Organizing Comprehensive Literacy Assessment: How to Get Started

Assessment

Questions to Consider

- *What kinds of information might you want to discover through literacy/reading assessment and what do you do with this information once you have it??*

- *How do you find assessment tools that are appropriate for students with more significant disabilities or those with sensory or physical challenges?*

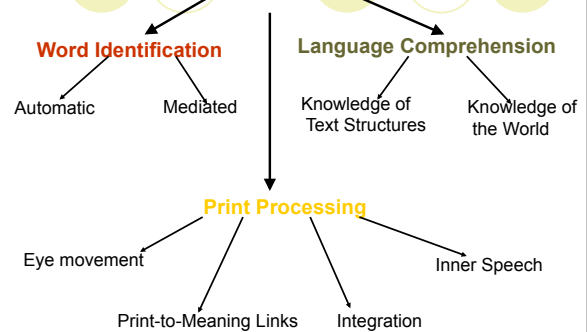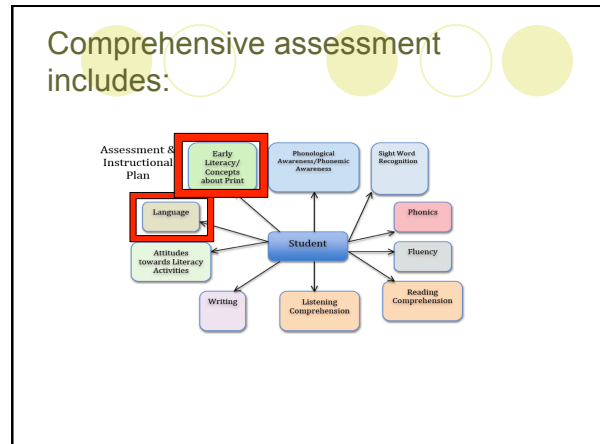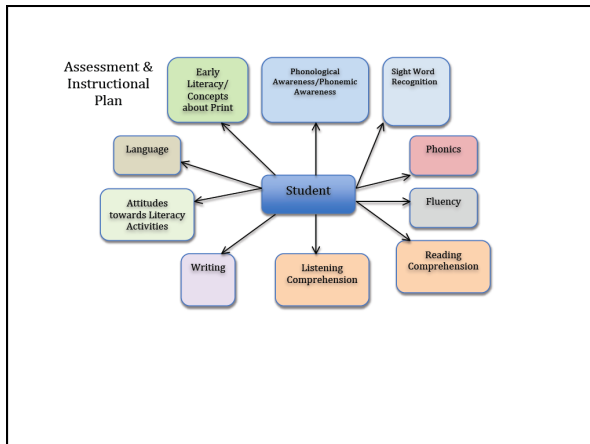
Before Beginning Assessment

- Ensure maximum **access** to print/picture/logo/writing materials, etc. Consider:
  - Positioning
  - Assistive technology/aug com needs
  - Sensory issues that require modification of materials (e.g., increasing size of print or picture)
    - E.g., **Figure 5.1**, p. 65 in your text

Model of Silent Reading Comprehension
(K. Erickson, based on Cunningham, 1993)

Word Identification

Automatic   Mediated

Language Comprehension

Knowledge of Text Structures   Knowledge of the World

Print Processing

Eye movement

Inner Speech

Print-to-Meaning Links   Integration

Assessment & Instructional Plan — Early Literacy/Concepts about Print, Phonological Awareness/Phonemic Awareness, Sight Word Recognition, Language, Phonics, Student, Attitudes towards Literacy Activities, Fluency, Writing, Listening Comprehension, Reading Comprehension

Comprehensive assessment includes:

Assessment & Instructional Plan — Early Literacy/Concepts about Print, Phonological Awareness/Phonemic Awareness, Sight Word Recognition, Language, Phonics, Student, Attitudes towards Literacy Activities, Fluency, Writing, Listening Comprehension, Reading Comprehension

Organizing Assessment: Areas to Evaluate

- **Language & Communication***
  - ○ **Level** of language or communication (intentional? symbolic?)
  - ○ **Mode** of communication (e.g., speech, sign, PECS, other or combination)
  - ○ **Vocabulary knowledge** (e.g., Peabody Picture Vocabulary Test)
    - Listening (**receptive**) **and** speaking (**expressive**) vocabulary

