BELIEFS ABOUT ASSESSMENT AND EVALUATION

Assessment and Evaluation

- Should be consistent with the best scholarship on language, learning, teaching and curriculum
  - Consider background knowledge
  - Assess processes as well as products
- Should be an integral part of the teaching/learning process
- Should be on-going; i.e. happening continuously
- Should be authentic - consistent with how the teacher teaches
- Should make use of varied assessment processes and be conducted in a variety of contexts
- Should actively involve the student and parents and other school personnel as appropriate
  - Results shared
  - Procedures explained
  - Specific purposes given
  - Clarify and use standards
  - Explicit knowledge of reading/writing strategies articulated
- Should include self-evaluation
- Should respect and trust informed teacher judgment
- Should be personalized, individualized, developmentally and culturally appropriate
- Should be valid and reliable
- Should identify patterns of response
- Should include assessment of literacy environment, instruction, and students as well as the teacher
**BELIEFS ABOUT EVALUATION**

<table>
<thead>
<tr>
<th><strong>My Beliefs</strong></th>
<th><strong>My Goals</strong></th>
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<tbody>
<tr>
<td>Evaluation needs to:</td>
<td>Evaluation procedures should:</td>
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<tr>
<td>• Be consistent with theory</td>
<td>• Be based on daily authentic language experiences; be consistent with what we know about language learning</td>
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<tr>
<td>• Be multifaceted</td>
<td>• Include process and product, informal and formal measures, observational data, work samples, conferences, interviews, reading-writing strategies</td>
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<td>• Emphasize informal/observational methods</td>
<td>• Highly value and utilize anecdotal records, retellings, reading and writing logs and journals, writing samples, tape recordings, running records</td>
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<td>• Be an integral, ongoing part of the teaching-learning process, not separate from it</td>
<td>• Inform teaching by being a natural part of daily classroom happenings</td>
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<td>• Respect and trust teacher judgment</td>
<td>• Value teachers' observational data</td>
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<td>• Report to students, parents, and selves</td>
<td>• Give useful, clear information that indicates progress and notes needed new directions</td>
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<td>• Have expectations clearly defined</td>
<td>• Explain evaluation criteria to students and parents at the beginning of the term or project</td>
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<td>• Focus on the learner's strengths</td>
<td>• State first what the learner can do well; avoid negative statements</td>
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<td>• Assess interests and attitudes</td>
<td>• Incorporate interest and attitude interviews and surveys and Include results in setting instructional goals</td>
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<td>• Encourage risk taking and approximation</td>
<td>• Value invented spelling and attempts at self-correction; view errors as natural part of the learning process</td>
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<td>• Collect, record, analyze, and share data</td>
<td>• Include record keeping by students and teachers</td>
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<td>• Guide the learner</td>
<td>• Set directions for teaching and lead to growth for the learner</td>
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<td>• Be noncompetitive</td>
<td>• View the child in comparison with self—not others; reduce emphasis on grades and standardized tests</td>
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<tr>
<td>• Be diagnostic and descriptive note growth note strengths and weaknesses note directions for teaching and future learning</td>
<td>• Incorporate narrative; report to students, parents, and ourselves in a way that promotes social interaction, reflection, and growth</td>
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<td>• Promote self-evaluation and self-monitoring</td>
<td>• Involve learners in assessing strengths and weaknesses and in setting goals; promote independence</td>
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<td>• Place the final responsibility with the learner</td>
<td>• Eventually enable learners to assess their own learning, develop their own evaluation criteria, and make intelligent decisions for directions in future learning</td>
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Anecdotal Records
Audio Tapes
Checklists
Conversations
Cooperative Learning Groups
Dialogue Journals
Dictations
Individual Plans & Goals
Interviews
Journals (Student & Teacher)
Letters
Literature Discussions
Literature Extension Activities
Literature Response Logs
Miscue Analysis
Observation Forms
Portfolios
Progress Reports
Questionnaires
Reading Records
Running Records
Student Conference Notes
Student Self-Evaluations
Surveys

Although teacher-based assessment is informal, it needs to be informed!

Knowledgeable Teacher
Systematic Observation
Documentation
Multiple Methods
Diverse Contexts
Over Time
Meaningful Learning Activities
anecdotal records
interviews, probes
conversations
response groups for writing
retellings
participation in mini-lessons
shared reading experiences
shared writing experiences
passage reading in books
running records/miscue analysis
audio tapes, video tapes
note-taking samples
one-to-one writing samples
drafts, revisions, sketches
oral presentations
problem-solving groups
whole-class evaluations
responses through performing arts
reading environmental print (K)
dramatic play
learning centers

Observation

Inventories, checklists
teacher-made tests
proofreading exercises
cloze exercises
informal reading inventories
interest/attitude surveys
unit or book tests
dictations
holistic writing assessments
informal reading/writing evaluations

measurement

Observation of process
Observation of product
Climate of inquiry
Contextualized measures
Decontextualized measures

contexts

responses to open-ended questions
literature response logs
learning/reflection logs
writing journals
self-evaluations
completed enterprises/projects/activities/assignments/reports/research/graphs/charts/illustrations
student-created questions/tests
notebooks
writing folders
reading records of books read
vocabulary records
writing samples (plays, poems, letters, stories, published pieces)
responses through visual arts portfolios

Adapted from a form developed by R. Anthony, T. Johnson, N. Mickelson, and A. Preece, shared at Pre-convention Institute, "Evaluation: A Perspective for Change." World Congress on Reading. International Reading Association, Brisbane, Australia, July 1988.