Table of Contents

PART 1: What You Need to Know About Assessment and Evaluation 5

Keeping Track of Assessment and Record-Keeping Forms 6

A Reading Strategy Curriculum 8

Instuctional Scaffolding in a Strategy Curriculum 10

PART 2: Getting to Know Your Students as Readers 21

Parent/Guardian Information Sheet. 23

Cover Letter to Parents That You Can Adapt. 25

Parent-Teacher Conference Form 26

Reading and Interest Surveys 27

The "What's Easy? What's Hard?" Strategy 30

Eleven Questions About Reading 32

Reading Strategy Interview Form 34

Reading Strategy Checklist. 36

Getting-to-Know-You Reading Conference Form 38

PART 3: Assessment Forms That Help You Observe Students. 40

Checklists for Monitoring Students' Reading. 46

Checklist of Strategies Students Use Before Reading. 47

Checklist of Strategies Students Use While Reading 48

Checklist of Strategies Students Use After Reading 49

Reading Checklist: Behaviors and Attitudes 50

Story Elements and Interpretations Checklist 51

Evaluation of Partner and Group Discussions 52

Prediction Strategy Checklist. 53

Vocabulary Checklist of Strategies 54

Checklist for Monitoring Independent Reading 55

Monitoring Students' Oral Reading 56
Oral Reading Conference Checklist 59
The Retelling Checklist: Narrative. 60
Partner and Group Observation Record. 62
Teacher-Student Reading Conference Form 64
Rubric for Journal Entries 66
Interpreting the Data You've Collected. 68
Evaluate, Interpret, Plan, Teach 70
Tips for Transforming Assessments Into Interventions. 71

PART 4: When Students Self-Evaluate 73
Self-Evaluation Checklist for the Predict-and-Support Strategy. 75
Peer Evaluation of Journal Form 77
Peer Book Conference Form 79
Partner Book Conference Record Sheet 81
Workshop Self-Evaluation Form 82
Students' Self-Evaluation Form for Book Discussions. 84
Peer Reading Strategy Conference Form 86
Book Log Form 88
Progress in Reading Form 90
The Benefits of Self-Evaluation 93

REFERENCES 95

Part 4

When Students Self-Evaluate

Near the end of the school year, after students have had lots of practice self-evaluating their reading, I invite students to reread their self-evaluations, then reflect on and respond to these prompts: "I used to… Now I can…" The sample responses that follow illustrate how empowering this experience can be.

I used to hate reading and never finished a book. Now I can find a book I like and can read. — Fifth Grader

I used to think that all reading was boring. Now I can't wait to read all the Animorph books. — Seventh Grader

I used to think that the smart kids had strategies just because they were smart. Now I can predict and find support and think of the important ideas. — Eighth Grader

Not all students make dramatic turnarounds, and it's important to temper your expectations. The statements that follow are from students who still felt as discouraged at the end of the year. However, I try to think of their year with me as a small beginning, and that other teachers will continue supporting them and the changeover will eventually arrive.

I used to think reading was pointless and I still do, even if I can read some of the books. — Sixth Grader