- **Early or Emergent Literacy: Understanding of print**
  - ○ Symbol recognition (if appropriate)
    - Might include sight words **or** be limited to concrete objects, photographs, or picsyms, depending on student's language level
  - ○ e.g., *Troll, Bridge, Early Reading Screening Instrument, Concepts About Print*; *Early Literacy Checklist*

Evaluating What Students Understand About Print

- Examples of assessment tools to use:
- Bridges*
- TROLL
- Early Reading Screening Instrument (ERSI)
- Concepts About Print
- Checklist of Early Literacy

Slide 1

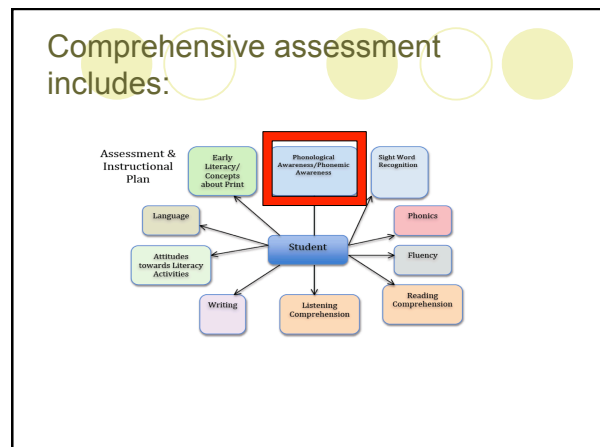**Excerpt from Checklist for Assessing Early Literacy Development (D. Katims, 2000)**

Name: Date:

Category/Item	Always	Sometimes	Never
Attitudes Toward Reading & Voluntary Reading Behavior			
Voluntarily looks at or reads books			
Asks to be read to			
Listens attentively while being read to			
Responds with questions and comments to stories read to him or her			
Concepts About Books			

Slide 2

EMERGENT LITERACY: **BRIDGE**

https://www.med.unc.edu/ahs/clds/resources/early-childhood-resources-1/the-bridge-assessment

Slide 3

EMERGENT LITERACY: **TROLL**
(TEACHER RATING OF ORAL LANGUAGE AND LITERACY

Slide 4

Comprehensive assessment includes:

Phonological & Phonemic Awareness

- **Phonological & Phonemic Awareness**
  (if student is in early stages of reading)

  ○ Examples of assessment tools for these areas:
    - ERSI, Yopp-Singer, Phonological Awareness
      Diagnostic Assessment Form, Dibbles, . . .
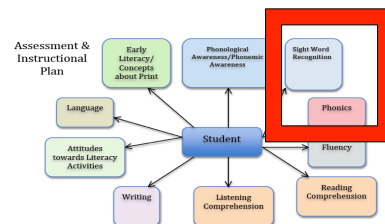   http://vimeo.com/36736110

Emergent to early reading, beginning to acquire some conventional understandings of print

EARLY READING SCREENING INSTRUMENT (ERSI)

Katie
My Home

BOOKS TO USE WITH THE ERSI

Comprehensive assessment includes:

Assessment & Instructional Plan

Early Literacy/ Concepts about Print

Phonological Awareness/Phonemic Awareness

Sight Word Recognition

Language

Phonics

Student

Attitudes towards Literacy Activities

Fluency

Writing

Listening Comprehension

Reading Comprehension

Organizing Assessment: Areas to Evaluate

- **Word Recognition Skills: Automatic & Mediated**
  - Letter name/sound knowledge;
  - single words;
  - words within connected text;
  - phonics skills (decoding)
    - e.g., ERSI, running records w/ miscue analysis, Informal Reading Inventories (IRI); standardized instruments, such as W-JR or Brigance; CBM; GDRT

Reading (Word Recognition) Levels

- **Independent level** – reads this level of text without support (use for independent reading materials)
  - Recognizes a minimum of 94-99% of words/comprehends 80-95%

- **Instructional level** – reads this level of text with direct teacher support (use for instruction materials)
  - Recognizes a minimum of 92-97% of words/comprehends 70-90%

- **Frustration level** – text is too difficult even with support
  - Recognizes less than 90% of words/comprehends less than 70%

Word Recognition: Phonics

Examples of Formal and Informal assessments

- **The Abecedarian Reading Assessment** (can provide this upon request)
- Grey Diagnostic Reading Test
- Sections of <u>some</u> of the Brigance tests
- Informal Word Recognition skills test

