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ABSTRACT

Representing some of the holdings of the Test Center lending library of the Northwest Regional Educational Laboratory, this annotated bibliography presents information on 105 journal articles, books, chapters of books, and other materials dealing with alternative reading assessment. Many of the entries in the annotated bibliography are informal assessments and are intended mainly for classroom use. Entries in the annotated bibliography were published between 1981 and 1993. (RS)

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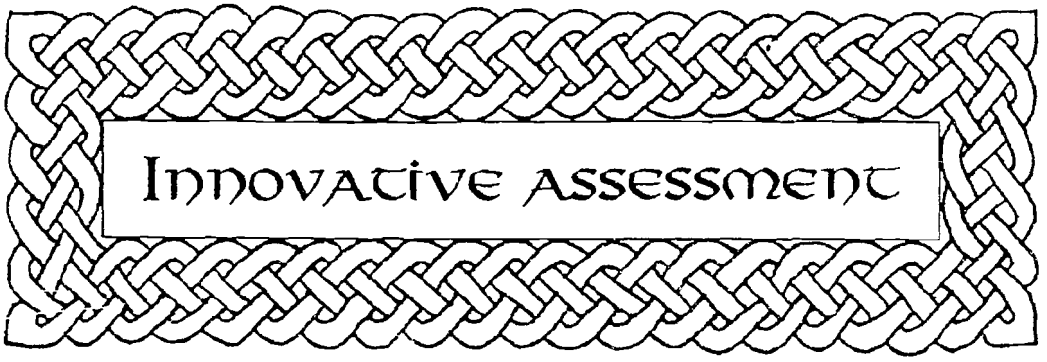

Reading Assessment Alternatives

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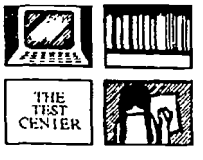

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Innovative Assessment

Reading Assessment Alternatives

January 1994

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READING ASSESSMENT ALTERNATIVES

January 1994

The following articles represent some of the current holdings of the Test Center lending library. Presence on the list does not necessarily imply endorsement; rather, articles are listed solely to provide ideas to those pursuing these topics. Many of the entries are informal assessments and are intended mainly for classroom use.

In the states of Alaska, Idaho, Montana, Oregon and Washington, these articles may be borrowed free of charge on a three-week loan from the Test Center. Users in other states are charged a handling fee. The shelf number for each item is listed at the end of the article; for example, TC# 123.4ABCDEF. For more information, please contact Matthew Whitaker, Test Center Clerk, at (503) 275-9582, Northwest Regional Educational Laboratory, 101 S.W. Main St., Suite 500, Portland, Oregon 97204.

Ames, Cheryl K. ***Self-Reflection: Supporting Students in Evaluating Themselves as Readers*****, 1992. Available from: Beaverton School District, PO Box 200, Beaverton, OR 97075, (503) 591-8000, FAX: (503) 591-4415.**

The author discusses high school student self-reflection in reading--its importance and how to promote it in students. Samples of student self-reflection are included.

(TC# 440.6SELRES)

Badger, Elizabeth, and Brenda Thomas. ***Open-ended questions in reading,*** **December 1992. Located in: ERIC Clearinghouse on Tests, Measurement and Evaluation. Available from: American Institutes for Research, 3333 K St., NW, Suite 300, Washington, DC 20007, (202) 342-5060. Also available from: Massachusetts Educational Assessment Program, Commonwealth of Massachusetts, Department of Education, 1385 Hancock St., Quincy, MA 02169, (617) 770-7334.**

This short article covers the reasons why "open-ended" questions are not simply multiple-choice items without options, and how new theories about reading and thinking require assessment using open-ended questions. The authors believe that in evaluating students, we can no longer simply judge whether or not the reader's conclusions are similar to the writer's;

rather, the quality of the reader's argument or justification for his or her interpretation becomes most important. The authors provide some interesting thoughts on the types of things we should assess.

(TC# 440.6OPEQUR)

Bailey, Janis, Phyllis E. Brazee, Sharyn Chiavaroli, et al. *Problem Solving Our Way to Alternative Evaluation Procedures*. Located in: Language Arts 65, April 1988, pp. 364-373.

This article describes several teacher-developed skills checklists in reading and writing.

(TC# 400.3PROSOO)

Barr, Mary A. *The California Learning Record: An Overview*, 1991. Available from: University of California at San Diego, 9500 Gilman Dr., La Jolla, CA 92093, (619) 534-4430.

The California Learning Record is a form designed to help teachers document the extent of student learning throughout each year of K-12 schooling. It accompanies and explains the qualities of achievement demonstrated in selected student work samples collected in a portfolio. It is modeled on the Primary Learning Record from England (see 070.3PRILAR). This document contains a brief overview of the project, the form used to summarize information, and where to go for more information.

Information about the portfolio itself is not included. Also, the CLR requires judgments by teachers about the quality of student work and student development. The criteria are not included, nor are samples of student work or technical information. The user must refer to the Primary Learning Record for criteria. Ordering information is included.

(TC# 400.3CALLER)

Barrs, Myra, Sue Ellis, Hilary Hester, et al. *The Primary Language Record Handbook for Teachers*, 1988. Available from: Centre for Language in Primary Education, Webber Row, London SE1 8QW, England. Also available from: Heinemann Educational Books Inc., 361 Hanover St., Portsmouth, NH 03801, (603) 431-7894.

The Primary Language Record (PLR) has the following features:

1. It collects performance samples from students at several points in time. Both the information to collect and the time frame are specified.

2. It promotes integration of literacy and language across the curriculum.

3. It involves parents and students in discussions of the student as a language user.

4. It is an informal assessment designed for use in the classroom.

Part A of the PLR should be completed at the beginning of the school year as should sections for student demographics and notes concerning discussions with parents and students. The manual provides suggestions for discussion topics.

Part B of the PLR is completed during the second semester of the school year. It has sections for making open-ended notes about the student's talking/listening, reading, and writing. There is a supplemental "Observations and Samples" sheet that the teacher can use throughout the school year to record information that might be useful for completing Part B. This is essentially a teacher-generated portfolio for each student that contains observations of speaking, listening, reading and writing; and samples of student reading, and writing. There are suggestions for how to organize and store this information as well as what to record and how to use the information in instruction.

Part C is completed at the end of the school year and has space for comments by the student's parents, notes on a student conference, and information for next year's teacher.

(TC# 070.3PRILAR)

Barton, James, and Angelo Collins. *Portfolios in Teacher Education.* Located in: Journal of Teacher Education 44, May-June 1993, pp. 200-210.

The authors describe the use of portfolios for undergraduate literature and graduate science teacher-education students. The authors discuss the rationale for use of portfolios, the portfolio process, key questions, and specific application to literature and science. Among the points they make are:

1. The purposes include: (a) the need to model new instructional strategies if we expect students to subsequently use them in their classrooms when they become teachers, and (b) the need to match goals for students in higher education classes to appropriate assessment--"As a program changes, so must the ways that success in meeting the program's objectives are measured. The rapidly evolving role of reading specialists demands change in the evaluation of professional competence."

2. The key steps in developing a portfolio system which works is that the purpose for the portfolio has to be clearly established at the beginning (e.g., one goal or purpose in literacy is that "the student will integrate theory and practice so that he or she can create their own thematically based literature lessons."); evidence is then compiled to show that the student has successfully accomplished the purpose of the portfolio; and, finally, the portfolio is evaluated using the question, "Am I convinced that the student has met or made progress toward the stated goal?".