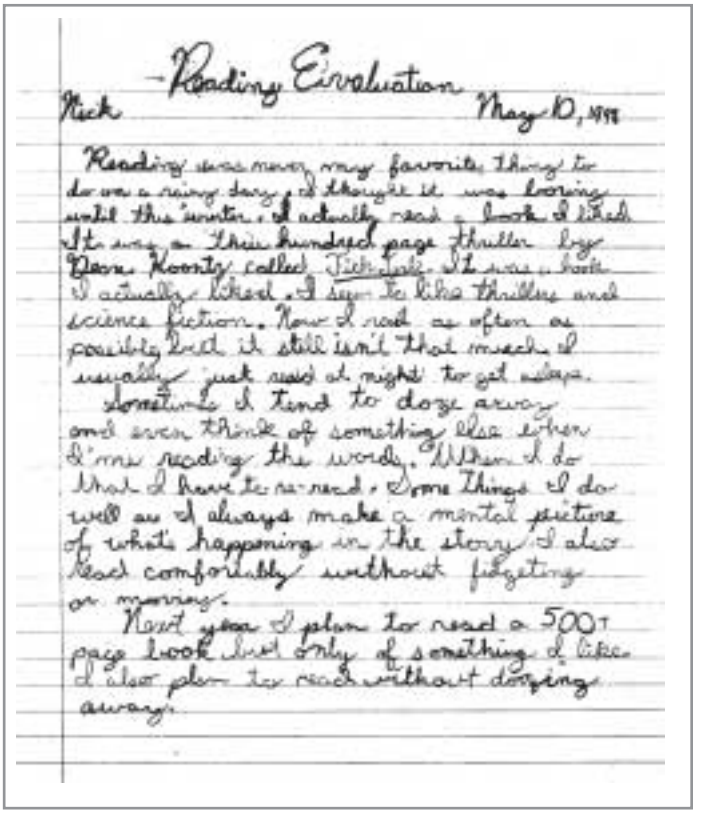
I used to not have any strategies to help with reading. I learned some strategies that help, but I still don't like to read. — Eighth Grader

Even the negative self-evaluations are useful, for I pass these along to students' new teachers. My hope is that the teachers will understand the frustration and anxiety these young adolescents experience and continue to nurture and support each one.

For self-evaluation to affect students' learning, it should encompass their academic experiences, goals, and behavior during workshop. The forms in this section invite students to think about these three aspects of their learning. As you read students' self-evaluations, consider these guidelines:

- Connect students' perspectives to your observations.
- Meet with other colleagues who teach the student and compare their observations with yours and the student's.
- Evaluate students' goals with them to make sure they are reasonable.
- Use students' self-evaluations to adjust classroom practices when appropriate.
- Help students focus on positives and see the progress you've observed.

Keep in mind that communicating with students does not always translate into positive change. I have learned to accept students' negative and/or angry comments as cries for help, not personal attacks on me. Try to move beyond those initial reactions and angry thoughts to asking yourself, *How can I use this information to support this student?*



Reading Evaluation

Nick May 10, 1998

Reading was one of my favorite things to do on a rainy day. I thought it was boring until this winter. I actually read a book I liked. It was a three hundred page thriller by Dean Koontz called Tick Tock. It was a book I actually liked. I use to like thrillers and science fiction. Now I read as often as possible but it still isn't that much. I usually just read at night to get sleepy. Sometimes I tend to doze away and even think of something else when I'm reading the words. When I do that I have to re-read. Some things I do well are I always make a mental picture of what's happening in the story. I also read comfortably without fidgeting or moving.

Next year I plan to read a 500 page book but only of something I like. I also plan to read without dozing away.

Self evaluations help students–and you–see their progress in reading and identify goals to work toward.

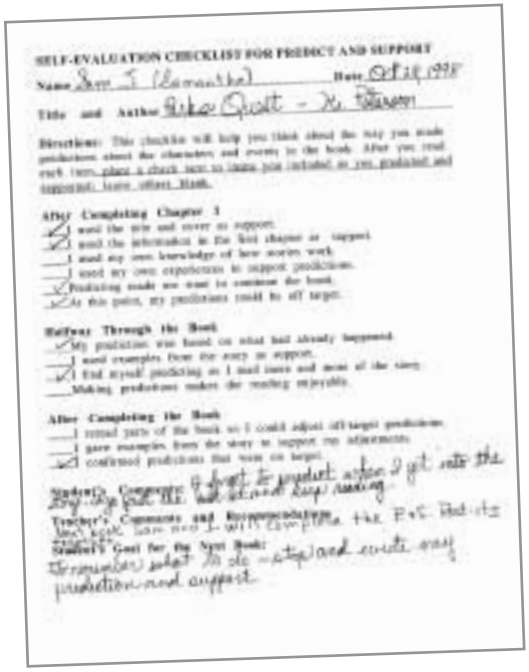
Self-Evaluation Checklist for the Predict-and-Support Strategy

PURPOSE:
To encourage students to self-monitor their progress and negotiate meaningful goals with the teacher.