Comprehensive assessment includes:

IRIs can asses these areas.
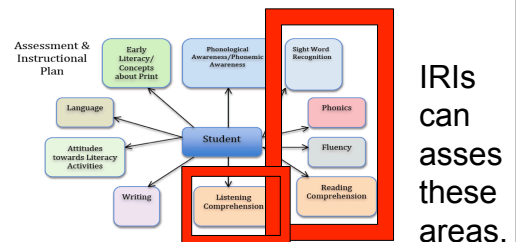
Running Records

- Are a method of assessing oral reading skills; can determine reading level and do miscue analysis to determine strategies student is currently using
  - Can also examine comprehension w/ running records by using re-tellings, summarizing, etc.

- Can be done as a part of an Informal Reading Inventory OR can use at regular intervals as a separate informal measure of student progress
- Don't require special materials
- Use a set of symbols to record students' performance

Running Records

- Use material at student's instructional level; try to use a passage of at least 100 words

- Record student performance (using set of symbols) on top line/text on bottom line

- Calculate % of words read correctly: code mispronunciations, omissions, additions, substitutions, reversals count as an error;
  - # of words read correctly/ total # of words x 100 = % read correctly (accuracy)

Miscue Analysis – method to examine types of errors student is making (using info from a running record) to determine which strategies for word recognition a student is applying (and which s/he is not applying)

Miscue Analysis

- Looking at a student's errors and analyzing them to see what types they are (look for patterns):
  - Mispronunciations
  - Omissions
  - Substitutions
  - repetitions and re-readings,
  - Self-corrections
  - Hesitations, and
  - Requests for help

Types of miscues

- Semantic (meaning related)
  - Kim lives on an island far out in the *sea* (ocean).
- Graphophonic (visual, phonic)
  - Kim *likes* (lives) on an island far out in the *open* (ocean).
- Syntactic
  - The boy walked *tomorrow* (through) the door.
- Self-corrected

- Calculate % for each type of error

Organizing Assessment: Reading Fluency

- Reading Fluency
  e.g., CurricuumBasedMeasures (CBM) procedures using fluency norms, phrasing, words correct per min, . . .

- Calculate rate (# of correctly read words/time; e.g., 100/2min = 50 cwpm)

- Also observe phrasing (chunking), hesitations, prosody (stress and intonation)

(See text pp. 64-69 for more examples)

Reading Fluency: Components to consider during assessment

- *Word by word reading OR   Reads in phrases*
- *Too slow or too fast   OR   Appropriate pacing*
- *No expression   OR   Appropriate expression*
- *Not aware of punctuation   OR   Aware of punctuation*
- *Poor sight word recognition OR Automatic sight word recognition*

Comprehensive assessment includes:
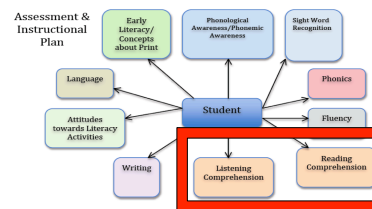
Listening & Reading comprehension

- Assess **both** of these areas and get a reading or listening comprehension level if at all possible
  - e.g., Informal Reading Inventories; Gray Diagnostic Reading Test; DRA-2; story re-telling checklists; story grammar maps

- Offer alternative means of response for students with communication challenges, such as pictures, eye gaze selections, etc.
  - Don't forget that students who can't read conventional text can still demonstrate reading comprehension by demonstrating comprehension of environmental print, icons, etc.
  - For students who cannot answer questions after a story is read to them, even with modified response options, assess listening comprehension by observing responses to oral directions.

A few examples of Alternate Ways to Assess Reading Comprehension

- Re-telling (with/ or w/o picture support)
  - Informal Retelling Assessment
- Think-alouds
  - "Want to be a Millionaire" Game
- Acting out a story
- Drawing pictures
- " questions

Informal Reading Inventory (IRI)

- **Assess student's word recognition (reading level) and reading and listening comprehension; can also do a running record with miscue analysis**
- **Components:**
  - Graded Word Lists (single words)

  - Graded Reading Passages
    - Reading comprehension
    - Listening Comprehension

Interpreting IRI: Look for the

- **Difference between independent and instructional levels**
- **Difference between instructional/frustration levels**
- **Differences between single word recognition and comprehension**
  - **Word recognition in connected text vs. in isolation**
- **Reading strategies the student used**
- **Reading rate, hesitations, repetitions**
- **Student's background knowledge**
- **Type of comprehension questions student answered/missed (e.g., inference, literal, etc.)**

Assessing Word Identification

- Automatic Word Identification (Flash):
  - Assessed using words from graded word lists; rx that they are printed on index cards.
  - Words are flashed for <u>less than 1/3</u> of a second.