No samples of student work are included. Criteria for portfolios are discussed. No technical information is included.

(TC# 130.4PORTEE)

Baskwell, Jane, and Paulette Whitman. *Evaluation: Whole Language, Whole Child*, 1988. Available from: Scholastic, Inc., 730 Broadway, New York, NY 10003.

The authors discuss many record keeping and assessment techniques in this monograph: anecdotal records, file folders, monthly writing samples, scrapbooks, gummed notes, spiral notebooks, audio tapes, videotapes, conference binders, formal tests, checklists, etc.

However, although the authors discuss what these things are and how they can be used, they don't discuss content very extensively and only occasionally discuss what characteristics to look for in the student work or responses collected. For example, the authors discuss keeping work in folders, but do not mention the specifics of what to put in the folder or what features to look for in the work to judge progress and instructional needs. Or, they discuss literacy checklists but not what should go on the checklist. Or, they mention having a student draw a picture during registration for school but not what to look for in the way he or she goes about the task. Or, they discuss writing samples but not how to know when progress in writing is occurring.

In a few cases more information is given. For example, the authors provide a miscue recording checklist (although the terms are not defined), and references to specific assessment devices published by others.

(TC# 400.3EVAWLWC)

Bean, Thomas. *Organizing and Retaining Information by Thinking Like an Author.* Located in: Susan Glazer, Lyndon Searfoss, and Lance Gentile (Eds.), Reexamining Reading Diagnosis, New Trends and Procedures, 1988, pp. 103-127. Available from: International Reading Association, 800 Barksdale Rd., PO Box 8139, Newark, DE 19714, (302) 731-1600.

The author presents recent thinking about the role of text structure in reading comprehension, and describes a process for observing, assessing, and improving students' understanding of text structure.

The author first describes various types of text structures in narrative and expository writing, and reviews the research on how people use text structure to aid comprehension and recall.

The assessment procedure consists of having students place the paragraphs in a narrative or expository passage in the right order, thinking aloud as they do so. The author presents several examples which illustrate what to look for in the "think alouds" in order to determine knowledge and use of text structure.

The author finishes by describing two techniques to teach students how to analyze and use text structure.

(TC# 440.6ORGREI)

Bembridge, Teri. ***A MAP for Reading Assessment.*** **Located in: Educational Leadership 49, May 1992, pp. 80-82.**

This article talks about a group of teachers who wanted to improve the way reading is assessed. They couldn't find published instruments that satisfied them so they built their own. The result, the *Multi-Layered Assessment Package (MAP)*, has two parts: listening to the student read aloud and retelling. Three scores are generated: word accuracy, sentence comprehension, and retelling. Regular grade-appropriate narrative stories are used. The *MAP* is used by these teachers for accountability and planning instruction.

The procedure is used in the elementary grades. No technical information, scoring forms, or sample student responses are included in this document.

(TC# 440.3MAPREA)

Bishop, David. ***On Curriculum Alignment, Anacondas, and Reading Assessment.*** **Located in: Kentucky English Bulletin 39, 1990, pp. 58-66.**

In this paper the author reviews some of the problems with using norm-referenced, multiple-choice tests to measure student progress in reading, and then describes a possible portfolio approach for grades K-6. A very useful part of the paper is a description of what the author feels the portfolio should show about students. There are six key areas: fluency (ease with reading, amount read, frequency of reading), power (norm- and criterion-referenced test scores), growth (changes in skill, affect and independence), range (diversity of reading, reading in other subject areas), depth (depth of understanding of individual readings and a focal point for reading), and reflection (self-reflection and reflection on the writing of others).

(TC# 440.3ONCURA)

Brown, Carol and Susan Lytle. ***Merging Assessment and Instruction: Protocols in the Classroom.*** **Located in: Susan Glazer, Lyndon Searfoss, and Lance Gentile (Eds.), Reexamining Reading Diagnosis, New Trends and Procedures, 1988, pp. 94-102. Available from: International Reading Association, 800 Barksdale Rd., PO Box 8139, Newark, DE 19714, (302) 731-1600.**

The authors maintain that "think aloud reading protocols" provide a means for gathering information about individual readers' ongoing thinking processes and metacognitive behavior. A think aloud reading protocol is a verbal or written record of what students think about while they read.

The authors suggest several means to use during regular instruction to elicit these types of verbalizations. (In fact, making these verbalizations conscious is a major focus of instruction for the authors.) They also describe a coding scheme for these verbalizations.

The paper does not, however, provide any guidance on either what kinds (or mix) of verbalizations students *should* be making, or what to do if the teacher notices gaps in verbalization. The goal seems to be merely to get students to verbalize, think about these verbalizations, and compare these verbalizations with others.

(TC# 440.6MERASI)

Calfee, Robert, and Elfrieda Hiebert. *The Teacher's Role in Using Assessment to Improve Learning*. Located in: Assessment in the Service of Learning, Invitational Conference Proceedings, 1988, pp. 45-61. Available from: Educational Testing Service, Rosedale Rd., Princeton, NJ 08541, (609) 734-5686.

The authors believe that the knowledgeable teacher plays a critical role in valid classroom assessment, and that effective instruction requires informed professional judgment. Although a general argument, their specific examples come from the area of literacy. They contend that literacy needs in previous times were far more simple than what will be required in the future. Thus, while the past skills-based, decoding approach might have been adequate for a previous age, in today's world literacy means people who are in total control of language and are able to think critically about what they read. Reading skill must provide the basis for pursuing all other subjects.

The authors develop this theme in more detail, contrasting past teacher education, reading instruction, and student assessment procedures to what is needed today.

(TC# 440.6TEAROU)

Calfee, Robert C., and Pam Perfumo. *Student Portfolios: Opportunities for a Revolution in Assessment*. Located in: Journal of Reading 36, April 1993, pp. 532-537.

The authors report on a survey of teachers to determine actual practice with respect to reading and writing portfolios. They surveyed 150 selected teachers, and held a two-day conference for 24 of them. Results showed that teachers:

1. Believe that they are more in charge of their instructional programs
2. Describe many benefits for students resulting from taking responsibility and selecting their own work
3. Do not attend to technical aspects of portfolios such as reliability and validity
4. Have no systematic way of analyzing, scoring, or grading portfolios

The authors are very optimistic about the possibility of portfolios reforming education.

(TC# 440.6STUPOO)

California Assessment Program. ***A Sampler of English-Language Arts Assessment - Elementary (Reading); Preliminary Edition,*** **1992. Available from: California State Department of Education, PO Box 944272, Sacramento, CA 94244, (916) 445-1260.**

California is developing a series of assessments in grades 4/5, 8, and 10 to assess reading, writing, language arts, science, math, and social studies. These are combinations of multiple-choice and constructed response. This document is a released exercise for the elementary reading constructed-response test.

Tasks require students to read lengthy passages of between three and five pages. While they read they have space to write down "thoughts, feelings, and questions" about what they are reading. There is a series of questions that ask students to express their feelings about what happens in the story, select lines from the story that "make them think" and tell why those lines were selected, speculate on the feelings and motivations of characters, tell what might happen next, and explain why, and write anything else they want.

Responses are scored on a six-point holistic scale that emphasizes insight, connections, risk-taking and challenging the text. Sample student responses are included. No technical information is included.

