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Authentic reading assessment: The reading portfolio

Meri Dawn Thompson

AUTHENTIC READING ASSESSMENT: THE READING PORTFOLIO

A Project

Presented to the

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In Partial Fulfillment

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in

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ABSTRACT

This project was developed as a response to the growing need for authentic assessment in the area of reading. Standardized test scores and current methods of criterion testing are not telling the whole story about reading development. In order to meet the needs of the children in today's educational society the way reading is taught has to change as well as the way it is assessed.

This project gives a theoretical overview of how students learn to read, what authentic assessment is and how the reading portfolio integrates both areas together. It provides assistance to those teachers who are transitioning into whole language. It is in the form of a handbook to help teachers implement portfolio assessment in the area of reading into the classroom.

The portfolio handbook is divided into four sections dealing with four different areas that can be assessed using authentic assessment techniques. Included with each assessment is a rationale for using it, how it fits into authentic assessment, and how to implement it in the classroom. The four sections are: Reading Assessments, Reading Responses, Teacher Observations, and Reflection Processes.

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Introduction

The past few years have seen a major focus on improving the public school system and its delivery of education. A variety of reporting agencies are informing the public that public schools are in sad shape and that they need to be fixed. According to Plus (cited in Routman, 1988) more than twenty-three million Americans cannot read and write sufficiently, the drop out rate at some urban high schools is above 50%, and one-third of all adult Americans lack the communication skills they need to function productively. Students are graduating without knowing the basic skills of reading and writing. Business reports say that students are not prepared to enter the workforce.

Yet, if one looks at other studies they show that school scores are not dropping but are staying at the same levels. According to one author who quotes a 1987 study, reading and writing achievement increased throughout the general population from 1916 to 1989 (Myers, 1994). Another author reported in 1990 that there was good and bad news about education. The good news was that most people had mastered the basics. The bad news was that more than just the basics were now required to succeed in today's society (Shanker cited in Harp, 1991). In other words, schools could be better but they are educating the masses of children. Tests scores are rising or staying the same (Valencia, Hiebert, and Kapinus, 1992h). There is an obvious discrepancy between the varying reporting agencies.

This author believes that the discrepancy exists because of what is being assessed because as Miles Myers (1994) wrote "now a new standard of literacy is being called for ." When looking at assessment and the evaluation of assessment in the classroom one of the most important questions a teacher should ask is: "What does this child need to know in order to function in today's society?"

It is the position of this project that different audiences need different types of assessments. For the student, teacher, and the parents the most effective approach to reading assessment is the reading portfolio. A reading portfolio is a collection of student work that demonstrates how he or she is growing in reading. It can include: checklists, observations, reading miscues, reading summaries, book logs, and responses to reading. For the administrators and the public there will probably always be some type of test that students need to take simply because they demand some proof of learning. As was discovered with the demise of the CLAS test in California authentic proof can be very expensive and misunderstood (LA Times, 1994). However, more attention needs to be focused on how students learn and not on what they have learned.

This project will explore the reading portfolio as an avenue for authentic reading assessment. Authentic assessment is some type of assessment that takes place in a real context with real conditions. This project will help teachers to understand the difference between the portfolio as assessment and other forms of assessment, as well as give

them help in starting to develop their own authentic assessments.

In the past many times teachers have looked at the "test" to see what a child does know instead of looking at what the child needs to know in order to function as an independent learner in today's society. Consequently, as teachers teach to the test, the test scores stay the same or actually show improvement, but the children really do not learn the skills that they need to become independent in reading and writing. They have simply become good test takers. They are functional literates only in school (Routman,1988) because, as two authors mentioned, the accountability movement in the seventies lowered the standards for reading achievement by focusing on the minimum requirements that children needed (Valencia and Pearson, 1987b). Another author David Dillon (cited in Harp, 1991) has said: "There is a tremendous preoccupation with evaluation as an end to itself rather than looking at assessment as an ongoing integral part of teaching and learning. All too often the learner is left out of the process." This raises the question, "Who is education for if not for the learner?" Obviously, educators are in the business of teaching the learner. Therefore, it stands to reason that assessment and evaluation should focus on the learner and the learner's needs.

Because of the uproar from business about the lack of prepared graduates entering the work force, several studies were done during the 1980's. One set of studies focused on

the correlation between what is taught in school and what is needed to know to function in today's workforce. Lauren Resnick (1987) discovered that there were "four critical differences." First of all, in school most students work alone while in the workplace one has to work with colleagues. Secondly, students in school do not choose to use various "tools" to solve problems whereas the worker needs to know the variety of tools and available resources to solve problems. Third, problems that students solve in school are organized for them and have one correct answer while problems in the real world are not organized and there is likely more than one "right" answer. Fourth, students in school use letters and numbers exclusively to solve problems where real life situations can be solved using any variety of sign systems (Resnick cited in Myers, 1994).

It is obvious in today's world that children are going to need to know much more than they did in the past so that when they are in a situation and they do not know how something works they have the skills to figure out how something works. How do educators improve the situation? This project is aimed at helping teachers truly assess a child's reading strengths in order to help that child increase his reading level. In order to make assessment and evaluation work for the children teachers need to understand what authentic assessment is and how it ties into curriculum. The critical question for this project is: What is literacy?

To understand what literacy is one first must have an

understanding of what language is since literacy is essentially one part of language. One group has described language as a 'living organism' because it is not made up from parts but is a whole entity and it is constantly changing. It is described as a system of signs that help us to make sense of the world we live in. Language by itself is not meaningful. It is when it is used in a social context that it has meaning (IRA, 1994). Literacy then, defines those skills that a person has that allows them to use written language in a functional manner regardless the situation. Garth Boomer, an Australian educator defined literacy in 1985 as:

> the ability to inject one's own thoughts and intentions into messages received and sent; the ability to transform and to act upon aspects of the world via the written word.
>
> To function in this way, learners must go much deeper than the coding and encoding of written symbols. Beneath the surface iceberg of this ability is the ability to revise, to arrange, and to deploy personal experiences and thoughts as well as the ability to imagine other people doing the same thing (Routman, 1988).

Being literate, although it implies many things, includes the ability to be able to read well. The question of how to best teach reading in order to create a literate population has been around for years.

There are basically three different types of methods used in the teaching of reading. The first method is the decoding or phonics method where teachers teach the sounds

of the letters to children so that they can then "sound out" the words and be able to read the text. Today, there are many who are advocating a return to "phonics" because children are not reading. One strong advocate of the phonics approach, Rudolf Flesch in 1955 said, "Reading means getting meaning from certain combinations of letters. Teach the child what each letter stands for and he can read (cited in Weaver, 1988, p. 41)."

The second teaching approach deals with the various skills that reading involves. The rise of the basal influence seems to have been the main promoting factor. The children are taught the skills such as phonics, vocabulary main idea, cause/effect, sequence and so on in isolation. The premise is that once they know the skills they will be able to integrate them while reading.

The third method is based on the language acquisition theory which advocates that children can learn to read in much the same manner that a child learns to talk. This project is based on this third teaching approach. By the time they reach school children have internalized the rules of the spoken language and use them with facility. They learned this language system by listening and imitating those around them. One author says that learning language has to begin with a purpose (Goodman, 1986). Children want to learn the language so they practice and try it out. They experiment with it until they become proficient with it. Reading and writing are just a different form of language function. Surround a child with print and opportunities to

read and write, read and write with the child often as a model, provide a purpose for learning how to become a reader and writer, and the child will learn to read and write with a supportive system.

During the last few years a shift has taken place in some classrooms in regards to the teaching of reading and writing. Prior to the shift, the majority of children were in basal reading groups, filling out worksheets, and doing very little writing. It did not make sense to them. Consequently, many children were identified as being non-readers or below grade level, or below average readers. Children were not buying into the reading and writing process which is why they were only functionally literate in school. Some teachers recognized that the way reading and writing were being taught had to change and consequently assessment had to change to meet the needs of the changing curriculum.

These teachers that have made a method change have started to use real books to teach reading instead of relying on the basal manual to tell them how to teach reading. Children in these classrooms are starting to spend more time reading and less time on drill and practice. The skills are still being taught but it is within a context of literature so that the child can make sense of the skill and see the reason for learning it. As the teaching of reading has moved from a decoding or skills based approach to a more holistic approach based on real texts for real purposes, the way reading is assessed should also change. This author would also like to point out that even though many teachers are

still teaching reading from a phonics or a skills based method, providing them with a different assessment structure would help them start to move along the lines of whole language teaching.

In the past most teachers have used tests to assess the ability of a child to read. In writing they looked at a piece of written work. The concentration has been on what the child cannot do. The more a child realizes what he or she can't do the more he or she shuts down in the learning process. What is needed is a method of assessment that shows what the child can do in the literacy processes. This not only helps the child focus on what he or she can do, it also helps the teacher because the teacher knows what needs to be done to encourage the child to learn additional strategies to become an independent learner.

Learners need to become independent. Wiggins says that, "We cannot be said to know something unless we can employ our knowledge wisely, fluently, flexible, and aptly in particular and diverse contexts (Wiggins 1993c, p. 200)." We need to prepare our learners for the future. We need to teach children what to do when they don't know what to do (Wiggins, 1993). Changing assessment to be more like instruction will help educators teach students for the future not just the here and now.

REVIEW OF THE LITERATURE

Introduction

Methods of literacy assessment are undergoing some radical changes due to changes in society's requirements for a literate population. Since the 1920's it has become more important that students become more independent learners (IRA, 1994). Previously, it had been assumed that knowledge was static and that it was essential to assess what the student knew. Teachers, administrators and school boards used criterion referenced tests and standardized tests to make a judgment of a student's standing in the academic areas of literacy. Today we live in a society where information is constantly doubling. There is no possible way to memorize all the facts and figures. Therefore, criterion referenced and standardized tests do not present a total picture in what needs to be done in assessment. Educators have found that the process of how one learns and builds on learning is becoming more important than the end product of learning such as a reading comprehension assignment or test if children are to be independent learners.

Consequently, many in education are looking for ways to focus on the process of learning rather than the products and looking at what a student can do in academic areas such as reading instead of focusing on what is right or wrong based on a test (Valencia, Hiebert, and Afflerbach, 1994a). Today, instead of relying on publisher's tests to tell whether or not a child is reading some teachers are now turning to themselves and the children for observations and notes about

the individual child to check reading progress.