Invite students to complete this checklist after they have practiced and independently used the predict/support/confirm or adjust strategy. Do this two to three times a year.

Before completing the checklist, I like students to reread their most recent piece of independent work in which they've applied this strategy to a free-choice reading book. Have students attach their work to the self-evaluation form on page 76. When you read the checklist, it's helpful to have the work the student used to self-evaluate so you can comment and make supportive recommendations.

Meet with the student for three to five minutes, review the checklist, note student's comments, and together negotiate a goal. While students read independently or work on a journal entry, I circulate, return self-evaluations, and have a brief chat. In twenty minutes, I can visit with five to eight students and return all of the checklists over five days. I spend more time conferring with struggling readers than with strong readers.



SELF-EVALUATION CHECKLIST FOR PREDICT AND SUPPORT

Name Sara S. (Samantha) Date Oct 28 1998

Title and Author Parks Quest - K. Peterson

Directions: This checklist will help you think about the way you made predictions about the characters and events in the book. After you read each item, place a check here to show how satisfied or you predicted and supported. Score others blank.

After Completing Chapter 1

- ✓ I used the title and cover as support.
- ✓ I used the information in the first chapter as support.
- ___ I used my own knowledge of how stories work.
- ___ I used my own experiences to support predictions.
- ✓ Predicting made me want to continue the book.
- ✓ At this point, my predictions could be off target.

Halfway Through the Book

- ✓ My predictions are based on what had already happened.
- ___ I used examples from the story as support.
- ✓ I find myself predicting as I read more and more of the story.
- ___ Making predictions makes the reading enjoyable.

After Completing the Book

- ___ I revised parts of the book as I could adjust off-target predictions.
- ___ I gave examples from the story to support my adjustments.
- ✓ I confirmed predictions that were on target.

Student's Comments: I forgot to predict after I got into the story. I got the hang of it the second time reading.

Teacher's Comments and Recommendations: Sara, I will complete the P.S. that it's book was good I will complete the P.S. that it's

Student's Goal for the Next Book: Remember what to do - stop and predict and support.

A sixth grader completed this self-evaluation after reading *Parks Quest* and set a reading goal for her next book.

Place checklists in students' literacy folders and ask students to note their goal on a page in their journal reserved for recording goals. Next time students apply the predict/support strategy, ask them to review their goal and note it under "Student's Comments," then decide if they have achieved the goal.

Middle school teachers who have four to five English classes can stagger the scheduling of these checklists so they aren't overwhelmed with reading more than 140 papers.

Self-Evaluation Checklist for the Predict-and-Support Strategy

Name _____ Date _____

Title and Author _____

Directions: This checklist will help you think about the way you made predictions about the characters and events in the book. After you read each item, place a check next to the ones you used as you predicted and supported; leave others blank.

After Completing Chapter One

____ I used the title and cover as support.

____ I used the information in the first chapter as support.

____ I used my own knowledge of how stories work.

____ I used my own experiences to support predictions.

____ Predicting made me want to continue the book.

____ At this point, my predictions could be off target.

Halfway Through the Book

____ My prediction was based on what had already happened.

____ I used examples from the story as support.

____ I found myself predicting as I read more and more of the story.

____ Making predictions makes the reading enjoyable.

After Completing the Book

____ I reread parts of the book so I could adjust off-target predictions.

____ I gave examples from the story to support my adjustments.

____ I confirmed predictions that were on target.

Student's Comments:

Teacher's Comments and Recommendations:

Student's Goal for the Next Book: