategies <ul style="list-style-type: none">• Observation and anecdotal record systems• “Creating time” for one-on-one assessment	Panel
Concluding remarks	Ellen McIntyre

Key Questions for Assessment

Why should we assess?

- To produce motivated, strategic readers who apply strategies independently and flexibly
- To help teachers know their students
- To improve instruction
- To improve reporting
- To make teachers' professional lives easier and more rewarding

What should we assess?

The child as a learner

Is the child motivated?
Does she like books
Has the child been read to?
Does she read at home?
Is she self-directed?
Does she need social interaction?
Is she a risk-taker

Is she a perfectionist?
What are his interests?
What important experiences has he had?
Who are his friends?
What do I know about his family?

The child's reading context

Is this an authentic reading situation?
Is this a test-like situation?
Is the child comfortable

Has the child seen this particular text before?
Has the child had experiences with writing?

The components of reading

Comprehension
Strategies
Fluency
Phonological skills
Print concepts

How do I assess efficiently and effectively in the classroom?

- Plan time to assess during instructional blocks
- Plan which tools to use for which children
- Create an organizational system that suits you

How do I use assessment data to make sound instructional decisions?

Sample Reading Assessments

- **Reader Characteristics**
interviews, conferences, observations with anecdotal notes (KELP; interest inventory)
- **Print Concepts**
concepts of letter and word and letter and word recognition; writing spree
- **Phonological Tests**
Hearing Sounds in Words, Yopp-Singer
- **Retelling (to assess comprehension)**
- **Questions and Conversations (to assess comprehension)**
- **Running Record (to assess strategies and fluency)**

Phonological Skills

- **Rhyme:** Do hot and pot rhyme?
- **Secret word game:** /b oo k/ is ___? /sh o p/ is ___?
- **Secret word game:** You say a word in the secret language and I will guess it this time.
- **Phoneme deletion:** If I take /p/ from “pot,” what sound do I have?
- **Phoneme replacement:** If you change the /h/ from “hit” to a /p/, what word will you have?

Retelling

- Tell child he will read a story and you will ask him to tell about it when he is finished.
- Have child read a new text silently.
- Have child retell story, checking to see if the child has all story elements and correct sequence.
- Follow up with more specific questions.

Questioning

- What did you like?
- What did the story make you think of?
- Why do you think the author wrote this story?
- Do you know anyone like _____ (name of character)?
- For whom do you think the author wrote this story?
- Has anything like this ever happened to you?

Think Alouds

The purpose of Think Alouds is to assess students’ strategies and metacognitive knowledge of strategies.

- Have child read portions of a text and “think aloud” what is in her head as she is reading.
- Observe the reader for prediction, confirming, self-correcting, using prior knowledge, rereading, reading ahead, visualizing, and making other connections

Marking Miscues

- Mispronunciations
- Substitutions
- Self-corrections
- Insertions
- Omissions
- Does the child attempt to decode?
- Does the child make correct sound/symbol associations?
- Does the child respond only when assisted?

Organizational Systems

Tools/Materials

- Clipboard
- Post-its
- Labels
- Notebook
- Folders

Strategies

- Assess during reading/writing time.
- Each week, get informal notes.
- Assess formally at least twice a year.
- Collect student work.
- Have students self-assess.

KELP Conversation

Child

1. What did you do this summer that you liked the best?
2. What did you learn this summer?
3. How are you smarter now than when school was out? (Follow up with question about new interests.)
4. What do you want to learn about in school this year?
5. What do you want to learn how to do in school this year?

KELP Conversation

Parent

1. What have you done as a family this summer that became a learning experience for _____?
2. What do you notice that _____ can do now that he/she couldn't do when school was out?
3. What kinds of experience has _____ had this summer in:
Reading:
Writing:
New social experience:
Music:
Math (could give example such as measuring):
Art:
Science (could give example such as nature hike):
History/geography:
Physical fitness/sports:
4. How has _____ changed the most this summer? (Follow up with question about new interests.)
5. What goals do you have for _____ this school year? What do you want _____ to learn and be able to do this year?