This section will explore what reading is in the primary grades, the portfolio as a tool for authentic assessment, why authentic assessment differs from traditional forms of testing, and what authentic assessment looks like. Finally, it will look at the challenges faced by implementing authentic assessment.

Before beginning an in depth look at assessment and assessment practices it is vital to understand the difference between evaluation and assessment. It seems that the terms are used interchangeably and yet there are some subtle but clear differences. Assessment is the gathering of data about students. This data is usually quantitative in nature based on some type of testing procedure and provides the information needed for evaluation. Evaluation involves the making of judgments about the data collected during the assessment process and making some type of analysis as to whether or not a student is achieving the academic objectives. (Harp,1991; & Valencia et al., 1994a).

The Nature of Reading in the Primary Grades

Reading is a complex language skill. To truly understand this, one needs to be knowledgeable about what is involved in the process of reading and how early readers start to learn how to read.

In the primary grades children are beginning to make the connections between print and language. For many of these children the connection was made before they came to school. In fact, learning to read really starts when children first

start to notice print in their environment and come to understand that the symbols stand for something (Weaver, 1988). This is similar to how children learn oral language. They hear words being spoken and come to understand that language has a purpose. They start to imitate it and then they learn it. They start making sounds, move to word like words, then words, and finally complete grammatically correct sentences. Although as Weaver cautions there really are not "stages" in learning to read there are some common things that children do as they begin to read.

1. They emphasize meaning and understanding of the story when they tell the story from memory or use the pictures in the book to help them tell the story. They are not actually "reading" the story but they have more or less memorized it and can retell it. This is schema emphasis.

2. They start to match some individual words and letters but still focus on using the pictures as clues to help them. These same letters and words may not be recognized in a different context. This is early semantic/syntactic emphasis.

3. They start to become more aware of the print on the page but use many word substitutions when reading. This is later semantic/syntactic emphasis.

4. They start to try to "sound out" the words as they read. This is the grapho-phonemic emphasis.

5. They integrate all three of the cueing systems to predict what is happening (Weaver, p. 204-205, 1988). These children go from emergent readers, those just

recognizing that print has meaning; to early readers, those who are starting to make sense of the cueing systems; to fluent readers, those who can use the cueing systems independently to read.

However, not all children have the advantage of being familiar with print before they come to school (Routman, 1988). To help beginning students understand that print has meaning there are many shared reading and writing experiences where the teacher or another student shares a book or what she has written. In order for these beginning students to feel confident in the reading and writing areas they need a lot of support and strong role models. As they begin to make the connection between text and meaning they begin to find a purpose for learning how to read. Throughout the four years children spend in the primary grades, reading skills are built upon as students get exposed to increasingly more complex and difficult print. For example, they will start to move beyond being able to read simple predictable picture books and short picture book stories in kindergarten and first grade and start to independently read chapter books in the later primary grades. With practice and hearing/seeing techniques modeled they start to understand the three basic cueing systems in reading: semantic (meaning), syntactic (grammar), and grapho-phonemic (phonics) and how to integrate them when they read.

Reading therefore, is a process whereby the reader makes a link with words on a written page. It becomes a socio-pyscholinguistic process because it is a transaction that

takes place within a social and emotional context (Weaver, 1988). In other words, the reader interacts with the print based on her background knowledge and the information found in the text.

People read for many different purposes and a good reader needs to be able to be flexible and be able to read in different contexts and situations focusing on what is important for that particular task (Wiggins,1993; Smith, 1985; Valencia et al., 1987b). When one looks at the various reading tasks people do each day, it is apparent that a child needs to learn much more about the process of reading than just learning to read books. Every act of reading requires that the reader pull from a number of different resources, including the text, the reader's background knowledge, and the context of the reading situation (Valencia et al., 1987b). Good readers can sift through all they know and bring meaning to the text that they read. According to Valencia, Pearson, Peters, and Wixson (1989c) good readers can read longer, more complete and authentic texts about a variety of topics and they have developed a love for reading. Marie Clay has said that good readers can monitor and integrate information from several sources using four types of cueing systems (cited in Fisette, 1993).

The assessment of reading has to serve a number of audiences. There are four important audiences that must be informed. While all four audiences are vital in the education process there is a certain priority of who needs to be informed and when. The first audience is the learner,

then the teacher, afterwards the school which includes the administrators, other teachers, and parents understand what is going on, and finally the general public and legislators (Berglund cited in Harp, 1991).

First, and most importantly it needs to serve the learner. The learner has a right to know and to describe how he or she is doing in school. The assessment needs to allow the student to be reflective about their learning (Afflerbach, Kapinus, and Winograd 1994a; IRA, 1994) because self evaluation is a critical component of becoming an independent learner (Johnston, 1987a). It allows students to become part of the decision making process and allows them to set goals. They become knowledgeable about the standards and the classroom expectations and they can set goals to achieve them. Motivation becomes more intrinsic as the students can see how they are growing and achieving (Silvers, 1994). As one author writes, we need to remind ourselves that the ultimate purpose of evaluation is to enable students to evaluate themselves. We need to foster students' abilities to direct and redirect themselves since that is what education is really about (Feuer, 1993). This self evaluation is possible even in kindergarten. Students can reflect on what they are doing and how or where they need to improve. By helping students to self evaluate teachers can then focus on what the student can do rather than what they cannot do because all children can grow in their abilities.

Secondly, assessment needs to serve the teacher. In fact, after letting the student know how they are doing the

fundamental goal in evaluating student work ought to be to inform the instructor (Fisette,1993) and as the goals and standards project of IRA point out, to improve the quality of instruction so that all learners can be literate (IRA, 1994).

The teacher needs to be informed about the student. Then armed with that knowledge, she can structure the learning environment so that what the child learns next is within her zone of proximal development (Vygotsky cited in Fisette,1993). Too often children are expected to learn something they are not ready to learn. In order for them to learn more effectively it is important to teach them what they are prepared to learn. For example, some students are just beginning to make sense of the reading process. To teach them about an author's inferences in a difficult reading passage would make no sense.

Teachers are a vital part of the assessment process and too often they have been relegated to a back seat. Some authors (Johnston, 1992b; IRA, 1994) write that teachers refer to their own observations as "subjective" or "informal" rather than in more positive terms such as "direct documentation". There are some teachers who don't realize how well they can assess just by "kid watching" and keeping anecdotal records. Teachers do this all the time and yet now for the first time it is becoming a valid and recognized way of assessment. One author estimates that teachers may spend as much as 20% to 30% of their time directly involved with assessment decisions (Stiggins,1988). Teachers need to better know what is involved with education and how children

learn. Instead of teaching to the test as many teachers agree they do (Valencia et al., 1989c) they need to teach the skill of learning how to learn required by a modern information society. They also need to be sure that students are allowed multiple opportunities to demonstrate their abilities (Valencia and Greer, 1992g). This will only happen if students are assessed in a variety of ways. Valencia states that it is not the test that is going to make the teacher or the instruction successful, it is how the teacher selects, interprets, and uses the results of assessments to shape instruction that will make the difference.

Assessment also needs to inform the parents of the growth and development of their child within the academic and social contexts of school. This enables parents to help their children grow as readers and writers.

Finally, assessment is for the administrators and the public so they can evaluate the effectiveness of school programs. While the authentic assessment suggested in this project will be appropriate for the learner teacher, parent, and principal, there will probably always be some type of outside tests to inform the community of what is being learned (Wiggins, 1989). It is the emphasis that is placed on the test that needs to be reduced.

Traditional Assessment

Portfolios fall into the category of authentic assessment. When one looks at authentic assessment it is

helpful to see how it differs from traditional forms of assessment. Authentic assessment still measures learning just in a different way.

The notion of assessing student learning has been around for literally thousands of years. There is, as Bertrand points out in Harp's 1991 edition of Assessment and Evaluation in Whole Language Programs no quarrel with the fact that assessment and evaluation need to take place and historically, there have been a multiplicity of ways to do such. Indeed assessment and evaluation are necessary to show growth. The difference comes with what type of test or assessment procedure is to be used to assess and finally evaluate learning.

In education there are basically two different types of tests that are used. The first type is a teacher made test which tests the student mastery of the objectives taught. This is commonly known as a criterion test. Basically what is involved is students putting down on paper what they have been learning about. For example, the teacher may have been teaching about main ideas in reading. After working with several examples, the students are then given a test to see if they can figure out the main idea in various passages. Another example, is the weekly spelling or vocabulary test. Typically, this type of test is used for report card purposes for passing or failing a student and is the most common assessment procedure in school. Since it is based on objectives and right or wrong answers it is reliable and free from teacher subjectivity.

The second type of test, the standardized test, is used for making decisions about students, schools and school districts. During this last century an increase in standardized testing as the main forum used for assessment and evaluation has occurred. The public has come to rely on these standardized test results as indicators of student learning. The results are published in the newspapers by individual schools and school districts for comparison. Some people make decisions about where their children will go to school or where they will buy a home based on these figures.

This popularity with standardized test scores has come about due to a number of different factors. The first is based on the theory that anything that exists in some form or quantity can be assessed. Learning exists and therefore it can be assessed (Harp 1991). This is based on the supposition that learning is based on a knowledge of certain facts and information which can then be taken apart and tested. The criterion or objective based test assesses in this manner. Standardized tests were developed based on the idea that anything children learn in school can be tested based on certain objectives and then the results compared across schools, districts, and even states. Another assumption that the standardized tests rely on is that teacher judgments are not objective enough and therefore not trustworthy and by contrast a standardized test is supposed to be reliable and valid.

While it seems somewhat disagreeable there is some merit to the notion that teacher judgments are not valid and

reliable. A 1968 study gave an example of giving several teachers the same paper to grade. The grades ranged from passing to failing (Harp, 1991). Obviously, the teacher judgments were not accurate in this case. This in fact was true years ago when there was no research to support language learning theories and teachers' grades did vary enormously. It can still be true today if teachers are not well grounded in how students learn and what the benchmarks of learning are. However, now teachers have access to research based on Kenneth Goodman and Dorothy Watson's work as well as that done in New Zealand and others which will allow them to become more equitable when evaluating student work.