(TC# 440.3SAMENLr)

Campbell, Donna. ***Arizona Student Assessment Plan,*** **1990. Available from: Arizona Department of Education, 1535 W. Jefferson St., Phoenix, AZ 85007, (602) 542-5393.**

The Arizona Assessment Program has several parts: a short standardized achievement test, non-test indicators, and performance assessments in reading, math and writing. The performance tests are designed to measure the state's Essential Skills. The reading portion uses a single extended passage for each test. The students begin with a pre-reading activity such as thinking about the historical context of a selection. Then they read the selection and answer a series of questions: multiple-choice, short-answer, and writing paragraphs analyzing the work.

Each extended exercise has its own specific scoring criteria that involves assigning point values depending on whether various features are present in the response.

(TC# 060.3ARISTA)

Carver, Ronald P. ***Rauding Efficiency Level Test*****, 1987. Available from: Revrac Publications, Inc., 207 W. 116th St., Kansas City, MO 64114.**

The Rauding Efficiency Level Test (RELT) is an individually administered reading test that determines the most difficult material that an individual can comprehend while reading at a rate that is appropriate for the difficulty level of the materials. Comprehension is defined as understanding at least 75 percent of the sentences in the passage.

(TC# 440.3RAUEFL)

Clark, Charles H. ***Assessing Free Recall (Analytical Reading Inventory).*** **Located in: The Reading Teacher 35, January 1982, pp. 434-439.**

This document describes a procedure for assessing how much of a passage a student remembers and the relative importance of what is remembered. The teacher breaks a passage into pausal units and assigns an importance number to each unit. After the student reads the passage silently, he or she retells everything he or she remembers. The teacher indicates the sequence of recall on a worksheet and analyzes the amount recalled, the sequence of recall, and the level of importance of the recalled material.

(TC# 440.3ASSFRR)

Clay, Marie M. ***Concepts About Print.*** **Located in: The Early Detection of Reading Difficulties, 1985. Available from: Heinemann Educational Books, Inc., 361 Hanover St., Portsmouth, NH 03801, (603) 431-7894.**

Concepts About Print is a diagnostic procedure that the author presents as part of a longer book about reading in the early grades. The procedure requires the student to respond to 24 questions and tasks surrounding books, such as: "Show me the front of this book," and "Point to it while I read it." Questions and tasks cover parts of the book, how a story is organized, how words are arranged on a page, word/print correspondence, which page is read first, meaning of punctuation, capital and lower case correspondence, etc. The procedure refers to two standard stories which are not included in the entry.

The author states that this procedure is a "sensitive indicator of one group of behaviors which support reading acquisition." *Concepts About Print* has been translated and used with Danish and Spanish-speaking children.

The author also presents another list of behaviors to observe while going through *Concepts About Print* to look at effectiveness of strategies.

There is no technical information available in the source cited.

(TC# 440.3CONABP)

Coalition of Essential Schools. [*Various Articles on Exhibitions of Mastery and Setting Standards*], 1982-1992. Available from: Coalition of Essential Schools, Brown University, Box 1969, One Davol Sq., Providence, RI 02912, (401) 863-3384.

Although not strictly about portfolios, this series of articles discusses performance assessment topics and goals for students that are relevant. The articles are: *Rethinking Standards; Performances and Exhibitions: The Demonstration of Mastery; Exhibitions: Facing Outward, Pointing Inward; Steps in Planning Backwards; Anatomy of an Exhibition*; and *The Process of Planning Backwards*.

These articles touch on the following topics: good assessment tasks to give students, the need for good performance criteria, the need to have clear targets for students that are then translated into instruction and assessment, definition and examples of performance assessment, brief descriptions of some cross-disciplinary tasks, the value in planning performance assessments, and the notion of planning backwards (creating a vision for a high school graduate, taking stock of current efforts to fulfill this vision, and then planning backward throughout K-12 to make sure that we are getting students ready from the start).

(TC# 150.6VARARD)

Costella, Lorraine. *Essential Curriculum: Learning and Assessment in Frederick County Public Schools; An Overview of Assessment that Promotes Learning [Frederick County Alternative Assessment Project]*, 1991. Available from: Frederick County Public School System, 115 E. Church St., Frederick, MD 21701, (301) 694-1052.

This entry is a handbook developed by the district to provide guidance on a statewide change from norm-referenced achievement testing to performance-based assessments. The document includes an extensive reading assessment exercise with a scoring guide, and a student response for one part of the assessment--critical analysis of the selection. Classroom teachers have been involved in designing this and other such assessments.

(TC# 150.6FRECOA)

CTB/McGraw-Hill. *California Achievement Test, 5 -- Performance Assessment Supplement*, 1992. Available from: CTB MacMillan/McGraw Hill, PO Box 150, Monterey, CA 93942, (800) 538-9547.

This document is the pilot edition of a performance assessment supplement being developed for the CAT-5. There are 12-25 performance tasks in each of reading, writing, math, science, and social studies, at each of four levels (grades K-3, 4/5, 6/7, and 8/9). Most of the tasks are open-response (only one right answer) except for writing (which are essay tasks). Examples of open-response items are: completing a sentence, circling one or more correct answers, marking things on a map or graph, and short responses to published stories (expository or narrative).

The whole thing will take two to three hours to give depending on level and can be either locally scored or scored by the publisher. The writing assessment will have scaled prompts and norms.

(TC# 060.3CAT5PA)

DeFabio, Roseanne. *Characteristics of Student Performance as Factors in Portfolio Assessment,* 1993. Available from: National Research Center on Literature Teaching and Learning, University at Albany, State University of New York, 1400 Washington Ave., Albany, NY 12222.

The author describes a framework for describing what students are able to do in the study of literature and what to look for in portfolios to assess student learning in literature. These could be considered criteria for assessing a literature portfolio. The factors are: range, flexibility, connections, conventions, and independence.

(TC# 400.3CHASTP)

***Degrees of Reading Power*, 1989. Available from: Touchstone Applied Science Associates, Inc., Fields Lane, PO Box 382, Brewster, NY 10509, (914) 277-4900.**

The *Degrees of Reading Power* has passages of increasing reading difficulty in each of which seven words are missing. Students must select the word that best completes the meaning of each incomplete sentence. The rationale is that students must understand the extended context of the passage in order to select the correct words. This is not a vocabulary test. The test identifies the hardest prose that pupils can read with different levels of comprehension.

(TC# 440.3DEGOFR)

Dole, Janice, Gerald Duffy, Laura Roeher, et al. *Moving From the Old to the New: Research on Reading Comprehension Instruction.* Located in: Review of Educational Research 61, Summer 1991, pp. 239-264.

Although not specifically about assessment instruments in reading, this article provides a good overview of current cognitive research on reading. The article is included here because, in order to wisely choose assessment instruments, one needs a clear idea of the target to be assessed.

The article clearly describes the view that reading comprehension is constructive; readers use their existing knowledge and a range of cues from the text and the situational context in which the reading occurs to build, or construct, a model of meaning from the text. This developing view of the reading process is contrasted with the view underlying past instructional practices. The authors then outline what a reading curriculum would look like that is based on a cognitive view of the reading process.

Finally, the authors outline current theories of instruction, and how they might be applied to a cognitive reading curriculum.

(TC# 440.6MOVFRO)

Eberhart, Carol, and John Hoftstrand. ***Secondary Project Assessment: Building Meaningful Measures of Change,*** **1993. Available from: Ilahee Junior High School, 36001 1st Ave. S, Federal Way, WA 98003, (206) 927-3073.**

This document is a series of handouts used at a conference. They include information about, and examples of, the interdisciplinary project guidelines used for looking at ninth grade student mastery of skills, knowledge, and abilities. The materials include statements of the purposes of exhibits of mastery, an exhibition planning guide for students, eight project specifications (including performance criteria), an exhibition worksheet for use by students, and a schedule for students to present their projects to teams of raters (including community members).

Students could develop a project in one of eight prespecified areas (community service, controversial issue, decorating a home, expressing an emotion, finding a job, fitness challenge, planning a city, and cultural exchange) or one proposed by the student. Projects are judged by means of "mix and match" performance criteria; depending on the project, performance will be assessed on some combination of eight dimensions of performance (corresponding to major outcomes for students): perceptive problem finders, effective and confident communicators, healthy people, collaborative workers, self-directed learners, responsible citizens, culturally aware individuals, and creative producers). The project is included on this bibliography because some of the dimensions of performance relate to analyzing and interpreting print material.

No sample student work or technical information is included.

(TC# 000.3SECPRA)

Eeds, Maryann. ***Holistic Assessment of Coding Ability.*** **Located in: Susan Glazer, Lyndon Searfoss, and Lance Gentile (Eds.),** **Reexamining Reading Diagnosis: New Trends and Procedures, 1988, pp. 48-66. Available from: International Reading Association, 800 Barksdale Rd., PO Box 8139, Newark, DE 19714, (302) 731-1600.**

The author focuses on the "coding" aspect of reading (i.e., the relationship between sounds and symbols). However, she emphasizes that mere mastery of the code will not solve all reading problems; there must be both a code and a language emphasis (syntax, semantics, and the context in which reading occurs) for successful literacy programs. After establishing this point, she goes on to outline how knowledge of the code develops, and discusses some informal diagnostic procedures to discover where children are in the process of breaking the code. She suggests three categories of procedures: careful observance of children's writing,

close attention to what students say about their discoveries about print as they learn to write, and qualitative consideration of their miscues as they read whole text.

Specifically, the author shows how the following ideas allow one to assess students' mastery of the coding system:

1. Concepts about print assess students' knowledge of what print is and does. The author includes a summary of nine tasks for students to perform in order to assess this ability.

2. Examination of writing can give hints as to the students' understanding of directionality, letters, etc. The author describes in some detail how the examination of spelling (or invented spelling) can provide information about development, including a detailed developmental framework with four stages.

3. Miscues during oral reading can help determine what clues students use to create meaning--syntactic, semantic, etc.

(TC# 440.3HOLASC)

Eggleton, Jill. ***Whole Language Evaluation: Reading, Writing and Spelling*****, 1990. Available from: The Wright Group, 18916 N. Creek Pkwy., Bothell, WA 98011.**

The author ties three stages of development in reading, writing, and spelling to instruction and provides many samples of ways to assess in order to determine stage and skill attainment: rating scales, checklists, and anecdotal records. She also briefly discusses self-reflection.

Two books (grades K-3 and 4-6) are designed for informal classroom use. Each subject and developmental level contains sections entitled: teacher goals (instructional ideas), student goals (things for students to accomplish), assessment/monitoring techniques, and reporting progress.

The activities are good, but the author assumes a certain amount of expertise about reading, writing, and spelling on the part of users because of a lack of complete definitions for items on checklists. Samples of student work, provided to illustrate the developmental stages, are mostly only given in writing. No technical information is available.

(TC# 400.3WHOLAR)

Fagan, William T., Julie M. Jensen, and Charles R. Cooper. ***Measures for Research and Evaluation in the English Language Arts, 2*****, 1985. Available from: National Council of Teachers of English, 1111 Kenyon Road, Urbana, IL 61801, (217) 328-3870. Also available from ERIC: ED 255 933.**

This book contains a number of scoring guides for assessing various targets in reading, literature, writing and oral communication.

(TC# 430.1MEAREE2)

Farr, Roger. ***Putting It All Together: Solving the Reading Assessment Puzzle.*** **Located in: The Reading Teacher 46, September 1992, pp. 26-37.**

The author discusses the following topics: (1) the reasons for a recent increase in the amount of reading assessment (accountability demands and attempts to find alternatives to traditional testing); (2) what to consider when developing an assessment plan in reading (purposes, the informational needs of various audiences); (3) current reading theory and its relationship to types of assessment; and (4) recommendations for how to put it all together.

The major thrust of the paper is that various audiences have different informational needs and no single assessment is likely to satisfy all of them. We need to be sympathetic to each others informational needs and plan an assessment program that is varied. The author suggests that norm-referenced tests, performance assessments and portfolios are all useful components of such a system. There is a very nice summary of essential features of reading portfolios.

The author concludes by saying, "The assessment puzzle can be solved. The solution, however, is not as simple as identifying a nonexistent test that will do the whole job nor as arbitrary as eliminating most reading assessment. Rather it takes a vision that focuses on what real literacy means and the awareness that various groups have a stake in helping students to develop as literate citizens. Such a vision must not use assessment to isolate. It must respect the complex nature of literacy, it must serve students and help them to become reflective self-assessors, and it must create links that bring instruction and assessment together."

(TC# 440.6PUTALT)

Farr, Roger, and Robert F. Carey. ***Reading: What Can Be Measured?*****, 1986. Available from: International Reading Association, 800 Barksdale Rd., PO Box 8139, Newark, DE 19714, (302) 731-1600.**

This book is an anthology of articles concerning issues surrounding the assessment of reading, guidelines for the improved use of reading tests, trends in assessing reading, and various ways to assess reading comprehension, word recognition, vocabulary, study skills, and reading rate.

This book is more a review of issues and procedures than detailed instruction in how to assess using a given approach.

(TC# 440.6REAWHC)

Farr, Roger, and Beverly Farr. *Integrated Assessment System--Language Arts Performance Assessment*, 1990. Available from: The Psychological Corporation, Harcourt Brace Jovanovich, Inc., 555 Academic Ct., San Antonio, TX 78204, (800) 228-0752.

The *Integrated Assessment System (IAS)* (in reading, social studies, science, and math) is one of two performance assessment supplements to the *California Achievement Test of Basic Skills*. The other is *GOALS* which requires short responses on tasks that are similar to multiple-choice tests.

The *Integrated Assessment System*, on the other hand, requires more extended responses. The *IAS* consists of three reading booklets for each grade level that reflect a variety of text types and topics, and a guided writing activity that leads to a written product based on the reading. The writing activities include story endings, persuasive essays, reports, historical fiction, letters, and brochures. One primary task, for example, has students write a letter to "Turtle," the main character in the story, to help him decide what to do about a new house. Writing is assessed using a three-trait system--response to reading (the amount and accuracy of information from the reading), management of content (organization and development), and command of language (word choice, sentence structure, grammar, and mechanics). The writing activities encourage process writing including collaboration.

A general scoring guide is adapted for each task to create a task-specific guide. Complete technical information, including norms, is available.

(TC# 400.3LANARP)

Farr, Roger, Mary Lewis, Jean Faszhoz, et al. *Writing in Response To Reading.* Located in: Educational Leadership 47, March 1990, pp. 66-69. Also available from: River Forest School District Administration Building, 7776 Lake St., River Forest, IL 60305.

River Forest Pubic Schools has been developing a reading/writing program since 1987. In this program, students use reading as a prompt for writing, and writing as an indicator of how well the reading was understood. Three types of writing are used: retelling, extending (e.g., new endings), and critiquing. This paper briefly describes this program (including some of the instructional activities used), and provides an overview of an assessment system devised to see how student achievement on these tasks changes over time.