Interest/Attitude Interview

Primary Form

Student's Name: _____ Age: _____

Date: _____ Examiner: _____

Introductory Statement: *[Student's name], before you read some stories for me I would like to ask you some questions.*

Home Life

1. Where do you live? Do you know your address? What is it?
2. Who lives in your house with you?
3. What kinds of jobs do you have at home?
4. What is one thing that you really like to do at home?
5. Do you ever read at home? *[If yes, ask:]* When do you read and what was the last thing you read? *[If no, ask:]* Does anyone ever read to you? *[If so, ask:]* Who, and how often?
6. Do you have a bedtime on school nights? *[If no, ask:]* When do you go to bed?
7. Do you have a TV in your room? How much TV do you watch every day? What are your favorite shows?
8. What do you like to do with your friends?
9. Do you have any pets? Do you collect things? Do you take any kinds of lessons?
10. When you make a new friend, what is something that your friend ought to know about you?

School Life

1. Besides recess and lunch, what do you like about school?
2. Do you get to read much in school?
3. Are you a good reader or a not-so-good reader?

[If a good reader, ask:] What makes a person a good reader?

[If a not-so-good reader, ask:] What causes a person not to be a good reader?

4. If you could pick up any book to read, what would the book be about?
5. Do you like to write? What kind of writing do you do in school? What is your favorite thing you have written about?
6. Who has helped you the most in school? How did that person help you?
7. Do you have a place at home to study?
8. Do you get help with your homework? Who helps you?
9. What was the last book you read for school?
10. If you were helping someone learn to read, what could you do to help that person?

Interest/Attitude Interview

Upper Level Form

Student's Name: _____ Age: _____

Date: _____ Examiner: _____

Introductory Statement: *[Student's name], before you read some stories for me I would like to ask you some questions.*

Home Life

1. How many people are there in your family?
2. Do you have your own room or do you share a room? *[Ask this only if it is apparent that the student has siblings.]*
3. Do your parent(s) work? What kinds of jobs do they have?
4. Do you have jobs around the house? What are they?
5. What do you usually do after school?
6. Do you have a TV in your room? How much TV do you spend watching TV each day? What are your favorite shows?
7. Do you have a bedtime during the week? What time do you usually go to bed on a school night?
8. Do you get an allowance? How much?
9. Do you belong to any clubs at school or outside school? What are they?
10. What are some things that you really like to do? Do you collect things, have any hobbies, or take lessons outside school?

School Environment

1. Do you like school? What is your favorite class? Your least favorite class?

2. Do you have a special place to study at home?

3. How much homework do you have on a typical school night? Does anyone help you with your homework? Who?

4. Do you consider yourself a good reader or a not-so-good reader?
[If a good reader, ask:] What has helped you most to become a good reader?

[If a not-so-good reader, ask:] What causes someone to be a not-so-good reader?

5. If I allowed you to select a book about any topic, what would you choose to read about?

6. What is one thing you can think of that would help you become a better reader? Is there anything else?

7. Do you like to write? What kind of writing assignments do you like best?

8. If you went to a new school, what is one thing that you would want the teachers to know about you as a student?

9. If you were helping someone learn to read, what would be the most important thing you could do to help that person?

10. How will knowing how to read help you in the future?

An Informal Interest Inventory

1. Do you have a hobby? _____
If you do, what is your hobby? _____
2. Do you have a pet? _____
What kind of a pet do you have? _____
3. What is your favorite book that someone has read to you? _____
4. What kinds of books do you like to have someone read to you?
_____ real animals _____ fantasy animals _____ fairy tales
_____ real children _____ family stories _____ poetry
_____ science fiction _____ picture books _____ historical fiction
_____ funny stories _____ information books _____ science books
_____ sports stories _____ mysteries _____ adventure
_____ true stories
5. What is your favorite book that you have read by yourself? _____
6. What kinds of books do you like to read by yourself? (Similar to 4) _____
7. What sports do you like? _____
8. Who are your favorite sports stars? _____
9. What do you do when you get home from school? _____
10. What do you like to do on Saturday? _____
11. Do you like to collect things? _____
What do you like to collect? _____
12. What are your favorite subjects in school? _____
13. Would you rather read a book yourself or have someone read to you? _____
14. Name a book you read this week. _____
15. Where would you like to go on vacation? _____
16. Do you go to the library? _____
If you do, how often do you go? _____
Do you have a library card? _____
17. Do you watch television? _____
18. If you do, what kinds of programs do you like?
_____ comedies _____ specials _____ game shows
_____ sports _____ news _____ mysteries
_____ animal programs _____ cartoons _____ detective shows
_____ family stories _____ Westerns _____ science fiction
_____ educational TV _____ music _____ other
_____ true stories
19. Name your favorite television programs. _____
20. Who are your favorite characters on TV? _____
21. Name several subjects you would like to know more about. _____

August _____, _____

Dear Parents,

Soon we will be having our regular school conferences to give us time to discuss your child thoroughly. You get to share first—you are the expert on your child and your insights will help me plan the best educational program for him or her.