This over reliance on standardized test scores has given way to a new movement called "teaching to the test." Teachers are not necessarily encouraged to do so but have found it almost an expected practice. Therefore, a phenomenon has started to occur where children have become good test takers but not independent thinkers. Teachers are apt to give more criterion referenced tests and have students tested on material that will be on the standardized test, because then they will do better on the standardized test. This is a problem especially where business and the real world are concerned. Studies done in the 1980's showed that only those who had the higher level literacy skills and could be easily retrained were able to retain their jobs. The rest were laid off (Harp, 1991). It became apparent in education circles and with the general public that something had to change in the way children were being taught. These changes

in instruction are now leading to changes in assessment. Hence, authentic assessment has been brought to the forefront of the assessment and evaluation scene.

Authentic Assessment

The word authentic refers to something being a real artifact. Authentic assessment is some type of assessment that takes place in a real context with real conditions. Performance assessment is linked to authentic assessment in that it requires students to demonstrate their competencies by creating some type of response or project to demonstrate their competence of knowledge of a certain area of learning (Feuer, 1993; Valencia et al., 1994a). These projects are then evaluated according to a set criteria. The children know what is expected of them ahead of time and then work to meet those standards. Traditional assessment has been in the form of a test which has been more intrusive and threatening to the student.

In the past, assessment based on educational programs has been what has been driving instruction which really has no sound educational foundation. Students and teachers have found themselves subject to the dictates of curricula projects and the constraints of standardized testing rather than focusing on the needs of the students. For this reason the focus on the learning of certain facts and objectives has been traditionally upheld (IRA,1994; & Harp, 1991). However, the goal should be to have assessment intertwined with instruction so that it can be tailored to meet each child's needs. This then necessitates a change in the approach to

curriculum as well as assessment.

Authentic assessment can be very powerful in the area of reading because just having a child take a "basal reading test" based on certain objectives taught and then grading it does not give a teacher adequate information on where to go with instruction for that child.

If instructional practices are changed authentic assessment can take place during instruction because it looks just like instruction. In fact, they are each other's driving force (IRA, 1994). Johnston (1987a) says that evaluation based on authentic assessment is more efficient. Because it takes place during instruction important blocks of time need not be reserved for "testing." Rather that time can be spent more efficiently and usefully with children actually learning and accomplishing various projects.

During instruction a teacher can use observation techniques and anecdotal notes to make assessments. Later an evaluation of the assessment will show what has been learned and where the next steps need to be taken in instruction for particular students. Therefore, the information gained from authentic assessment is observable and useful and requires a good understanding of what good instruction is (Afflerbach et al., 1994a). In addition, authentic assessment looks like instruction in that there are opportunities for social interaction, time for reflection, and engaging students' interests and motivation(Kapinus,1994). One author advocates that we need to align assessment with instruction because we need to truly hold ourselves and our students accountable for

the outcomes of learning (Valencia, 1990e).

When authentic assessment is used in the classroom it becomes a measure of changes in learning behavior (Fisette, 1993) because it looks more at the process of learning rather than recall of isolated bits of knowledge (Silvers, 1994) This information is vital if teachers are to teach to the strengths of the child. Another very important distinction occurs when authentic assessment is used in place of traditional methods. As it takes place during instruction rather than at a separate time, the teacher's role changes from that of an adversarial test administrator to that of an advocate or facilitator (Johnston, 1987a). When authentic assessment takes place the teacher looks at a variety of areas where the child can demonstrate competency. There is no such thing as just pencil and paper tasks. Children are observed across a variety of situations in order to create a total picture. One author states that when authentic assessment is used there needs to be a balance of different types of texts read, several tasks to be accomplished and many contexts in which the assessment takes place (Afflerbach and Kapinus, 1993d). Some ideas for what authentic assessment includes are: direction observations of behavior, portfolios of student work, long term projects, logs and journals, student interviews, video and audiotapes of student performance, and writing samples.

One illustration of an authentic "test" is to provide settings where students apply their learning and their problem solving skills. Learning tasks that are authentic

engage learners in situations that they are likely to encounter out in the "real world" (Wiggins cited in Fisette, 1993) This type of instruction requires students to use higher level thinking skills and analysis which is what they will need when they enter the real world. Wiggins in 1989 said that authentic tests have four basic characteristics:

> 1. They were designed to be truly representative of the performance in the field.
> 2. More attention is paid to the teaching and learning of the criteria to be used in the assessment.
> 3. Self-assessment plays a greater role than it does in conventional testing.
> 4. Students present their work and defend themselves publicly and orally to ensure that their apparent mastery is genuine (Wiggins, 1989a, p. 45).

Advocates of authentic assessment have stated that is should be trustworthy with established procedures for gathering and interpreting information. It should also be based on standards that are clear and articulate.(Valencia et al, 1989c). Standards are concrete benchmarks for judging student work at essential tasks. Students need to know what the standards are so that they can be proud of what they do and they should be required to work until they meet the standards (Wiggins, 1991b). In addition to having standards, authentic assessment should be reliable which means that the score is justifiable, precise and accurate (Brandt, 1992). For that to be possible teachers need to be well grounded in learning theory, have established criteria and models against which to compare student work, as well as time in which to work with their peers in order to develop those models and grading rubrics.

Authentic assessment is not without its problems. There has been some bad press about authentic assessment because of a lack of information given to the public. The CLAS test in California lost funding due to the public's lack of confidence in the test. Governor Wilson vetoed the bill that would have allowed funding for the test for an additional five years. The standards and criteria for testing and grading the test were not clear to the public from the onset (LA Times, 1994).

Authentic assessment takes time. Gathering and interpreting the information on thirty plus students is time consuming. Teachers have little enough of that as it is. Afflerbach et al. (1994a) say that the assessments can become more manageable if they take the place of the more traditional assessments.

Many teachers are not trained in the alternative assessment procedures such as reading miscue analysis or running records. Again, it takes time and effort to learn the skills necessary to become authentic assessors (Johnston, 1987a). Johnston goes on to say that if there is a stress of time and accountability teachers will look for what the child cannot do on the checklist rather than what they can do. They have not made the paradigm shift and are still teaching from the decoding or skill based models of reading. For them, this change is bewildering and confusing. Many of them are finding the changes to be forbidding and unmanageable (Valencia et al., 1994a). Forcing them to change without a change in their own personal philosophy creates an

adversarial atmosphere. Without clear and articulate exemplars teachers are floundering in paperwork. Teachers who don't have a clear sense of how to interpret certain behaviors or how to evaluate a piece of written work leads to great discomfort (Valencia et al., 1990e). Observations that are not carefully recorded, easily accessible, or readily communicated, may not be used to their full potential (Afflerbach, 1993c). Standards that are not clearly communicated to learners do not allow them to be reflective upon where they are in the learning process.

Grant Wiggins warns that one kind of assessment cannot serve all masters (cited in Brandt, 1992). He goes on to say that to be authentic it must also be reliable and to achieve reliability one needs to know the behavior they are looking for and have enough evidence that the grade given is apt and representative. There needs to be enough information collected over time to support the conclusion. There need to be well established techniques: good scoring rubrics, fixed anchor papers, and proper training.

Another challenge to authentic assessment are the needs of the different communities of people that it serves. Teachers need information about their children school board members and districts want to be sure that children are learning something. Valencia points out that the needs of both groups won't necessarily be met by using the same instruments of assessment (Valencia et al., 1994a). In addition to this problem, standardized tests are frequently given more emphasis than what goes on in the classroom. This

will need to change since teachers will continue to focus on the "test" in order to keep up with district policy.

Portfolio Assessment in Reading

The portfolio assessment of reading can show a student's growth in the area of reading. To understand how this works one needs an understanding of what a portfolio is. A reading portfolio is a collection of student work in the area of reading, the most common type being work collected in a folder. It is an authentic method of assessment because it looks at a child's reading as it actually occurs in the classroom on a variety of assignments. The portfolio shows the process of how a child is learning and focuses on the child's strengths as a learner.

Throughout the year, the student and teacher collect items that show a student's progress in the area of reading. The reading portfolio in the primary grades typically includes teacher observations or anecdotal notes, reading miscue analyses,responses to literature, book logs, and checklists of reading behaviors. However, what is put into the portfolio varies. As one group of authors put it, the portfolio is as varied as the people who use it (Paulson, Paulson, and Meyer, 1991). Other authors state that although the "working definition varies", the purpose of the portfolio seems to remain constant and that is to bring assessment and instruction together (Salinger and Chittenden, 1994). A group of educators from seven states who comprised a group called the Northwest Evaluation Association came up with the following definition of what a portfolio is:

A portfolio is a purposeful collection of student

> work that exhibits the student's efforts, progress, and achievements in one or more areas. The collection must include student participation in selecting contents, the criteria for selection, the criteria for judging merit, and evidence of student self-reflection (cited in Paulson, Paulson, Meyer, 1991, p. 60).

In answering the question "What makes a portfolio a portfolio?" the authors (Paulson et al., 1991) have come up with eight guidelines they feel are helpful in developing a portfolio.

> 1. The end product must contain information that shows that a student has engaged in self reflection.
> 2. The portfolio is something that is done *by* the student not *to* the student.
> 3. The portfolio is separate and different from the student's cumulative folder.
> 4. The portfolio must convey explicitly or implicitly the student's activities; including the purpose, goals, contents, standards, and judgments.
> 5. The portfolio may serve a different purpose during the year from the purpose it serves at the end.
> 6. A portfolio may have multiple purposes but these must not conflict.
> 7. The portfolio should contain information that illustrates growth.
> 8. Students need models of portfolios so that they know how to develop and reflect on their own portfolio processes (p. 62-63).

Basically, a portfolio tells a story about the student (Paulson cited in Hebert, 1992). By telling the story the portfolio can then provide an opportunity to gain insight into one's own growth. As one author wrote "Our literacy is who we are (Neilsen cited in Hansen, 1992, p. 66)." Children need the opportunity to explore who they really are and understand that what they can do is valuable.

As a teacher watches a child interact with a text the teacher can determine whether or not the child has adequate

background knowledge and whether or not the child can use appropriate predicting strategies to determine unknown words. In addition, the compilation of book logs will show growth in reading abilities and likes and dislikes among books. Reading miscue analysis or running records will show which cueing system the child is emphasizing when trying to read difficult passages of texts. The teacher then knows what additional strategies she needs to incorporate when teaching so that all the different cueing systems are incorporated. Allowing a child to respond to literature using different styles rather than just pencil and paper will reveal a child's learning strengths as well as check for understanding of literature.