Standardized reading/writing tasks were devised for grades 3, 6 and 8 that paralleled the three types of writing encouraged in instruction. Included in the article is one prompt used in the assessment, plus a set of scoring criteria for grade 3, and one anchor paper.

(TC# 440.3WRIINR)

Fingeret, Hanna Arlene. ***It Belongs To Me: A Guide to Portfolio Assessment in Adult Education Programs*****, 1993. Available from: Literacy South, Snow Building, 331 W. Main St., Durham, NC 27701, (919) 682-8108.**

This is a short paper on the use of portfolios in adult literacy programs, based on interviews by the author with a number of programs developing this concept. Although the paper states that it is emphasizing assessment portfolios (showcase, presentation), their actual steps for implementation also imply their use as an instructional tool. For example, the first step is "clarify your beliefs about literacy and their relationship to how you work with students." Some assistance with student self-reflection is also provided.

Not included are samples of student work, criteria, or technical information.

(TC# 440.3ITBELM)

Fisher, Bobbi. ***Assessing Emergent and Initial Readers.*** **Located in: Teaching K-8, November/December 1989, pp. 56-58.**

This is one teacher's description of how she keeps track of her kindergartners' reading and writing progress during the school year. For example, at the beginning of the school year, she:

1. Tape-records an interview with the student covering four categories of information: general interests, the reading and writing environment at home, general knowledge about reading and writing, and the reading and writing process.

2. Observes children reading and makes systematic notes using various checklists and a reading developmental continuum.

3. Observes students writing, and conferences with each student.

4. Uses the "Letter Identification" procedure used by Marie Clay.

She has set up similar procedures for monitoring student progress during the school year, and conducting a year-end assessment.

No technical information is available.

(TC# 440.6ASSEMA)

Flood, James, and Diane Lapp. ***Reporting Reading Progress: A Comparison Portfolio for Parents.*** **Located in: The Reading Teacher March 1989, pp. 508-514.**

This article describes the content of a reading (and writing) portfolio for each student that can be used to show progress to parents.

(TC# 400.3REPREP)

Flood, James, Diane Lapp, and Greta Nagel. ***Assessing Student Action Beyond Reflection and Response.*** **Located in Journal of Reading 36, February 1993, pp. 420-423.**

In this paper, the authors don't discuss assessing students' ability to read as much as discuss the use of multicultural literature to change student attitudes and social behaviors. They discuss ways to assess the extent to which attitudes and behaviors change: analyzing journal entries about the books they read, analyzing formal responses to what is read, student surveys that ask about behavior outside of school, and teacher logs. Survey questions and a sample teacher log are provided. There is no assistance in this paper about how to analyze journal entries or response papers. Some student statements are included. No technical information is included.

(TC# 730.6ASSSTA)

Fredericks, Anthony, and Timothy Rasinski. ***Involving Parents in the Assessment Process.*** **Located in: The Reading Teacher 44, 1990, pp. 346-349.**

The authors maintain that parents should be invited to participate in all aspects of the classroom reading program. This enables parents to understand the complexity of the reading process and reading instruction, observe growth more directly and understand what they can do to help. The authors suggest several ways to get parents involved. Examples are:

1. Early in the school year, provide a means for parents to state individual expectations for their child.

2. Develop simple question sheets for parents to use to assess reading progress. (Two such sheets are included in the article.)

3. Frequently ask parents to compose lists of things their children have learned in reading.

(TC# 440.3INVPAA)

Gillet, Jean, and Charles Temple. ***Understanding Reading Problems: Assessment and Instruction, Third Edition,*** **1990. Available from: Harper-Collins Publishers, 1000 Keystone Industrial Park, Scranton, PA 18512, (800) 242-7737.**

This book starts by describing (1) how literacy develops and the types of things students need to know and be able to do in order to learn to be literate, and (2) the types of problems students run into that hinder their learning to be proficient. Then the authors systematically describe various assessment techniques to determine whether students have the prerequisite knowledge for learning to read or to determine the nature of the reading problems they are having. There is an especially good discussion of development, concepts about print, and miscue analysis. The strength of this book is that the authors describe what you need to know, why you need to know it, and how you get the information. They also provide the "so what" -- instructional strategies for various kinds of problems.

The only weakness might be in the lack of a statement of the ultimate target of reading instruction -- what do we ultimately want readers to be like? What is an expert reader? Because of this lack of a concrete statement, we are left to infer the target from the assessment devices and instructional methods discussed. It is more difficult to see how it all fits together, and some aspects of good reading may be under-emphasized, for example, metacognition and attitudes.

(TC# 440.6UNDRPR)

Glazer, Susan Mandel, L.W. Searfoss, and L.M. Gentile. ***Reexamining Reading Diagnosis: New Trends and Procedures,*** **1988. Available from: International Reading Association, 800 Barksdale Rd., PO Box 8139, Newark, DE 19714, (302) 731-1600.**

This book is a compendium of articles covering a variety of topics. This reviewer found the following of most use: using student "think alouds" to analyze reading strategies and self-monitoring (p. 94); checklists for developmental stages in early reading and writing that can be used to analyze student progress (p. 48); informally monitoring student knowledge of text structures (p. 103); and a checklist for analyzing student retelling of stories (p. 139).

(TC# 440.6REARED)

Glazer, Susan Mandel and Carol Smullen Brown. ***Portfolios and Beyond: Collaborative Assessment in Reading and Writing, 1993.*** **Available from: Christopher-Gordon Publishers, Inc., 480 Washington St., Norwood, MA 02062.**

The authors of this book state their purpose as being to elucidate assessment procedures that parallel and support a more holistic approach to language arts instruction. The book has some good ideas on the following topics:

1. The type of classroom environment that is necessary to support this instructional model: a student-centered environment that allows students to read and write for real reasons, develop a community of learners, be comfortable taking risks, and share control of learning.

2. A self-assessment checklist for evaluating a "literacy environment" that focuses on supplies and room arrangement. It does not include instructional approaches, although there is a section on how to manage a "student-centered" classroom.

3. Information to help students self-reflect, self-assess, and control their own learning, including self-evaluation checklists and open-ended questions.

4. The need for ways to more formally summarize and report progress. There are chapters on writing and reading. The writing chapter has progress summary forms and developmental continuums; the reading chapters cover think-alouds and retelling. There is also help with how to do them and what to look for in student responses. (This is frequently left out of whole-language books.)

5. Information to help interact with parents

6. Practical help with finding the time, storing work, etc.

Lots of student work is included. Technical information is not included.

(TC# 400.6PORBEY)

Goodman, Kenneth, Lois Bridges Bird, and Yetta Goodman. *The Whole Language Catalog Supplement on Authentic Assessment*, 1992. Available from: American School Publishers, 1221 Farmers Ln., Suite C, Santa Rosa, CA 95405, (800) 882-2502.

This large publication is a compendium of case studies, philosophy statements, and examples of assessment ideas for use by teachers to look at student progress in reading, writing, spelling, and oral language. Although the major chapters focus on philosophy, the teacher as a professional, self evaluation, assessment methods, and specific assessment ideas, the organization is inductive--many vignettes and samples intended to provide ideas to knowledgeable teachers.

There are especially good sections on miscue analysis (what it is, how to do it, and many student samples), the philosophy of whole language, the teacher as constructor of meaning, and ideas for student self reflection and evaluation. It also has lots of sample report cards, and good ideas for evaluating a literate environment and parent involvement. One strength is that it doesn't just list information collection techniques, but also outlines the sorts of things you look for in student performance or work to help gauge progress.