I will ask you to tell me what your child does at home—it's important to what we do at school. Some things to think about might be:

1. What are some of your child's favorite stories and rhymes?
2. What kinds of reading does your child enjoy at home?
3. Is your child aware of print around him or her? For example, on TV, signs, computers, labels on food, etc.?
4. Does your child choose to read or prefer to be read to?
5. What opportunities are there for writing at home?
6. What writing do you see your child do at home?
7. How does your child solve problems involving numbers?
8. How does your child use mathematics to communicate? Does he/she "talk" in mathematical terms? For example, "It's _____ far to Grandmother's house," "I need _____ more crayons to make a set of 12," or "This _____ goes in this group because _____."
9. What are your child's special interests at home, including favorite toys, games, TV programs?

Sincerely,

Concepts of Print Checklist

Individual Profile of:			
Teacher Questions	+	✓	– Concepts
Before reading, ask the child:			
Show me the front of the book.			Book concepts—front cover
Show me the back of the book.			Book concepts—back cover
Point to the title.			Book concepts—title
Point to the title page			Book concepts—title page
Which page do we read first?			Directionality—beginning of text
Where does it tell the story?			Reading concepts—print carries the message
Which way do we go when we're reading?			Directionality—left-to-right in a sentence
Where do we go when we get to the end of the line?			Directionality—return sweep
During reading, ask yourself: As the child reads and points to the text, is there an exact match between the number of words spoken and number of words printed?			Reading concepts—one-to-one correspondence
After reading, ask the child:			
Can you put your fingers around a word?			Word concept
Can you find two words that are the same?			Word concept
Show me the first word on this page.			First word
Show me the last word on this page.			Last word
Can you put your fingers around a letter/word?			Letter/word concept
Can you tell me the names of some letters on the page?			Letter concept
Can you find a capital letter?			Capital letter
Can you find a small letter?			Small letter
What's this: . (period)			Punctuation marks
What's this: , (comma)			
What's this: ? (question mark)			
What's this: " " (quotation marks)			
Notes:			

Letter Identification Score Sheet

Date: _____

Name: _____ Age: _____ Test Score: _____ /54

Recorder: _____ Date of Birth: _____ Stanine Group: _____

	A	S	Word	I.R.		A	S	Word	I.R.	
A					a					Confusions:
F					f					
K					k					
P					p					
W					w					
Z					z					
B					b					Letters Unknown:
H					h					
O					o					
J					j					
U					u					
					a					
C					c					Comment:
Y					y					
L					l					
Q					q					
M					m					
D					d					
N					n					Recording: A Alphabet response: tick (check) S Letter sound response: tick (check) Word Record the word the child gives IR Incorrect response: Record what the child says
S					s					
X					x					
I					i					
E					e					
G					g					
R					r					
V					v					
T					t					
					g					
					Totals:					Total Score: _____

Ohio Word Test Score Sheet

Test Score /20

Date: _____
 Name: _____
 Recorder: _____

School: _____
 Classroom Teacher: _____

Record incorrect responses.

Choose appropriate list of words. ✓ (Checkmark) Correct Response • (Dot) No Response

	List A	List B	List C
Practice words	can	in	see
	and	ran	big
	the	it	to
	pretty	said	ride
	has	her	him
	down	find	for
	where	we	you
	after	they	this
	let	live	may
	here	away	in
	am	are	at
	there	no	with
	over	put	some
	little	look	make
	did	do	eat
	what	who	an
	them	then	walk
	one	play	red
	like	again	now
	could	give	from
	yes	saw	have

Yopp-Singer Test of Phoneme Segmentation

Student's name: _____

Date: _____

Score (number correct): _____

Directions: Today we're going to play a word game. I'm going to say a word and I want you to break the word apart. You are going to tell me each sound in the word in order. For example, if I say "old," you should say "/o/-ll/-ld/." (*Administrator: Be sure to say the sounds, not the letters, in the word.*) Let's try a few together.