There are problems with the portfolio assessment in reading. As with any assessment process it is not perfect. Farr (1990) warns that if the portfolio is used as a product assessment tool then it may not be useful for helping students to improve their daily work. He advocates that there are four goals that a portfolio should set out to accomplish. First, it must allow for student reflection. Second, teachers need to employ a wide range of reading and writing activities so that the instruction can be tailored to different students' needs. Third, time needs to be allowed in the classroom for students and teachers to talk about literacy activities. Finally, looking at validity and reliability a variety of activities from each child need to be included.

A survey study done in 1992 (Calfee and Perfumo, 1993)

was conducted on the use of portfolios. The first conclusion was that the portfolio was a reaction to external control For example. the standardized tests. The problem was that many of the teachers responding did not seem to have the understanding and technical support. In addition, the authors found that there was a notion that anything was acceptable to go into the portfolio. Again, this revealed a lack of technical understanding. Finally, they were concerned that the portfolio movement may die out due to the time constraints and or the fact that school districts may try to standardize it. Donald Graves has also expressed his concerns about the use of portfolios. He writes (cited in Fueyo, 1994, p. 405) that "without careful exploration, portfolio use is doomed to failure. They will be too quickly tried, found wanting, and just as quickly abandoned."

Summary

Learning to read and starting on the path of becoming literate is a complex but essential life skill. Primary grade children need and deserve a supportive environment in which to learn how to read. Learning to read can and should parallel learning to talk. Children need to find a purpose for learning how to read. Once they understand the meaning of print and have a desire to learn how to decipher it they are well on their way to becoming literate.

As reading is such an important form of language use, the assessment of reading should provide as much support to the learner as possible. This will allow the learner to make

decisions about her learning,to feel positive about her growth in reading ability, and will allow the teacher to build on the learner's strengths which in turn will help the child develop the skills of a "good" reader, a person who can bring meaning to different texts at different times. In addition to helping the student and the teacher, the assessment practice should provide information to the parent and administrator about how a child is doing with the process of learning to read.

In dealing with the process of learning to read, allowing for self evaluation, and intrinsic motivation, the reading portfolio seems to be the most able vehicle to support the child and the child's instruction in the area of reading. It is a collection of a student's work throughout the year. This collection should include a variety of learning tasks and projects. The portfolio is based on authentic assessment practices because what is put in it is based on real interactions with text. The portfolio process is more concerned with process than product because, although products are put in the portfolio, they are products that demonstrate some type of change in learning behavior and progress towards becoming a reader. It is integrated with instruction in that what is put in the portfolio comes from what is done during the instructional period. There is no separate test such as there is with traditional assessment. In fact, it allows for a variety of ways for the child to demonstrate strengths in the area of learning how to read by allowing for different types of projects to be included. In

this way the portfolio can show what the child can do and the progress that is made rather than just point out the deficient areas. By doing this,the evaluation of the portfolio then allows those involved to see what steps need to be taken next in instruction for that child.

Authentic assessment and the reading portfolio are not without their own problems. There need to be standards that are clear and concise and teachers need to take the time as well as be allowed the time to learn authentic assessment techniques. However, authentic assessment and the portfolio approach seem to be going in the right direction in regards to how educators need to be looking at education today. Children need to learn to be independent learners and to be able to know what they need to do in order to learn. They need to be self reflective and intrinsically motivated. Educators must look to what the child needs to know in the future. Memorizing facts and learning basic skills in isolation are becoming outdated teaching techniques. Unless traditional instructional practices and assessment procedures change, the children of today will not be successful in tomorrow's society.

GOALS AND LIMITATIONS

Introduction

This project has been developed to help teachers understand what authentic assessment is, why it is beneficial to use in reading assessment, and how to set it up. The portfolio approach to reading assessment includes many of these ideas and so will be the vehicle to propel this project forward.

Authentic assessment will tell more about a student's growth and where a child needs to go with instruction. By keeping a portfolio of authentic assessments the evaluation process and subsequent instruction is made much easier.

Goals and Objectives

This project is a handbook on authentic assessment incorporating the portfolio approach. It is developed for teachers in the primary grades (1-3) who are moving away from the skills model of reading and transitioning into whole language. This project has a number of objectives. First, it will help teachers understand what authentic assessment is and how it is reflected in the reading portfolio. It will demonstrate why the reading portfolio is beneficial in a reading program. In addition, it will demonstrate that there are concrete standards in the holistic approach to learning. Finally, it will provide a theoretical background that gives credence to the idea that the teacher and the student are the most important people involved in the assessment and evaluation process.

Limitations

As with any theory on learning the biggest limitation of this project is the philosophy of teachers who will be reading the handbook. Obviously, not everyone is a holistic teacher. For that reason this handbook is geared more towards the teacher in the primary grades (1-3) who is in transition from the traditional skills based model of reading and heading in the direction of holistic teachers. Many skilled based teachers are afraid that in the whole language classroom anything goes and there are no skills being taught. Nothing could be further from the truth. The skills are being taught it is just within the context of literature. As Valencia et al. pointed out, the act of reading can be compared to a sport. In sports it is not the individual skills that matter but how the skills are put together to play the game (1989). Nothing could be more true in reading. For example, understanding the main idea, the inferences, and cause/effect are important but not in and of themselves. They matter within the context of what one is reading. By using a portfolio to collect student word the evaluative process will show the integration of the skills in the reading process.

An additional limitation is the grade level. This project is geared towards the primary grades 1-3. However, many of the ideas could be used in grades 4-6 by adapting them to fit the developmental appropriate needs. For instance, the type of books being used would vary according to the grade level as would the types of responses. In

grades 4-6 the students would be able to produce more complex projects as well as be more elaborate on various assignments.

The lack of time to learn about authentic assessment and the shortage of time to implement it would be one more limitation of this project. Teachers do not have a lot of time as it is. A suggestion for overcoming this limitation is to start working with authentic assessment slowly. Teachers could try one new thing each reporting period and build the authentic assessments as they go along following Johnston's advice allowing the authentic assessments to take the place of criterion assessments(1987a).

APPENDIX

AUTHENTIC ASSESSMENT

A HANDBOOK ON READING PORTFOLIOS

Introduction

Authentic assessment is assessment that takes place in a real context with real conditions. It can be performance based in that students are required to create some type of response or project to demonstrate their competence of knowledge about an academic area and then have that response or project evaluated according to a set criteria agreed on before (Feuer, 1993; Valencia, Hiebert, and Afflerbach, 1994a). It requires students to apply their learning and problem solving skills and typically requires higher level thinking (Wiggins cited in Fisette, 1993).

A reading portfolio is an example of authentic assessment. It is a collection of student work over a period of time. The reading portfolio can include the following items: checklists, observations, reading miscues or running records, reading summaries, book logs, responses to reading, and audio and videotapes of student reading. Typically the portfolio is some type of folder which is reviewed periodically by the student, the teacher, and the parent. The student can look through to see how she is progressing and the teacher can use it to evaluate the student's strengths in the areas of reading. This will then allow the teacher to plan instruction for that student to meet her needs. While the portfolio serves its purpose as a tool for assessment and evaluation by both student and teacher it can also include input from the parent(s). This allows the

parent(s) to be aware of the student's growth in reading ability.

The reading portfolio involves everyone concerned with the child's' reading education. Students and teachers pick items to go into the portfolio that demonstrate a student's growth over a period of time. These items should reflect the standards of the classroom and how they were judged. In addition, the items which are included by the student should show some student self reflection and why she has chosen to include them. Parents can also be invited to participate in this reflection process and pick items to go in the portfolio which they feel demonstrate growth in their child's abilities. In this way, everyone directly involved with the education of the student has a voice in the assessment process.

PORTFOLIO ASSESSMENTS

This section of the handbook will deal with the actual assessments that can be used in the reading portfolio. Included with each assessment is a rationale for using it, how it fits into authentic assessment, and how to implement it in the classroom.

A. READING ASSESSMENTS
   1. Emergent Reading Evaluation
   2. Running Records
   3. Reading Miscue Analysis/Burke Reading interview
   4. Cloze texts

B. READING RESPONSES
   1. Story maps
   2. Responses to literature
   3. Projects

C. TEACHER OBSERVATIONS
   1. Anecdotal notes
   2. Checklists

D. REFLECTION PROCESSES
   1. Student reflection form on reading
   2. Parent reflection form on reading
   3. Interest inventory
   4. Book logs

READING ASSESSMENTS

INTRODUCTION

There are basically four kinds of informal reading assessments that fit into the "authentic" test for reading. The first test is more for children who are not reading text independently. The last three tests are for children who can read texts independently. They are emergent reading evaluation, running records, reading miscue analysis/Burke reading interview, and cloze tests. These assessments actually look at the reader's reading strategies and strengths in the reading process. By evaluating them the teacher can also note what strategies need to be stressed with the child during instruction. Most of these assessments can be woven into regular instruction time in small group settings or on an individual basis. The students need never know that they are being "tested."

EMERGENT READING EVALUATION

The emergent reading evaluation was developed to help teachers assess where a student is in regards to emerging literacy. The evaluations look very similar to what goes on in everyday instruction. This instrument can be used with all emergent readers. However, it may be most useful with those students who are having difficulty learning to read. The assessments have been adapted from Literacy Assessment A handbook of instruments edited by Lynn K. Rhodes (1993).

There are five parts to this assessment process. Not

all of them need to be used at the same time nor do they all need to be used when making the evaluation of the student. Teachers may pick and choose those parts they find to be most beneficial to the instructional process. The five areas are:

*Drawing
*Dictation
*Reading
*Familiarity with literature
*Book handling

The procedure for these assessments is given for a small group setting of about 3-4 students. This author suggests that until the teacher is familiar with the process that she may want to limit herself to 2-3 students at a time in order to fill out the evaluation forms as she goes along. Once she is more proficient she can include more children in the group.

DRAWING/DICTATION/READING

PROCEDURE:

1. The teacher tells the children she would like to know more about them. Give each child a piece of paper and crayons or markers to work with. Ask the children to draw a picture about themselves. Set a time limit to encourage them to work at it more quickly.
2. As the children work make notes on how they go about accomplishing the assignment. For example: do they talk while they draw, how do they interact with the other children etc.
3. Ask the children to turn their papers over and write

their first and last names on the paper. While they are writing observe the use of capital and lower case letters, letter and word reversal, and letter formation.