If there are weaknesses in this publication it would be, first, that there is no overview of targets for students: what does a good reader or writer look like, and how do the various suggestions for data collection provide evidence of progress toward these targets? Lots of

samples and ideas are given but without an organizing principle. (This is why I call the publication inductive. One builds the definition of targets from the samples given.) For example, one checklist has you note whether students "enjoy working at the writing table." You have to both infer why this is important, and take it on faith that this is more important to collect than some other indicator.

Secondly, although lists of things to look for in student performance and work are given, they are frequently undefined. For example, one rating form has you note student "use of prior knowledge and context to draw conclusions and make predictions." Will anything count? Will teachers be consistent in their judgments?

Thus, this publication is probably most useful for inductive thinkers and already knowledgeable teachers who are looking for ideas.

(TC# 400.6WHOLAC)

Goodman, Yetta M., Dorothy J. Watson and Carolyn L. Burke. *Reading Miscue Inventory-Alternative Procedures*, 1987. Available from: Richard C. Owen Publishers, Inc., PO Box 585, Katonah, NY 10536, (800) 336-5588, FAX: (914) 232-3977.

Miscue analysis includes a number of procedures to view what readers do when they read in order to understand the reading process. It is used to evaluate reading problems, as well as to provide information about student reading strategies and background knowledge. A miscue is essentially an "error" or "mistake" while reading. Results are used to plan instruction.

Each miscue analysis procedure allows teachers to determine the quality and variety of the reader's miscues through a series of questions. These questions focus on the effect each miscue has on the meaning of what is being read. Answers to the questions enable the teacher to analyze the reader's use of available language cues and background information, as well as to examine and evaluate the relationship between the language of the reader and the language of the author. They help the teacher understand how the reader's thoughts and language are brought to the reading task; how the reader's experiences aid in the interpretation of an author's meaning; and how the reader builds or constructs meaning. The retelling adds information about the reader's search for meaning and supports explanations about many of the reader's miscues.

This book is a comprehensive discussion of theoretical underpinnings, procedures for miscue analysis, and use of results in instruction and student self-assessment.

Although the procedures are theory and research based, the authors don't provide evidence of impact on students. Lots of sample student performances are included.

(TC# 440.3REAMI)

Grant, Audrey. ***Towards a Transactive Theory of the Reading Process and Research in Evaluation.*** **Located in: Sue Legg and James Algina (Eds.), Cognitive Assessment of Language and Math Outcomes, 1990, pp. 192-240. Available from: Ablex Publishing Corp., 355 Chestnut St., Norwood, NJ 07648.**

The author compares previous theories of reading (which she calls "product" theories) with current constructionist theories (which she calls "process" theories), and expands the notion of process theories to "transactive" theories, in which the meaning a reader brings to the text is personal, creative, and colored by past experiences (e.g., the whole context under which previous reading experiences occurred). After describing these various theories, the author draws some implications for instruction and assessment.

Specifically, the author recommends a holistic, ethnographic approach to assessment based on day-to-day classroom activities and settings. She also reviews common assessment techniques in light of her perspective on the reading process. These reviews include: miscue analysis, cloze, running records, informal reading inventories, and individual conference logs.

(TC# 440.1TOWTRT)

Griffin, Patrick, Cherry Jones, Meredith Maher, et al. ***Literacy Profiles Handbook: Assessing and Reporting Literacy Development,*** **1990. Available from: School Programs Division, Ministry of Education, Victoria, Australia. Also available from: TASA, Fields Ln., PO Box 382, Brewster, NY 10509, (914) 277-4900.**

The *Literacy Profiles Handbook* describes student proficiency in reading and writing in terms of developmental continua. There are nine bands that describe clusters of behaviors from the least to the most sophisticated. For example, writing band "A" denotes such student behaviors as: "uses writing implement to make marks on paper," and "comments on signs and other symbols in immediate environment." Writing band "I" denotes such behaviors as: "writes with ease in both short passages and extended writing," and "extended arguments are conveyed through writing."

The booklet also: (1) provides some guidance on how to make and record observations, including the classroom tasks within which teachers might make their observations; and (2) discusses how to promote consistency in judgments between teachers (without using technical terminology).

The authors point out the benefits of this approach--the bands direct teachers' attention to growth in literacy, they give teachers a common vocabulary for talking about such growth, and they allow students and parents to observe growth.

The handbook is designed for informal classroom use. No technical information is available.

(TC# 400.3LITPRO)

Hansen, Jane. ***Literacy Portfolios Emerge.*** **Located in: The Reading Teacher 45, April 1992, pp. 604-607.**

The author describes a sixth grade teacher's experience developing a literacy portfolio for her students: both the steps needed to build the competencies required by students to put together their own portfolios, and the classroom environment needed to encourage true student portfolio development. Some of the skills she had students practice were: discussing books; describing the reasons for the book choices they made; conducting a discussion without a teacher present; and discussing what, in their reading, still confuses them.

When students had the necessary skills, they were introduced to the concept of a "literacy portfolio" in which they show who they are as readers. This will then build later into "who the student wants to be as a reader," which requires additional skills in self-reflection and development of criteria.

(TC# 440.6LITPOE)

Hansen, Jane. ***Literacy Portfolios: Helping Students Know Themselves.*** **Located in: Educational Leadership 49, 1992, pp. 66-68. Also available from: University of New Hampshire, Morrill Hall, Curham, NH 03825.**

This short article provides a good idea of what a literacy portfolio is and the positive effects the process can have on students. The author describes a K-12 project in which students are completely in control of what goes in their portfolios, and any rationale is accepted at face value. The idea is to build self esteem and to help students get to know who they are as readers. Items from outside of school are encouraged. There is also some help in the article with how to get started and how to promote self reflection.

There is no discussion of criteria, but there are some examples of what students placed in their portfolios and why.

(TC# 400.3LITPOH)

Harp, Bill (Ed.). ***Assessment and Evaluation in Whole Language Programs, 1991.*** **Available from: Christopher-Gordon Publishers, Inc., 480 Washington St., Norwood, MA 02062.**

This book contains papers by various authors that provide an overview of the whole language approach, general principles for good assessment in whole language classrooms, miscue analysis, "kid-watching" as an assessment strategy, general assessment strategies (such as checklists and ratings), some help on what to look for when observing, how individual teachers organize their classrooms for ongoing observational assessment, which alternative assessments might fit in with special education students (identification, IEPs, tracking progress), student self-reflection and problems with standardized tests.

(TC# 440.6ASSEVW)

Hetterscheidt, Judy, Lynn Pott, Kenneth Russell, et al. ***Using the Computer as a Reading Portfolio.*** **Located in: Educational Leadership 49, 1992, p. 73. Also available from: Bellerive School, 666 Rue De Fleur, Creve Coeur, MO 63141.**

The authors briefly describe their use of a commercially available Macintosh HyperCard system that allows their fifth grade students to scan writing, record themselves reading and giving self-evaluations, and keep track of comments and other notes. The emphasis is on recording progress and allowing for self reflection--samples are entered at various regular times during the school year.

(TC# 400.3USICOR)

Illinois State Board of Education. ***Illinois Goal Assessment Program--Reading Tests,*** **1991. Available from: Tom Kerins (Mgr.), Illinois State Board of Education, 100 N. First St., Springfield, IL 62777.**

This document contains the 1991 versions of Illinois' grade 3, 6, 8, and 11 reading tests. As with previous tests, these attempt to incorporate current theories of reading, even though they are in multiple-choice format. Features include: students read entire selections rather than short passages; students are asked about prior knowledge of the topic; questions are based on important concepts in the text; students answer questions about reading strategies; there are attitude questions on some forms; all questions have one to three correct answers; and students read two passages--narrative and expository.