Practice items: (*Assist the child in segmenting these items as necessary.*) ride, go, man

Test items: (*Circle those items that the student correctly segments; incorrect responses may be recorded on the blank line following the item.*)

- | | | | |
|---------|-------|-----------|-------|
| 1. dog | _____ | 12. lay | _____ |
| 2. keep | _____ | 13. race | _____ |
| 3. fine | _____ | 14. zoo | _____ |
| 4. no | _____ | 15. three | _____ |
| 5. she | _____ | 16. job | _____ |
| 6. wave | _____ | 17. in | _____ |
| 7. grew | _____ | 18. ice | _____ |
| 8. that | _____ | 19. at | _____ |
| 9. red | _____ | 20. top | _____ |
| 10. me | _____ | 21. by | _____ |
| 11. sat | _____ | 22. do | _____ |

The author, Hallie Kay Yopp, California State University, Fullerton, grants permission for this test to be reproduced. The author acknowledges the late Harry Singer for the development of this test. (Reproduced from *The Reading Teacher*, Volume 49, No. 1, September 1995.)

Running Record Sheet

Name: _____ Date: _____ Recorder: _____

Text Title/Level: _____ RW: _____ ER 1: _____ ACC: _____ SC 1: _____

Analysis of Errors and Self-Corrections

Page	Title	E	SC	Information used	
				E MSV	SC MSV

Page	Title	E	SC	Information used	
				E MSV	SC MSV

Anecdotal Records are . . .

dated, observational, informal notes that describe both the social and academic growth of children and include the context during which the actions took place. They focus on what students CAN do in addition to needs, weaknesses, and areas for development.

What's Noteworthy?

Informal observations of language and social development relating to:

- Attitudes
- Strengths
- Weaknesses
- Needs
- Progress
- Learning Styles
- Skills
- Strategies Used
- Anything that seems significant at the time of observation

Rule of Thumb:

If you wouldn't feel comfortable showing a comment to a parent—don't write it down.

What Makes a Good Kidwatcher?

To become an expert kidwatcher, a teacher must:

- Value observation as an integral part of evaluation
- Be child-centered rather than program-centered
- Observe and value strengths more than deficits
- Look for strengths on which to build other learning
- Know what to look for:
 - What are the developmental markers for the age level of the students with whom you work?
 - What makes a good reader?
 - What makes a good writer?
 - What makes a good group member?
- Become an expert listener to what your students are really saying.
- Be able to recognize an individual student's learning patterns and use them to take the child further

Children Can Show What They Know by:

retelling the story
drawing pictures depicting details
making dioramas
making wall stories
doing choral reading
making masks
doing a puppet show
preparing a bulletin board display
putting information on a chart
painting pictures
writing a newspaper article
writing a recipe
writing a poem
developing a dictionary
making a banner
writing a wordless or rebus book
collecting related objects
writing a biography poem
writing/giving a persuasive speech
making a poster
writing a biography poem
writing riddles
finding related literature
finding out about the author
designing a travel brochure
doing a learning log
writing conversation dribble for characters
sharing from the author's chair
performing a reader's theatre
creating listening centers
making a video
writing a rap
making a big book
making individual book
writing a letter to the author
presenting a commercial
telling a story
making lists
making a mobile
cooking
drawing cartoons
giving directions
designing a board game
learning a tune and singing it
sharing with another group
making a time line
writing a terquain/cinquain/diamante
collecting materials for a center
writing clues about a story
researching the topic
making a story map
making a personal K-W-L
doing a story map
response writing
doing a book talk
creative-imaginative-whatevers!!!

Acknowledgments

Thanks to the following individuals for their help in developing, planning, and producing *Assessing Primary Readers*.

Felicia Cumings
Jefferson County Public Schools
Louisville, Kentucky

Dr. Ellen McIntyre
University of Louisville
Louisville, Kentucky

Karen Miller
Bullitt County Schools
Shepherdsville, Kentucky

Melissa Sutherland
Jefferson County Public Schools
Louisville, Kentucky

KET Project Staff

Sharon Bennett
Producer/Director

Darlene Carl
Office Manager

Mary Duncan
Writer

Marianne Mosley
Producer

Lynda Thomas
Evaluation