4. Record information on the drawing evaluation sheet.
5. Ask each child one at a time to tell more about themselves. The other children can continue drawing or look at books while waiting their turn.
6. As the child tells about herself write down what she says. Make sure that she can see what is being written and that it is written neatly with correct spacing.
7. As the teacher prints the teacher says out loud what she is printing.
8. Encourage the child to respond in sentences. For example, if she is just labeling the pictures ask her to tell more about the picture. Print the child's language exactly as she says it even if it is not grammatically correct.
9. Try to get between 3-5 sentences.
10. Observe as the child dictates. Questions to ask:

*Does she dictate one word or one sentence at a time and wait for it to written down?
*Does she just keep on dictating even though it is obvious that the writing is behind what she is saying?
*Does she have to be asked to speed up or slow down?
*Where does she look as she dictates?
*Does she watch the paper?

11. Fill out the dictation evaluation form.
12. Have the child read the dictation aloud and point to the words as she reads. If she says she can't, tell

her to pretend.

13. Record what the child says during the reading on the reading evaluation form. Write down what she says.

14. Observe as she reads. Some questions to ask:

*Is there a 1 to 1 correspondence between saying a word and pointing to a word?
*Does she know directionality (top to bottom, left to right)?
*Does she have confidence?
*Where does she focus her visual attention?

15. Ask specific questions to find out about her knowledge of print. Ask her to find three different words and one sentence.

16. Fill out the dictation evaluation form.

DRAWING EVALUATION FORM

DRAWING

INDEPENDENCE IN DRAWING

_____ Little
_____ Moderate
_____ Quite a bit

CONCENTRATION/INTEREST IN DRAWING

_____ Little
_____ Moderate
_____ Quite a bit

NAME WRITING SECTION OF DRAWING

CONCENTRATION/INTEREST IN WRITING NAME

_____ Little
_____ Moderate
_____ Quite a bit

ABILITY TO WRITE FIRST NAME (Disregard letter formation/directionality)

_____ Does not know how to write first name.
_____ Has a minimum understanding that first name has letters/symbols
_____ Can write one or two letters in first name.
_____ Can write several letters in name.
_____ Can write most or all of the letters in first name.

ABILITY TO WRITE LAST NAME (Disregard letter formation/directionality)

_____ Does not know how to write last name.
_____ Has a minimum understanding that last name has letters/symbols
_____ Can write one or two letters in last name.
_____ Can write several letters in last name
_____ Can write most or all of the letters in last name.

NOTES:

Adapted from Rhodes, 1993a

DICTATION EVALUATION FORM

LENGTH AND FLUENCY OF DICTATION

_____ Only labels the pictures
_____ Can dictate less than 3 sentences
_____ Dictates 3-5 sentences with lots of prompting
_____ Dictates 3-5 sentences with some prompting
_____ Dictates 3-5 sentences on own

PACING OF DICTATION

_____ Very slow
_____ Too fast
_____ Pace varies; sometimes she waits for the writing sometimes she doesn't
_____ Waits for each word to be written before proceeding
_____ Waits for each phrase/sentence to be written before proceeding

INTEREST IN DICTATION

_____ Does not pay attention to the writing of dictation
_____ Pays a little attention to the writing of dictation
_____ Pays some attention to the writing of dictation but doesn't really focus on the print
_____ Pays quite a deal of attention to words as they are printed
_____ Child tries to read words as teacher writes them

NOTES:

Adapted from Rhodes, 1993a

DICTATION READING EVALUATION FORM

NOTES ON READING:

_____

_____

_____

_____

_____

BEHAVIOR WHILE READING OR PRETENDING TO READ

_____ Refused to read or pretend to read
_____ Retold or pretended to read from memory
_____ Only read a few known words
_____ Used memory and known words to read
_____ Used memory, known words, and other print cues to read.

CORRESPONDENCE BETWEEN DICTATION AND READING OF DICTATION

_____ Little correspondence
_____ Some correspondence
_____ High correspondence although some miscues don't make sense
_____ High correspondence; miscues that were made, made sense

DIRECTIONALITY

_____ Did not point top to bottom or left to right
_____ Consistently pointed top to bottom *or* left to right
_____ Consistently pointed top to bottom *and* left to right

VOICE-PRINT MATCH

_____ Does not match
_____ Some match
_____ Voice and print well matched

Adapted from Rhodes, 1993a

FAMILIARITY WITH LITERATURE

PROCEDURE:

1. Ask the child if she knows any well known nursery rhymes. For example: say "Do you know 'Mary had a little lamb' or 'Jack and Jill' or 'Humpty Dumpty'?" If she indicates that she does, have her repeat one. Help can be given on the first line to get her started.
2. Ask the child to name her favorite stories. Record the names of the stories and have the child tell about them.
3. Put four traditional folk tales on the table and ask the child if she knows any of the stories. Let her look at the books. Ask her to tell about each story that is familiar. A complete retelling is not necessary just enough to get a general idea of what she is familiar with. Some examples of folk tales to use:

   The Three Little Pigs
   The Three Bears
   The Three Billy Goats Gruff
   Little Red Riding Hood
   Hansel and Gretel
   Jack and the Beanstalk
   The Bremen Town Musicians
   The Little Red Hen

4. Record information learned on the evaluation form.

LITERATURE FAMILIARITY EVALUATION FORM

FAMILIARITY WITH NURSERY RHYMES

_____ Did not recognize any nursery rhymes.

_____ Recognized title(s) but was unable to recite any

_____ Recited rhyme(s) with lots of help

_____ Recited rhyme(s) with a little help at the beginning

_____ Recited rhyme(s) with no help

FAMILIARITY WITH FAVORITE STORIES

_____ Could not name favorite stories or story characters

_____ Named story/stories and/or characters but couldn't describe in detail about them

_____ Named story/stories and/or characters and told about them

LIST OF FAVORITE STORIES AND CHARACTERS

_____

_____

_____

FAMILIARITY WITH TRADITIONAL FOLK TALES

_____ Knew 0 folk tales

_____ Knew 1 folk tale

_____ Knew 2 folk tales

_____ Knew 3 folk tales

_____ Knew 4 folk tales

FOLK TALES RECOGNIZED

_____

_____

NOTES

_____

_____

_____

Adapted from Rhodes, 1993a

BOOK HANDLING

1. Select a predictable book that would be appropriate for normally achieving first graders to read on their own. Try to choose a book that does not have the front cover reprinted on the back.
2. Show the child the front cover, point to the title and ask her what that will tell.
3. Read the book to the child. If she attempts to read along do not discourage the reading.
4. Read the book again and encourage the child to read along. Hand the book to the child upside down and backwards and ask her to open the book to where the story begins.
5. If the child is unsuccessful help her find the first page of the story. Read the first 3-4 pages of the story and point to the words.
6. After reading 3-4 pages this way turn the page and ask the child to point to where the teacher needs to begin reading. Observe whether the child points out the first word on the left hand page.
7. Read this page continuing to point to the print. Encourage the child to read along.
8. After reading a few more pages and you come to a page where the sentences are broken up (eg. and cats. I like . . .) tell the child to point to each word on the page and count how many words there are. Miscounting does not indicate that the child does not know a correspondence between words and numbers.
9. Read the rest of the book together.

10. Fill out the evaluation form.

BOOK HANDLING EVALUATION FORM

TITLE

_____ Cannot show title or tell its purpose

_____ Can indicate the title and tell its purpose

PLACE TO BEGIN READING

_____ Child holds book upside down or backwards

_____ Child holds book correctly but not opened to correct page

_____ Child opens book to either title page or first page of story

PLACE TO CONTINUE READING

_____ Child points to picture on wrong page

_____ Child points to pictures on right page

_____ Child points to print on wrong page

_____ Child points to print other than first word on right page

_____ Child points to first word on right page

UNDERSTANDING OF WORDNESS

_____ Has no understanding of "word". Randomly counts.

_____ Counts each letter

_____ Counts each word

NOTES

_____

_____

_____

Adapted from Rhodes, 1993a

RUNNING RECORDS

If a child can read simple predictable books then the teacher can look at the child's reading using a running record. A running record is similar to reading miscue analysis but it has been adapted to the regular classroom and is easier to implement. This is why it comes before the miscue analysis in this handbook. Running records were developed by Marie Clay to help teachers make decisions about text difficulty for a child, how to group children, and as a method for keeping notes on the individual progress of children (Clay, 1985).

Running records also help teachers understand the cueing systems (grapho-phonemic, syntactic, semantic) that a reader uses. The grapho-phonemic cueing system is the knowledge of letter/sound relations and patterns. This is more commonly known as "sounding out" the words. The syntactic cueing system is the patterns of language or the grammar of language. This includes word endings, function words, and word order which give clues as to word identification. The semantic cues are the meaning relations among words and sentences in the text (Weaver, 1988).

Good readers use the three cueing systems simultaneously. They use their knowledge of syntax and semantics to predict what is coming next and use grapho-phonemic to confirm that prediction. A struggling reader over emphasizes one of the systems. For example, some children rely mainly on the grapho-phonemic or sounding out cues. They sound out every word but don't understand what

they have read because they have been so intent on figuring out what the letters sound like.

A running record allows a teacher to observe what a child is able to do in the reading process as well as identify children who may need special attention. Armed with this knowledge the teacher can then plan appropriate instruction for the child.

A running record is appropriate to use with everyone in the class. For students who are more proficient in the reading process it needs to be done only once every two three months. Students who are still working on reading strategies should be assessed every 2-3 weeks.

There are different ways to fit it into the regular classroom schedule. Some teachers do one or two students every silent reading. Some do it as part of rotation centers or groups. The group that is with the teacher reads to her one at a time. The others can look at books while one child reads. Other teachers walk around the room with a clipboard during reading time and listen to various children read and keep the record on the clipboard.

The following procedure for doing running record was adapted from Marie Clay's running records found in The Early Detection of Reading Difficulties.

PROCEDURE:

1. Select a text. Many teachers use the texts that they are currently using in their classrooms. Generally, the child should at least read about 100-200 words of the text.The text can be something that the child has already seen before. The following guidelines can help the teacher when matching text difficulty to a student's ability.

Easy text	95-100% correct
Instructional text	90-94% correct
Hard text	80-89% correct

For this reason Marie Clay suggests that teachers may want to use a set of graded materials especially when looking at a child who may have a potential reading difficulty (Clay, 1985).

2. Make a copy of the text or use a blank piece of paper for recording purposes.

3. Have the child read the text and mark on the piece of paper as the child reads. While the child is reading mark any miscues, rereadings, or questions the child makes while reading.