- Mediated Word Identification (Analysis):
  - Assessed using words that were <u>not</u> read accurately in the flash mode.
  - Students can look at word for 3-5 seconds.

- Calculate % of words correct under each condition and compare.
- Highest level achieved at which no errors were made indicates which level of graded passages to use for the comprehension portion of the assessment. (Some experts rx using a criterion of 80-85%)

Adapting IRI (Erickson, 2006)

Word Identification Assessment Modification for Students with Complex Communication Needs

- Use Words from Graded Word List
  - Provide 4 words that are visually similar to target word.
  - Say, but <u>don't show</u>, the target word.
  - Ask, "Show me the word I just said."
  - Difference: you provide speech, and student links it to print rather than the reverse which children without disabilities are doing.
  - Better than nothing!

dead   bird

did   bed

Oral *Reading* Comprehension

- Assess using graded passages from the Informal Reading Inventory.

- Prepare for reading a passage by assessing background knowledge and set a purpose for the reading.
- Ask the student to read the passage aloud, marking errors and noting student's behaviors as s/he reads
- Ask the student questions orally about the passage; write down the child's oral responses
- Go up and down levels until you reach the highest level at which student is 80% accurate in answering questions.

Silent *Reading* Comprehension

- Assess using graded passages from the Informal Reading Inventory.
- Ask student to read the passage "to yourself"
- Take the passage away from the student when finished reading
- Ask the student questions orally and you write down the child's oral responses
- Go up and down levels until you reach the highest level at which student is 80% accurate with questions.

Listening Comprehension

- Assess using graded passages from the Informal Reading Inventory.
- Read a graded passage aloud to the student (NOT the same one as used for assessing reading comprehension)
- Ask the student questions orally about the passage; write down the child's oral responses
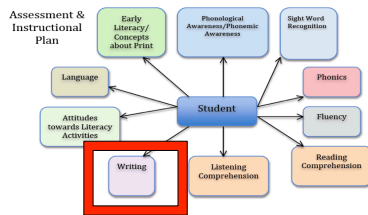- Go up and down levels until you reach the highest level at which student is 80% accurate in answering questions.

hiding from
Mom

climbing
a tree

playing with
friends

working
hard

Comprehensive assessment includes:

Assessment & Instructional Plan

Early Literacy/ Concepts about Print | Phonological Awareness/Phonemic Awareness | Sight Word Recognition

Language | Phonics

Attitudes towards Literacy Activities | **Student** | Fluency

Writing | Listening Comprehension | Reading Comprehension

Assessing Writing (composing text)

- Dont forget to include this in a comprehensive assessment of a student's literacy skills!

- *Developmental Writing Assessment* (Sturm, 2012)

Attitudes Toward Literacy

- Parent and student interviews (with support)

- Interest inventories (with support)

- Observation!

Week 4 Foundations of Literacy: Creating engaging Instruction/ Brain-based Learning & Organizing Instruction

- Read Chapter 2 in your text and the two very short articles in the Readings so you can participate in a **graded QuickWrite** that we will do in class.
- (See Literacy Circle role sheets on the course webpage; bring your completed sheet to class to turn in)
- **Literacy History Assignment** – Be working on this portion of the Literacy project; due on 2/10/15
  - Start considering what types of assessments you will use with your project 'student' in each component area of literacy. Make an appointment if you want to talk this through.

Literature Circles: student led small group discussions of a piece of text

➢ Can be used with children AND with adults

How To:

Everyone in the Circle reads the same text (many ways to do this: read aloud, independently, with partners, tagging, etc.)

➢ Each group member has a specific role
  ➢ Ideally, members rotate roles regularly
➢ The quality of the discussion relies on <u>everyone</u> preparing their role and coming to the Circle ready to make their contribution