(TC# 440.3ILLGOR2)

International Reading Association. ***Portfolios Illuminate the Path for Dynamic, Interactive Readers.*** **Located in: Journal of Reading, May 1990, pp. 644-647.**

This paper discusses the importance of classroom assessment in reading and how portfolios are one tool for this purpose. The authors present a general overview of what could be accomplished with students by doing portfolios, the importance of student self-reflection, and how portfolios might be used in the classroom.

(TC# 440.6PORILP)

Johnston, Peter. ***Steps Toward a More Naturalistic Approach to the Assessment of the Reading Process.*** **Located in: Sue Legg and James Algina (Eds.), Cognitive Assessment of Language and Math Outcomes, 1990. Available from: Ablex Publishing Corp., 355 Chestnut St., Norwood, NJ 07648.**

This chapter presents a rationale and guidelines for a more naturalistic approach to reading assessment. Such assessment consists of observations of children's performance of the behaviors to be assessed as they occur within the context in which they would normally occur.

The chapter discusses the nature of decision making in education, the process of assessment from a naturalistic standpoint, the aspects of reading which should be assessed, and a contrast of the naturalistic approach to more traditional assessment approaches.

In order to really be able to implement his ideas, several things must be done, including:

1. helping teachers to become sensitive observers and interpreters of children's behavior; the teacher is the assessment instrument;

2. working on clarifying the knowledge and behaviors that are the targets of assessment.

(TC# 440.6STETOM)

Kay, Gary. *A Thinking Twist on the Multiple-Choice Question.* Located in: Journal of Reading 36, 1992, pp. 56-57.

The author uses a skills-based test with a twist -- he has his community college students write down why they selected the answer they did and say why at least one of the other answers was wrong. He briefly describes the kinds of useful information that can be obtained in this way. This is, of course, an informal procedure and no technical information is available.

(TC# 440.6THITWM)

Kentucky Department of Education. *Kentucky Instructional Results Information System (KIRIS) Open-Response Released Items, 1991-92.* Available from: Advanced Systems in Measurement & Evaluation, Inc., PO Box 1217, 171 Watson Rd., Dover, NH 03820, (603) 749-9102. Also available from: Kentucky Department of Education, Capitol Plaza Tower, 500 Mero St., Frankfurt, KY 40601, (502) 564-4394.

This document contains the released sets of exercises and related scoring guides from Kentucky's 1991-92 grade 4, 8, and 12 open-response tests in reading, math, science, and social studies. It does not contain any support materials such as: rationale, history, technical information, etc.

There are three to five tasks/exercises at each grade level in each subject. Most are open-response (only one right answer), but some are open-ended (more than one right answer), especially in reading. Examples in reading are: "Would you like to be part of Jesse's family? Why or why not?" "The author ends the article by saying, 'in many ways, spines are fine.' Do you agree with the author?" "Based upon the information in the *Fire: A Blessing in Disguise* article and other pertinent outside information, should fires be allowed to burn uncontrolled?"

Scoring is holistic (four-point scale) and task-specific. For example, to get a "four" on the first question listed above, the "student gives relevant examples from the story showing why he or she would or would not like to be part of Jesse's family. Answer includes examples

from student's personal experience AND it touches on how members of the family relate to one another."

Kentucky has given permission for educators to copy this document for their own use.

(TC# 060.3KENINR)

Kinney, Martha, and Ann Harry. ***An Informal Inventory for Adolescents That Assesses the Reader, the Text, and the Task.*** **Located in: Journal of Reading 34, 1991, pp. 643-647.**

The authors describe an informal procedure for assessing reading from a constructivist viewpoint. They use the procedure in grades 6-8 to look at use of prior knowledge, use of text structure, making inferences, etc.

The authors provide some guidelines for selecting a text, making an outline of the knowledge structure of the text (to compare to student retellings), assessing prior knowledge (brainstorming and defining related vocabulary), assessing ability to gain information from reading (recalls, identifying referents and inference questions), and using the information once gathered. The authors also illustrate each step with an example.

The method is theory based and well thought out, but no technical information is provided.

(TC# 440.6INFINA)

Kletzien, Sharon B., and Maryanne R. Bednar. ***Dynamic Assessment for At-Risk Readers.*** **Located in: Journal of Reading, April 1990, pp. 528-533.**

The Dynamic Assessment Procedure (DAP) involves the following components:

1. Initial assessment of reading ability
2. Analysis of a student's reading processes and strategies
3. Presentation of a learning mini-lesson for one area in which the student needs assistance
4. Analysis of the student's ability to benefit from the mini-lesson

(TC# 440.3DYNASF)

Knight, Janice Evans. ***Coding Journal Entries.*** **Located in: Journal of Reading 34, 1990, pp. 42-47.**

This article describes a system for coding reading journal entries to promote student self-reflection and improve reading strategies and comprehension. The impetus for this system

came from the author's observation that many reading journal entries were only superficial summaries of what was read. The author wanted to make journal entries more meaningful.

Each journal entry is coded by the student and/or teacher on level of thinking, metacognitive strategies, and confusion. Examples are:

1. Level of thinking--"R" means "recall," and "I" means "inference, prediction, or cause and effect.

2. Metacognitive strategy--"S" means "summarize," and "SQ" means "self-questioning."

3. Confusion--"O" means that the entry does not say anything significant, and "?" means that the entry indicated student confusion.

The promise of this system is that the coding system is integrated with instruction so that students learn what good reading strategies are, and then assess them in their own journal entries.

There is, however, no assistance with standards--what to expect from students of various ages and how to tell if students are progressing at an acceptable rate.

(TC# 440.3CODJOE)

Larter, Sylvia. *Benchmarks: The Development of a New Approach to Student Evaluation*, 1991. Available from: Toronto Board of Education, 155 College St., Toronto, ON, M5T 1P6, Canada, (416) 598-4931.

Benchmarks are student performance assessment tasks tied to Provincial Educational goals. Each Benchmark lists the goals that are addressed, the task, and the holistic scale used to judge performance. The holistic scale changes for each task. Students are also rated on perseverance, confidence, willingness, and prior knowledge, depending on the Benchmark. There are 129 Benchmarks developed in language and mathematics for grades 3, 6, and 8.

The percent of students in the sample tested at each score point (e.g., 1-5) are given for comparison purposes, as are other statistics (such as norms), when appropriate. Anchor performances (e.g., what a "3" performance looks like) are available either on video or in hard copy.

This report describes the philosophy behind the Benchmarks and how they were developed. Some sample Benchmarks (without anchor performances) are provided in the appendices.

(TC# 100.6BENCHM)

Lidz, Carol. ***Dynamic Assessment: An Interactional Approach to Evaluating Learning Potential*****, 1987. Available from: Guilford Press, 72 Spring St., New York, NY 10012, (800) 365-7006.**

Dynamic assessment is an interaction between an examiner and a learner which seeks to determine the degree to which cognitive functioning can be modified, and the best way to accomplish the modification. In other words, the examiner not only tries to determine what individuals are able to do now, but also how fast they can gain new skills and the best way to teach them.

This book focuses on dynamic assessment with respect to learning potential or cognitive functioning (the building blocks of learning). The functions looked at resemble those found on intelligence or ability tests: verbal and nonverbal skills, use of analogy, induction and part/whole analysis, etc. The goal of the book is to explore state-of-the-art assessment.