4. After the child has read, count the number of errors and self corrections, and analyze the reading strategies that she is using. The following are some questions that could help in the analysis:

*Is the child trying to make sense of what is being read? (semantic clues)

*Is knowledge of language patterns being used? (syntactic cues)

*Is knowledge of letters and their sounds being

used? (grapho-phonic clues)

*Are confirmation and self-correction strategies being used?

SOME CONVENTIONS IN RECORDING RUNNING RECORDS

1. Mark every word read correctly with a check.

2. Record a a wrong response with the text under it.

   home
   house

3. If a child tries several times to read a word, record all her attempts. If she sounds it out record the letters in lower case.

   h here he
   house

4. If she self corrects correctly write SC.

5. If a child does not give a response for a word it is recorded with a dash (-). If a child inserts inserts a word the word is recorded over a dash.

   Child - Child little
   Text long Text -

6. When a child is unable to go on he is told the word and it is recorded like this.

   Child home
   Text house T

7. When a line is omitted each word is an error.

8. When a child asks the teacher for help the teacher should say "You try it" and mark (A) on the record before telling.

9. When the child gets into a total state of confusion say "Try that again." and start the recording again.

   where Mother home
   who makes honey TTA

Mispronunciation of a word is not counted as an error.
e.g. frough
through

Adapted from Clay, 1985

CALCULATION AND CONVERSION TABLES

ERROR RATE	PERCENT ACCURACY
1:200	99.5
1:100	99
1:50	98
1:35	97
1:25	96
1:20	95
1:17	94
1:14	93
1:12.5	92
1:11.75	91
1:10	90
1:9	89
1:8	87.5
1:7	85.5
1:6	83
1:5	80
1:4	75
1:3	66
1:2	50

CALCULATIONS

RW= Running Words
E = Errors
SC = Self-corrections

ERROR RATE

$$\frac{\text{Number of Running words}}{\text{Number of errors}} \quad \frac{RW}{E}$$

e.g. $\frac{150}{15}$ = Ratio 1:10

ACCURACY

[100- 150/15] % [100 - RW/E]%
=90%

SELF CORRECTION RATE

$$\frac{E+SC}{SC}$$

$\frac{15+5}{}$ = Ratio 1:4(Clay, 1985)

SAMPLE RUNNING RECORD

Hundreds of people came to the zoo each day. When they left, there was always trash everywhere.

"Come on, animals!" called the keeper. "Time to clean up the trash." The animals grumbled (grumply) amongst themselves (themsel-ves).

"Trash gets up my nose," said the elephant (elphint).

"It's a pain (paint) in the neck," said the giraffe.

"Trash gives me the hump," said the camel.

"Trash makes me hopping mad," the kangaroo replied (reply did).

"Trash drives me bananas," said the chimpanzee (chimpunzee).

"It makes me squirm (scream)," said the snake.

"I can't bear it (scan)," said the koala.

"You're right, said the kookaburra. "It's no laughing matter (mutter)."

The keeper heard the grumbling. "We've got a problem," he said.

"But I think I know how to fix it."

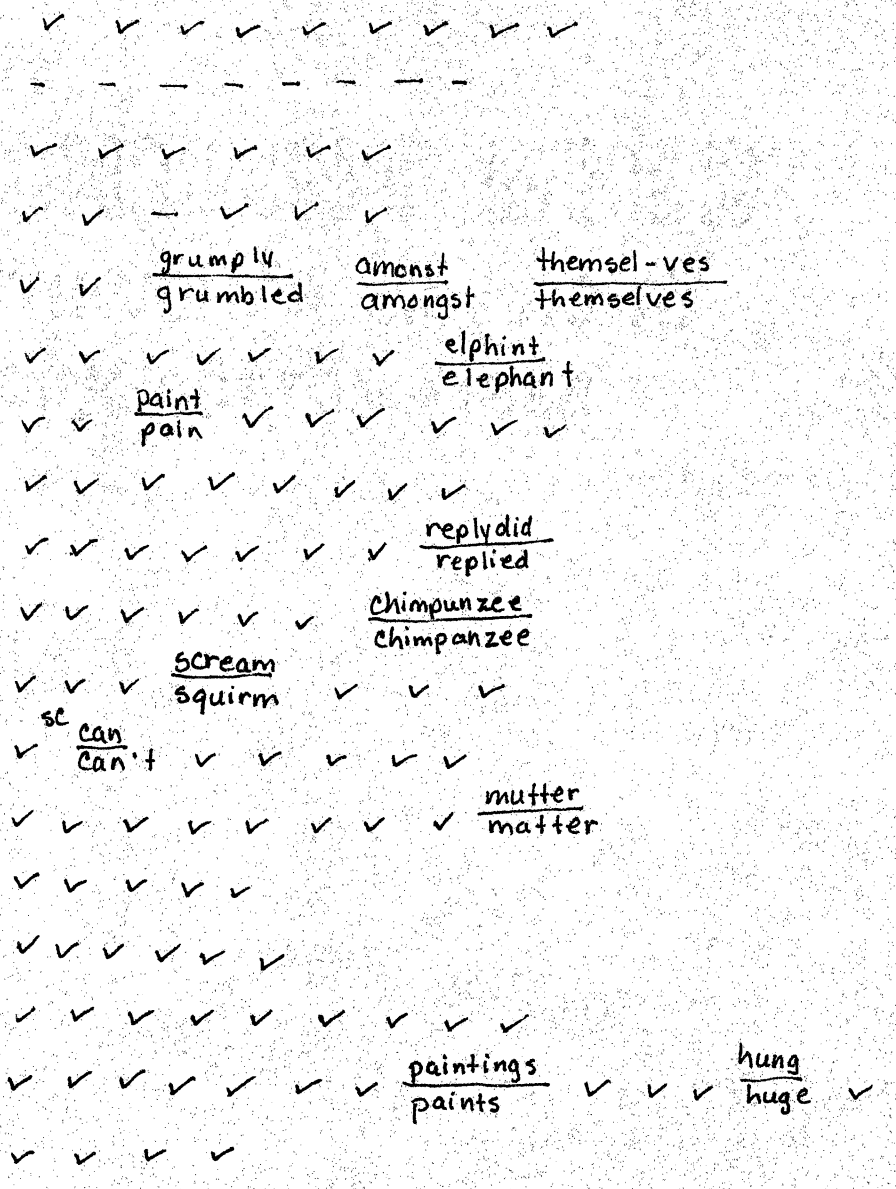
The keeper got a board and some paints (paintings), and made a huge sign (hung). Don't trash our zoo!

RW 133 = Ratio 1:7

Accuracy 100-7= 85.5%

Cowley, J. (1987). Trash. Bothell, Washington: The Wright Group.

SAMPLE RUNNING RECORD



READING MISCUE ANALYSIS

Reading miscue analysis is a similar method where teachers may look at a student's reading performance and gain information about how they are going about the reading process. It provides information about a student's in-process beliefs about reading and reading instruction, and about her comprehension (Harp, p. 52, 1991). It shows which of the three cueing systems (grapho-phonemic, syntactic, semantic) she uses predominantly, or if she is able to use all three simultaneously. By gathering this information the teacher is then able to create instruction that builds on the student's strengths while at the same time meeting the instructional needs.

Since this procedure takes longer and is more involved that running records it is recommended that it be used with those students who have extreme trouble with the reading process or whose progress is somewhat puzzling to the teacher and a more indepth evaluation is necessary.

The following procedure for miscue analysis is adapted from Assessment and Evaluation in Whole Language Programs edited by Bill Harp. It begins with the Burke Reading Interview. This allows the teacher some insight into the reading perceptions that a child may have. It can help tell how and why the child is going about the reading process in a particular manner.

PROCEDURE:

1. Select a student. Generally because this procedure is more time consuming the student will be one that seems to be having difficulty with the reading process.
2. Give the student the Burke reading interview.
3. Select a story. The length depends upon the age and ability of the reader but must have a beginning, a middle, and an end. The story itself should be unfamiliar to the student. However, the format of the story should not be. A minimum of 25 miscues is needed in order to see a reader's strategies for reading. Therefore, the story must be slightly difficult for the reader.
4. Prepare a typescript of the story or photocopy it. The student will read directly from the text. However, the teacher needs a copy of the text in order to mark down the reading miscues that the student makes as she is reading.
5. Have the child read, tape record the reading, and mark the miscues on the prepared script. Tell the child that she is going to read to her teacher and that she is to read as though there is no one there. Otherwise, the student will look to the teacher for approval when reading a difficult passage. Tell the child that the teacher needs to see what she does when she is reading alone and by herself. Make mention of the fact that the session will be tape recorded so that the teacher can listen to it again and make notes.

6. After the child has finished reading ask her to retell the story. Keep the tape recorder on so that notes can be made. Many children can read orally with few miscues. However, they have difficulty telling what the story was about because they were not involved with the text. It is important that the first retelling be "unaided". In other words the teacher must not help the child in any way. After the child has finished telling what she has remembered the teacher may give her some clues based on what she has already said in order to get a better retelling. However, the teacher must be careful not to put words into the child's mouth because it is necessary to see how much recall of the story the child has.

7. After the child has read and retold what she has read, go through and analyze the miscues. By doing this the teacher can find the reading strategies that are strengths for the child as well as areas where she needs guidance. The teacher can then incorporate this information into her instructional lessons.

SOME CONVENTIONS IN MISCUE ANALYSIS

1. Substitutions are written above the word in the text.
2. Omissions are circled.
3. Repetitions of a word are marked with "R" and a line under the repeated text.
4. The same notation is used when a miscue is repeated.
5. Multiple repetitions are indicated with lines below the repeated text. Each line represents a repetition.
6. Insertions are marked with a caret.
7. Corrections are marked with "C" and a line under the text.
8. Unsuccessful attempts to correct are marked "UC" (Harp, p. 63, 1991).
9. Long pauses in reading or breaks in fluency are indicated with a line break (|).

CODING/ANALYZING THE MISCUES

When analyzing the miscues there are four basic questions to ask. The first three questions are recorded along the side of the text. The last question is recorded above the word substitutions.

