Assessment in Reading Workshop

Anecdotal Notes	Brief comments teachers write about events and interactions observed during the Reading Workshop. Comments describe behaviors, processes, and attitudes. Each record should include the student's name, date, content of the observations, and enough information to remember what occurred. Use these records to notice patterns over time and determine individual, small group, and whole class mini-lessons or targeted instruction. *A strategy:* Take the notes on computer mailing labels and then peel them off the label strips and put them on blank pieces of paper in students' individual notebooks. These notebooks can include other information about the student—other assessments, learning and interest profiles, personal information, etc. Another strategy noted in this workbook: index cards on a clip board.
Running Records	Formalized oral reading assessment procedures for recording and analyzing the miscues, or deviations from a text that a student offers while reading aloud. The intention is to understand the processes and thinking of readers, recognizing patterns of behavior and, as a result, planning differentiated instruction. There are different systems of notations for analyzing miscues. Of special emphasis is the students' reliance of different cueing systems: graph phonic, semantic, and syntactic. A sample Running Record recording form from <u>Growing Readers</u>, by Kathy Collins, is included in this workbook.
Retellings	In asking students to retell what they have read (as opposed to asking them comprehension questions) we can learn a lot about how they are constructing meaning - their abilities, strategies, and processes. This can be done orally or in written form. It can be done after the student has been read to or after they have read themselves. Students should retell what happened in the story as close to the original wording as possible. Those that refer to exact details and use the language of the story have generally understood the story better than those who retell generalities.
Rubrics	This is some form of a list of essential skills and strategies in a certain content area. Start by brainstorming what an ideal workshop would look like. These can often be created with students. The language and grading criteria (numbers, words) should be clear, consistent and user-friendly, leaving as little room as possible for interpretation. Collaborating with colleagues to create rubrics around skills, strategies, and behaviors taught in the workshop is often valuable work. When working with rubrics, student should always know what is expected of them before being evaluated.
Checklists	These can make recording observations simpler, as they are designed to help remind teachers of the types of behaviors, processes, and understandings we are looking for during our observations/conferences. An example of this type of checklist is at the bottom of the Reading Conference Form in this workbook (page 40). Creating a checklist of observable behaviors in the workshop, particularly in reading

	conferences, is a valuable activity and will inherently change your instruction. Eventually, you may want to consider including students in the creation of these checklists, which should change over time in accordance to what is being taught.
Portfolios	A collection of work done during the Reading Workshop—possibly reflections and responses to reading, book projects, reflections on learning during conferences and independent work, and/or goal setting exercises. Teachers can use conferences as a way to select work for the portfolio. They can be added to and accessed many times during the year, particularly during parent conferences, as a way to assess and reflect on growth.
Notebooks, Journals, Logs	*Teacher Notebooks*: This can be a way to record your daily reflections on the teaching and learning happening in the Reading Workshop. Reading over these reflections will help refine and enhance your instruction. *Student Notebooks:* Notebooks that students use to record their responses to stories and the texts they are reading. They can be used to keep track of the reading students do outside of school, the activities they take part in during independent work time, to share with other students and the teacher, and as a way to remain accountable for the reading "work" being done in and out of school. It is suggested you create a consistent format for the literacy logs that you model extensively before expecting the students to use it independently, changing this format as instruction and expectations change. In The Workshop Book, Frank Serafini uses the following format: title, author, date, impressions, personal connections, literary connections, and wonderings. CLI also sells a version of a Reading Workshop notebook.
Recording notes/goals for students- icons, symbols, phrases	In order to hold students accountable for the work/learning happening during conferences, teachers should record the "next steps" for students in some way. They can do this at the back of the students' response journals, on a checklist or recording form of reading tasks done during the workshop, or in some place the students can easily access (at their work place, on a bulletin board). The recording of goals and next steps needs to be done in a way that is easily understandable to the students. The teacher and students may choose agreed upon icons or symbols to represent the action step/goal, or write in brief phrases that both teacher and students are clear about.

A quote from Debbie Miller on finding the record keeping method that worked best:

 "I've experimented with many different ways of record keeping and have finally settled on small 4-by-6- inch notebooks that I keep in a basket near my desk. There is a notebook for each child, and everyday before our literacy workshops I scoop up four to five from the front of the basket. Throughout the work sessions, I confer individually with these four or five children and make notes about what I've learned from them as readers, writers, and learners. Entries might

include words the child wrote on a sticky note, oral responses, a quick running record, and/or strategies the child used for decoding/comprehension. I also make note of a child's specific strengths and areas where he or she needs more support. Listing specific examples from conferences and observations keeps my comments in context, and puts me back in the scene when I need to refresh my memory. At the end of each week or so, I look at these notebooks, along with notes from my own notebook and the children's response sheets, and determine if there are children with similar needs who would benefits from additional support."