

## Choosing, Using and Understanding Early Assessment

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Focus: Early Literacy  
K-2

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### The primary purpose of assessment:

To improve teaching and learning.

- Integral part of instruction because it allows us to explore what students have learned.
- Provides evidence of student learning, knowledge, thinking, and problem solving
- Teachers use assessments of student reading and writing to inform instruction
- Teachers communicate information to parents and administrators.

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### Assessment must be contextualized:

- The closer the assessment process gets to the student and to the context in which he or she is learning, the more likely it will provide useful information.
- Assessments must recognize and reflect the intellectually and socially complex nature of reading and writing.

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**Assessments do not need to come in kits, but may include:**

- Teacher Observation
- Oral reading analyses
- Running Records
- Anecdotal notes
- Checklists
- Rubrics
- Peer and self evaluation
- Discussion
- Reader response logs
- Reading conferences
- Reflection logs
- Retellings
- Journals
- Observation Survey
- Performance and portfolio assessments

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**Observation Survey**

- Running Records
- Concepts about Print
- Letter Identification
- Word list
- Hearing Sounds in Words
- Writing sample
- Writing vocabulary

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**Assessing Readers**  
How are kids making their thinking visible?

**ORAL READING/SURFACE STRUCTURES:**

- Decoding/Word Solving
- Word Analysis: prefixes, suffixes, etc.
- Fluency
- Cross-checking system (meaning, visual, structure)

**FORMAL ASSESSMENTS:**

- Distinct Silent Reading
- WKCE

**ORAL RESPONSES:**

- Whole Group Discussion (turn and talk, pair-shares)
- Literature Circles
- One on One Reading Conferences
- Guided Reading (small group)

**WRITTEN RESPONSES:**

- Informal: post-its, graphic organizers, thinkmarks, two-column notes, notes in margins of articles
- Formal: Journal entry with connected thoughts
- Listening Comprehension: Response to Read Ahead

**STUDENTS' SELF ASSESSMENTS:**

- Literature Circles
- Self-Evaluations

**READING BEHAVIORS:**

- Appropriate Text Choices
- Sustains Reading
- Reads variety of authors, genres
- Attitude

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**Teachers Are Critical**

- The classroom teacher is the most important agent of assessment:
  - Become assessment literate
  - Trust our ability and our knowledge

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**Two main types of assessment:**

Formative and Summative:

- Formative – assessment **FOR** learning
- Summative – assessment **OF** learning

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**Summative assessment –**

- Generally carried out at the end of a course or project
- Typically used to assign students a course grade.
- Sometimes standardized:
  - often called high-stakes because they are used to make decisions about a student or a school
  - Examples: WKCE, WAA, NAEP

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## Formative assessment –

- Generally carried out throughout a course or project.
- Used to aid learning
- Teachers provide feedback on a student's work, and would not necessarily be used for grading purposes.
- Examples:
  - running records
  - written or oral responses to reading

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## Formative Assessment Is:

Guiding student learning effectively.

Dr. Terry Crooks

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“Assessment involves much more than testing or marking of student work; it includes the moment-by-moment interactions between teacher and students, or among students.”

Dr. Terry Crooks

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Through the wide range of interactions, assessment has a powerful influence in guiding student learning and maximizing its effectiveness.

Dr. Terry Crooks

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