A. Is the sentence syntactically (does it sound like English) acceptable?
B. Is the sentence semantically (does it make sense) acceptable?
C. Does the sentence change the meaning of the story?
D. How much does the miscue look like the text item?
   High = great deal of similarity
   Some = some similarity
   None = no letter similarity

SUMMARY OF MISCUES:

Syntactic Acceptability ___Y ___% ___N ___%

Semantic Acceptability ___Y ___% ___N ___%

Meaning change(P=partial) ___Y ___% ___P ___% ___N ___%

Graphic Similarity ___H ___% ___S ___% ___N ___%

To come up with the percentages for the first three questions, count the number of sentences coded and divide that number into each raw score. For the last questions, divide each "H", "S", "N" count by the number of coded word substitutions.

BURKE READING INTERVIEW

Name: _____ **Age:** ___ **Date:** _____

Grade Level: _____ **Sex:** ___ **Date:** _____

Interviewer: _____

1. When you are reading and you come to something you don't know, what do you do?

   Do you ever do anything else?

2. Who is the best reader that you know?

3. What makes him a good reader?

4. Do you think that (s)he ever comes to something (s)he doesn't know when she/he's reading?

5. Yes - When (s)he does come to something (s)he doesn't know, what do you think (s)he does about it?

   No - Pretend that (s)he does come to something that (s)he doesn't know, what do you think (s)he does about it?

6. If you knew that someone was having difficulty reading, how would you help them?

7. What would your teacher do to help that person?

8. How did you learn to read? What did they do to help you learn?

9. What would like to do better as a reader?

10. Do you think that you are a good reader? _____yes _____okay _____no
What makes you think so?

Notes:

Carolyn Burke, Indiana University, 1981

CSUSB, Reading Clinic (April 1994)

SAMPLE READING MISCUE ANALYSIS

Hundreds of people came to the zoo each day. When they left, there was always trash everywhere. "Come on, animals!" called the keeper. "Time to clean up the trash." The animals grumbled (S grumply) amongst (H amonst) themselves (H themsel-ves).

"Trash gets up my nose," said the elephant (H elphint).

"It's a pain (H paint) in the neck," said the giraffe.

"Trash gives me the hump," said the camel.

"Trash makes me hopping mad," the kangaroo replied (H replydid).

"Trash drives me bananas," said the chimpanzee (H chimpunzee).

"It makes me squirm (scream)," said the snake.

"I can't (C can) bear it," said the koala.

"You're right, said the kookaburra. "It's no laughing matter (mutter)."

The keeper heard the grumbling. "We've got a problem," he said.

"But I think I know how to fix it."

The keeper got a board and some paints (H paintings), and made a huge (H hung) sign. Don't trash our zoo.

	Syn	Sem
1	Y	Y
2	N	N
3	Y	Y
4	N	N
5	N	N
6	Y	N
7	Y	N
8	Y	Y
9	N	Y
10	Y	N
11	Y	N
12	N	N
13	Y	Y
14	Y	Y
15	Y	Y
16	Y	Y
17	N	N
18	Y	Y
	Y 12/18 67%	Y 9/18 50%
	N 6/18 33%	N 9/18 50%

H=9/11 81% S=2/11 18%

Retelling: Hundreds of people came to the zoo. The zookeeper told the animals to clean up the zoo. He hung up a sign that said, "Don't trash our zoo.

Cowley, J. (1987). Trash. Bothell, Washington: The Wright Group.

CLOZE TEXTS

Cloze texts can be useful in helping to teach and assess reading strategies. They also help to point out which cueing system(s) the child uses as she reads a particular passage. They are helpful for children who read the words fluently and expressively but don't involve themselves in the reading. They are unable to tell what they have read, or when they retell what they have read the retelling differs significantly from what really happened. Cloze texts can also be helpful in demonstrating comprehension competence with those student who have difficulty with written comprehension assignments. If a child gets 90-100% on cloze text it can be inferred that she understands what she has read because in a cloze text the child has to think while reading and not just read the words (Rigby, 1990) In 1987 one author, Kemp, suggested that if a child got between 70% reading cloze text there was a marginal amount of understanding. Between 70-80% was more of an instructional level of comprehension; and from 85% to 100% would indicate independence in reading that passage (Kemp cited in Rhodes, 1993).

PROCEDURE:

1. Select a reading passage that has a beginning, middle, and end and leave the first one or two sentences intact. Note: this technique will also work with paragraphs. About one - two hundred words will provide enough information for the teacher.
2. In the following sentences leave out words that

cause the student to focus on what has been read before, what will be read next or that follow the story format. A general rule is to leave out one word in every fifteen or so words. It can be every tenth so long as the meaning is clear. Don't omit too many words or you will defeat the purpose.

3. Have the student read the text. For younger children the teacher may want to be with the child as she reads. Older children once they are familiar with the format can read and complete the text on their own. After the student has read the text discuss how she figured out the unknown words. Note: the words that were figured out do not have to be exact, accept any meaningful response.

4. Analyze the student responses and record the correct percentage.

SAMPLE CLOZE TEXT

"Mom! Dad! Come for a swim!" the children called. "Coming!" said Dad, and he ran into the water. "Coming!" said _____ and she put on her suntan oil. "Come on, Mom!" _____ called. "Coming!" said Mom, and she lay on the _____. Dad and the children were waiting. They _____ to Mom, "Why don't you come in for a swim?" " I am coming," _____ Mom, and she shut her eyes. Dad got a bucket. He filled it with _____. He tipped the water over Mom. Mom _____. Mom ran after Dad. "You wait!" she yelled. "I'll get you!" Dad _____ into the water. Mom ran after him. Mom and _____ splashed each other. They fell over and laughed and laughed. Then Mom and Dad and the _____ had a swim.

Adapted from Cowley, J. (1987). Come for a Swim!. Bothell, Washington: The Wright Group.

READING RESPONSES

After reading a piece of literature it is helpful to have children respond to it in some way. By looking at the types of responses they create the teacher can see where the children are making connections and where more instruction needs to take place. A key component of authentic assessment is that a variety of responses are allowed from each child and that each child is allowed multiple opportunities to demonstrate their abilities (Valencia, 1989c). The three types of responses that are included in this handbook are story maps, literature response pages, and projects. By incorporating these with the first section on reading assessments the teacher can begin to see a much clearer picture of where the child is at in regards to reading.

STORY MAPS

A story map is basically an outline of the basic parts of the story. Commonly included in the story map are the setting, the main characters, the problem, and the solution to the problem. After the children read and discuss the story they fill out the story map accordingly. The teacher can look at the map to see what types of problems the students encountered when responding. For example, did they understand the problem or why the story was written in the first place? If not, then she needs to focus on that in her instruction when looking at different types of texts so that students are exposed to different problems in different stories.

To evaluate the story maps a rubric or grading scale is

helpful to use. A sample rubric follows the three different types of story maps.

STORY MAP OUTLINE

Name: _____ **Date:** _____

Title of story

Author of story

Setting (Where? When?)	**Characters** (Who?)
Problem (What is the problem?)	**Solution** (How is the main problem solved?)

Adapted from Eisele, 1991

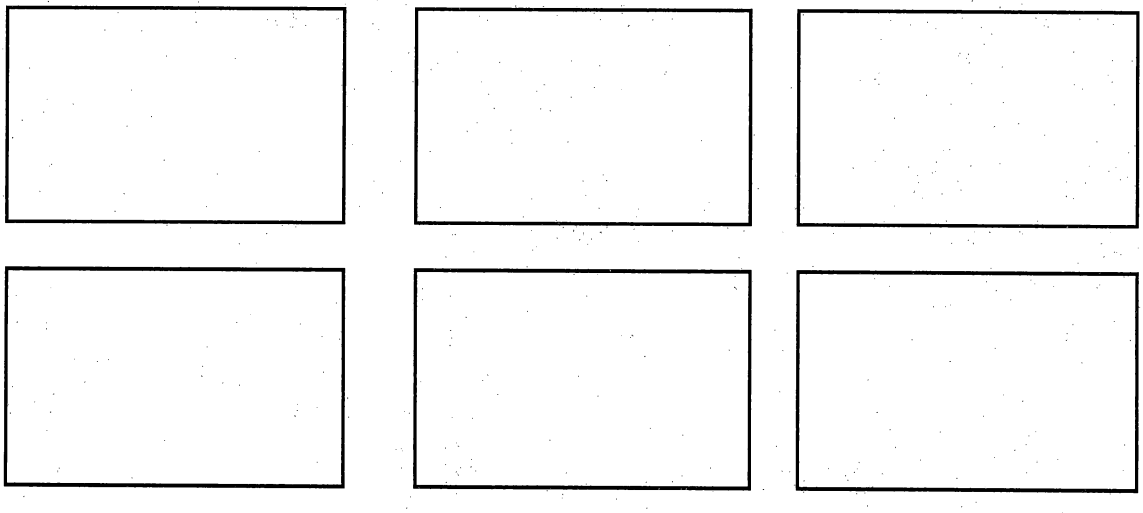
1. Read the story again, thinking about the main events.

2. Write sentences about each main event in the boxes below. Number the sentences in story order.

3. Cut out the boxes and glue them on a large sheet of paper to make a map of the story.

4. Draw arrows between the events to show what happens next.

5. Draw pictures of each event. Draw other pictures on the map to show the settings of the story.



Adapted from Rigby, 1990

STORY MAP

Name: _____ Date: _____

Title of story: _____

Author: _____

This story takes place_____

_____.

_____is a character in the story

who _____.

A problem occurs when _____

_____.

After that _____

_____.

Next, _____

_____

_____. The problem is solved when _____

_____

_____.

The story ends when _____

_____.

SAMPLE GRADING RUBRIC FOR STORY MAPS

4 -EXCELLENT

Thoroughly completes story map
All elements complete with details
Communicates effectively and
clearly that the story is
understood

3 - GOOD

Completes story map
All elements are complete though
some minor details may be missing
Communicates that the story is
understood

2 - SATISFACTORY

Completes story map
All elements are complete but lack
details
Communicates that the story is
understood

1 - INADEQUATE

Doesn't complete story map
Some elements are incomplete or
missing important parts
Does not demonstrate comprehension
of the story

LITERATURE RESPONSE PAGES

Students towards the end of first grade and beginning of second grade on up can begin to use literature response pages. Some teachers have them respond in actual journals. Others have them fill out a literature response worksheet and then accumulate the responses in a work file. From this file or journal, the student and teacher can then select a literature response to go into the portfolio that shows growth.

The responses to literature can show how a child is doing in synthesizing the information read, what kind of background knowledge is coming into the reading, and how she reflects on the material (Routman, 1988). Students can be asked to write on different topics or they can be asked a variety of questions in order to help stimulate their responses. The questions and responses should alternate. For example, the same type of response shouldn't be used every day and the students should have time to discuss with a partner or a group before they write.

