

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; ie. 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

My Beliefs

Evaluation needs to:

- Be consistent with theory
- Be multifaceted
- Emphasize informal/observational methods
- Be an integral, ongoing part of the teaching-learning process, not separate from it
- Respect and trust teacher judgment
- Report to students, parents, and selves
- Have expectations clearly defined
- Focus on the learner's strengths
- Assess interests and attitudes
- Encourage risk taking and approximation
- Collect, record, analyze, and share data
- Guide the learner
- Be noncompetitive
- Be diagnostic and descriptive
note growth
note strengths and weaknesses
note directions for teaching and future learning
- Promote self-evaluation and self-monitoring
- Place the final responsibility with the learner

My Goals

Evaluation procedures should:

- Be based on daily authentic language experiences; be consistent with what we know about language learning
- Include process and product, informal and formal measures, observational data, work samples, conferences, interviews, reading-writing strategies
- Highly value and utilize anecdotal records, retellings, reading and writing logs and journals, writing samples, tape recordings, running records
- Inform teaching by being a natural part of daily classroom happenings
- Value teachers' observational data
- Give useful, clear information that indicates progress and notes needed new directions
- Explain evaluation criteria to students and parents at the beginning of the term or project
- State first what the learner can do well; avoid negative statements
- Incorporate interest and attitude interviews and surveys and include results in setting instructional goals
- Value invented spelling and attempts at self-correction; view errors as natural part of the learning process
- Include record keeping by students and teachers
- Set directions for teaching and lead to growth for the learner
- View the child in comparison with self—not others; reduce emphasis on grades and standardized tests
- Incorporate narrative; report to students, parents, and ourselves in a way that promotes social interaction, reflection, and growth
- Involve learners in assessing strengths and weaknesses and in setting goals; promote independence
- Eventually enable learners to assess their own learning, develop their own evaluation criteria, and make intelligent decisions for directions in future learning

EXAMPLES OF

"KIDWATCHING TOOLS"

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

KIDS AT WORK

Attitudes
Enthusiasm for Reading
Interest
Prior Knowledge
What is Meaningful to Them
K - W - L
Reading Process
Writing Process
Linguistic Spillover
Self-correction of text
Comprehension Difficulties
Resolution of Difficulties
Strategic Reasoning-Aware?
Strategies Used
How They Reason About Text
How They Construct Meaning
Retellings
Vocabulary
Reading Rate
Control of Text Editing
Social Interaction

INFORMED ASSESSMENT

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

Knowledgeable Teacher

Systematic Observation

Documentation

Multiple Methods

Diverse Contexts

Over Time

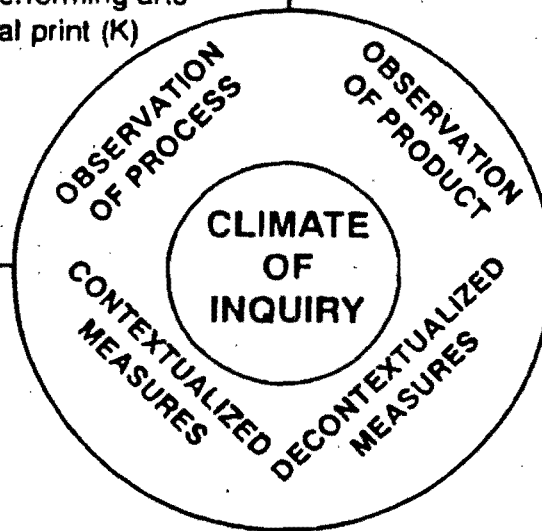
Meaningful Learning Activities

contexts

OBSERVATION

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

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



MEASUREMENT

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

standardized achievement tests
 minimum competency tests
 school, district, or state tests
 norm-referenced tests
 criterion-referenced tests
 writing vocabulary (Clay, 1985) (K-2)
 letter, letter-sound, and word tests
 (K-2)
 spelling tests, vocabulary tests
 diagnostic tests/surveys
 worksheets

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.