Sometimes however, it is helpful to have them respond on their own to see where they are with understanding personal responses. In these cases, the response should be one that is familiar to them, one that the class has gone over before. In this way the teacher can evaluate how well the student is responding to piece of literature on her own.

SAMPLE RESPONSES

1. Write down predictions about what the story will be
2. Compare predictions to what actually happened in the story.
3. Write a brief summary about the story.
4. Write an opinion of the story. Was it liked or not? Why?
5. Describe a character.
6. Write a letter to a character in the story.
7. Answer a question the teacher has posed about the selection.

SAMPLE QUESTIONS

1. If you could be any character in this book who would you be? Why?
2. Would you like to read something else by this author? Why?
3. What feeling did you have after reading this book?
4. How does this book relate to your own life?
5. Has anything happened to you that was something like the story?
6. Have you ever known anyone like the character(s) in this story? Explain?
7. What did you learn from reading this story? (Busch, 1994)

It is helpful to have some type of rubric to help with the evaluation of the literature responses. In this way the grading is clear to both student and parent and there are standards that the student's work is evaluated against. A sample rubric follows.

SAMPLE READING RESPONSE RUBRIC

4 - EXCELLENT
Good organization
Creative ideas and word choices
Variety of relevant ideas

3 - GOOD
Good organization but may be weak on beginning or ending
Good word choice but may not be creative or vivid in examples
Sufficient details

2 - SATISFACTORY
Some organization but points aren't really clear
Adequate word choice
Few details

1 - Inadequate
No organization
Difficult to read and understand
Complete lack of details in relation to the story
Unimaginative word choices

PROJECTS

A project is something that a child does in response to reading a piece of literature. It can include writing but typically it allows for a larger variety of responses. This allows children with different learning modalities to expand on their experiences with literature. There are a variety of project types ranging from easy to more challenging. While it is advisable to allow students self selection on projects there may be times when a child may need encouragement to try a more involved project. One way to encourage this is to have children come up with a list of possible projects for a piece of literature.

It is important to have standards for the projects that the children are aware of before they start to work on them. A sample rubric is included at the end. Some teachers find it helpful to have the children help develop the rubric that their projects will be graded with. It helps the children have more ownership in the learning process. They tend to perform better because they have an investment in the process. It is also helpful to have children evaluate themselves on their project first before the teacher evaluates it. They invest more of themselves in the project process.

Some Ideas for Projects

1. Draw a picture about part of the book and tell the group or class why this picture is meaningful.
2. Create a book advertisement for the book. This can be done orally or in the form of a picture. Try to

convince others to read the book.

3. Develop puppets and present the book as a play to the group or class.
4. Create a model or diorama of where the book takes place and explain it to the group or class.
5. Compose a song or choral reading poem (more appropriate for older children although younger children can do it with lots of modeling.) Perform it for the class.
6. Make a tape of the story for the listening center.
7. Draw a life size figure of one of the characters.
8. Make a cartoon of the book or retell the story with illustrations and share it.
9. Make up a puzzle based on the book: crossword-wordsearch-quiz-maze etc. and share it.
10. Write a new ending to the book and share it.
11. Make a collage about the book and share it.

SAMPLE PROJECT RUBRIC

4 - EXCELLENT
Fully achieves purpose of the project and extends beyond
Communicates clearly and effectively
Demonstrates an in depth understanding
Neatly done with no errors

3 - GOOD
Accomplishes purpose of the project
Shows clear understanding
Communicates effectively
Neatly done with very few errors

2 - SATISFACTORY
Substantially completes purposes of task
Demonstrates major understanding though some less important ideas/details may be missing
Fairly neat but has some errors

1 - Inadequate
Purpose of project not fully achieved
Gaps in comprehension evident
Project not clearly presented
Neatness not apparent, several errors

EVALUATION FORM

NAME:_____ DATE: _____

NAME OF STORY/BOOK _____

AUTHOR _____

PROJECT DESCRIPTION _____

_____

STUDENT RESPONSE: I think I should receive a _____
on my project because _____

_____

TEACHER RESPONSE: _____ receives a _____

because _____

_____

TEACHER OBSERVATIONS

Anecdotal Records

The importance of observations made by the teacher on a daily basis cannot be overstated. One author estimates that teachers spend 20 to 30% of their time observing children and how they interact with each other and with print (Stiggins, 1988). By making a log or anecdotal records the teacher can start to build a profile of a student's learning strategies. As is stated in one book on Portfolio assessment, anecdotal records are objective because the teacher is simply writing down what she observes the child doing in the classroom (Batzle, 1992).

There are many different ways to take anecdotal records. Some teachers have a grid on a clipboard that they carry around and put down observations for each child. This is effective because then each child has an observation each week or sooner. Similar to this is using mailing address labels to write down observations. The address labels are put on the clipboard and the teacher can mark observations for each child. The address labels can then be put into the portfolio quite easily. A different way is to keep an index card on each student and then file the index cards in the portfolio later. Finally, keeping notes in a three ring binder, with a page for each child is another way to keep anecdotal records (Batzle, 1992).

Checklists

Whichever method of recording anecdotal notes is chosen

by the teacher, the notes make it easier to record on the developmental reading checklists the characteristics the child demonstrates of becoming a reader. By looking at the checklists the teacher can see the strategies that are already in place for the child and where instruction needs to go to build upon the child's strengths. The following pages include some checklists of reading behavior that teachers could use as they observe children.

EMERGENT READING CHECKLIST

NAME: _____ **AGE:** _____

GRADING KEY: N=Not observed B=Beginning to use S= Strength

CHARACTERISTICS	GRADE/DATE	COMMENTS
Enjoys listening to stories		
Uses reading like behavior to imitate book language		
Notices/reads environmental print		
Understands that print has a message		
Retells stories and rhymes		
Can show the front cover of a book		
Uses pictures as clues to the story line		
Knows where to start reading		
Knows that text goes L to R		
Can match 1-1 as teacher reads		
Can indicate word		
Can indicate the space between words		
Can recognize some high-frequency words in and out of context		
Chooses to read from various resources		

Adapted from Rigby,1990 and Batzle, 1992

EARLY READING CHECKLIST

NAME: _____ **AGE:** _____

GRADING KEY: N= Not Observed B=Beginning to use S= Strength

CHARACTERISTICS	GRADE/DATE	COMMENTS
Enjoys listening to stories		
Chooses to read independently		
Expects print to create meaning		
Reads word by word with finger or voice		
Participates confidently in Shared Reading		
Beginning to take iniative to respond to literature		
Has confidence when sharing feelings about books		
Developing ability to retell longer stories in sequence		
Developing ability to.... recall facts in information books		
Beginning to cross-check reading strategies: *Rereads to make sense *Checks predictions by looking at letters *Less reliant on pictures		

Adapted from Rigby, 1990 and Batzle, 1992

FLUENT READING CHECKLIST

NAME: _____ **AGE:** _____

GRADING KEY: N= Not Observed B= Beginning to use S= Strength

CHARACTERISTICS	GRADE/DATE	COMMENTS
Enjoys listening to longer stories		
Reads silently for leisure, pleasure, and information		
Moves from reading aloud to reading silently		
Has a large sight vocabulary		
Reads chapter books for longer periods of time		
Monitors and checks own reading with confidence		
Is able to summarize information		
Responses show reflection from different points of view		
Is capable of reading different texts across the curriculum		
Integrates and crosschecks language cues effectively		
Realizes that different texts demand different strategies		
Reads books to pursue particular interests		
Confident independent reader, ready to go on reading to learn and using reading and writing as tools for learning		

Adapted from Rigby, 1990 and Batzle, 1992

REFLECTION PROCESSES

In the portfolio assessment process it is very important that the child and the child's parents have a voice in the evaluation process. For this reason, there should be a set time whether it's weekly or monthly that each of them gets to go through the work folder and select items that show individual growth. This allows the student reflect on how she is doing and where she would like to go with her reading skills. This is an essential part of becoming a lifelong independent learner. The student needs to understand that she is in charge of her learning habits and behavior and that with the teacher's help she can grow and progress. Most parents want to be involved with their child's education. By allowing them to select items to put in the portfolio they are able to discuss the strengths that their child is showing in the area of reading.

Included in this section are some sample book list forms that could be used for reading logs. Having the children record everything they read allows them to see their reading progress. They can then set goals for their own reading. It also lets the teacher know what kinds of texts they are interested in.

The final form is an interest inventory which when given at the beginning of the year allows the child to reflect on the learning process. It could also be given at the end of the year to see what types of changes have taken place in the child's perception of learning.

PORTFOLIO SELECTION - STUDENT

STUDENT NAME: _____ **DATE:** _____

I chose this piece of work because: _____

_____

_____

I think it shows my progress in reading because _____

_____

_____

_____

_____

PORTFOLIO SELECTION - STUDENT

STUDENT NAME: _____ **DATE:** _____

I chose this piece of work because: _____

_____

_____

I think it shows my progress in reading because _____

_____

_____

_____

_____

Adapted from Batzle, 1992

PORTFOLIO SELECTION - PARENT

STUDENT NAME: _____ **DATE:** _____

We or I chose this piece of work because: _____

_____

_____

We think it shows _____'s progress because

_____

_____

_____

PORTFOLIO SELECTION - PARENT

STUDENT NAME: _____ **DATE:** _____

We or I chose this piece of work because: _____

_____

_____

We think it shows _____'s progress because

_____

_____

_____

Adapted from Batzle, 1992

READING BOOK LIST

NAME OF BOOK	AUTHOR	DATE

READING LOG

NAME: _____

DATE	TITLE/AUTHOR	PAGES READ

INTEREST INVENTORY

Name: _____

Date: _____

1. My favorite time of day is _____

_____

_____

2. Tell me about your favorite television program: _____

_____

_____

_____

3. I'd like school better if _____

_____

_____

4. I feel proud when _____

_____

5. I like to read about _____

_____

6. Of all the books I've read my favorite is _____

_____

because _____

_____

7. If I had three wishes they would be:

#1_____

#2_____

#3_____

8. I like to learn about_____

_____

9. Tell about something you do well. _____

_____

10. Tell about who is in your family and how old your brothers or sisters are _____

_____

_____

_____

11. This year I would like to learn about:

_____

_____

_____

_____

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