Dynamic assessment in this book parallels the use of the term in other entries in this bibliography -- test, teach, and retest to determine both current level of skill and speed/style of learning. The content area differs, however, from other entries. This book focuses on cognitive skills rather than performance in academic areas.

(TC# 150.6DYNASS)

Lidz, Carol. ***Practitioner's Guide to Dynamic Assessment*****, 1991. Available from: Guilford Press, 72 Spring St., New York, NY 10012, (800) 365-7006.**

This book updates the information in the author's previous work (see 150.6DYNASS) and presents some implications for practitioners. Dynamic assessment involves the following features:

1. The assessor actively works to facilitate learning and induce active participation in the learner.

2. The assessment focuses on processes rather than products.

3. The assessment produces information about learner modifiability and the means by which change is best accomplished.

The procedure should be employed when the question about a student relates to the responsiveness of the learner to intervention, the repertory of problem-solving processes or strategies employed, and the means by which change is best effected. The repertory of problem-solving processes include such things as: selecting and applying strategies and processes relevant to the task; good memory storage and retrieval; flexible application of strategies; inhibition of impulsivity to allow for adequate application of strategies; efficiency; active involvement in learning; and concern with adequacy of solutions. In addition to assessing children's ability in these areas, the assessor also tries to mediate (teach or provide hints) to modify them. Such mediations (MLEs, or Mediated Learning Experiences) can be

targeted at any of the processes listed above; for example, the mediator can attempt to mediate feelings of competence, control of behavior, task interest bridges to previous experience, or focus on the task.

The author describes some major applications of this approach -- examination of general problem-solving abilities, a substitute for intelligence testing, and application to academic content (beginning reading and math).

However, the majority of the book is devoted to the presentation of two assessment devices developed by the author: The *Mediated Learning Experience Rating Scale* and the *Preschool Learning Assessment Device*. The former is designed to assess the types of mediations that occur between adults and children. The latter is designed to assess the status and modifiability of preschool student problem-solving abilities. Although the approach is general problem solving, there is some discussion of applying it to specific content areas.

(TC# 000.3PRAGUD)

Lock, Leonard, Leann Miller, and James Masters. *A Preliminary Evaluation of Pennsylvania's 1990 Wholistic Model Reading Tests*, April 1991. Available from: Pennsylvania Department of Education, Division of Educational Testing and Evaluation (12th Floor), 333 Market St., PO Box 911, Harrisburg, PA 17126.

Pennsylvania has modified its statewide reading assessment of students in grades 3, 5, and 8 to include complete passages, comprehension questions based on the passages (43-48 questions), prior knowledge of the topics covered in the passages (7-8 questions), reading strategies (5-10 questions), and habits/attitudes (3-4 questions). This is very similar to the procedure used in Michigan and Illinois. This entry describes the results of the first year of this assessment. Results included the findings that:

1. Scores increased as prior knowledge of the students increased, and as knowledge of strategies increased.
2. Students seemed to answer the attitude questions honestly based on several lines of evidence.

The term "wholistic" in the title appears to refer to the attempt to measure all aspects of good reading using a more realistic approach, rather than to how student performances were scored. (Indeed, multiple-choice questions were used.)

(TC# 440.3PREEVO)

Maryland State Department of Education. ***Maryland School Performance Assessment Program: Sample Activities, Student Responses, and Maryland Teachers' Comments on a Sample Task*****, February 1991. Available from: Maryland State Department of Education, Maryland School Performance Program Office, 200 W. Baltimore St., 5th Floor, Baltimore, MD 21201, (410) 333-2000.**

This document provides a sample grade 5 reading/writing/language-usage performance assessment used in the Maryland assessment program. It includes the sample task, draft scoring criteria, sample student responses to the task, and Maryland teacher comments on the task. It was developed to familiarize teachers with the procedure.

(TC# 440.3MARSCPr)

Massachusetts Educational Assessment Program. ***On Their Own: Student Response to Open-Ended Tests in Reading,*** **1991. Available from: Dr. Allan Hartman, Commonwealth of Massachusetts, Department of Education 1385 Hancock St., Quincy, MA 02169, (617) 770-7334.**

The document we received contained assessment materials for grades 4, 8, and 12 covering a period of three years (1988-1990) in four subject areas (reading, social studies, science and math). This entry describes only the 1990 assessment in reading. The open-ended reading assessment is based on the notion that students do not simply acquire knowledge from text, but rather construct meaning, relate information and themes to their own lives, and critically analyze materials. Reading is also a powerful context for critical thought.

Students were asked to read various passages including poems, stories, information, and materials from daily life (e.g., advertisements). They responded to questions about metaphor, themes, predicting actions or reactions of characters, identifying the most important information, reading strategies, use of context to interpret meaning, and writers' stance. This entry contains sample items and student responses, plus an introduction to the thinking behind the approach.

(TC# 440.3ONTHEOr)

Mathews, Jackie. ***From Computer Management To Portfolio Assessment.*** **Located in: <u>The Reading Teacher</u>, February 1990, pp. 420-421.**

This article describes the basic design of a reading portfolio for grades K-2. The four core elements are: a reading development checklist, writing samples, a list of books read by the student, and a test of reading comprehension. Optional elements include student self-evaluation, reading records, audiotapes, anecdotal records, pages from reading logs, or other measures a teacher or student feels would illustrate the growth of the student as a language learner.

The reading development checklist includes concepts about print, attitudes about reading, strategies for word identification, and comprehension strategies. (Some of the individual items on the checklist are presented in the article.) The reading comprehension test was still under development at the time of this article.

The article also describes other necessary components for an innovation of this type: administrative support, a climate for change, experts in the area of reading, a good staff development program, and grass roots interest.

(TC# 440.6FROCOM)

McCormick, Sandra, Robert Cooter, and John McEneaney. ***Assessment of Disabled Readers: A Survey of Current Teacher Beliefs and Practices.*** **Located in: Journal of Reading 35, 1992, pp. 597-599.**

This paper reports on an International Reading Association survey of membership to find out current teacher beliefs and practices concerning assessment. The results are very interesting. For example, in response to the question "What specific questions would you like to have answered about the assessment of disabled readers?" the five most common responses were:

1. How can assessment information be translated into instructional practice?
2. What do research and practice suggest is the best approach to assessment?
3. How are portfolios and writing assessment being used to assess disabled readers?
4. What are whole language assessment techniques and how do they compare to traditional diagnostic methods?
5. What is the role of attitude, home environment, and parental involvement in diagnosis and remediation?

This might be useful for planning inservice events.

(TC# 440.6ASSDIR)

McEneaney, John. ***Computer-Assisted Diagnosis in Reading: An Expert Systems Approach.*** **Located in: Journal of Reading 36, 1992, pp. 36-47.**

The author describes what experts systems are, the potential usefulness to education (development requires diagnosticians to systematize their thinking about what to assess and how to assess it), provides a warning about most commercially available "shell" software, and describes one expert system in detail: The Teacher's Aide.

The Teacher's Aide bases diagnosis on student information (age, grade, etc.), informal reading inventory information (word recognition, comprehension, and miscues), word lists, and other

standardized measures. As such, it is a very traditional, skills-based approach. Future versions will help with instructional ideas.

(TC# 440.3COMDIR)

McKenna, Michael, and Dennis Kear. *Measuring Attitude Toward Reading: A New Tool for Teachers.* Located in: The Reading Teacher 43, 1990, pp. 626-639.

This paper reports on the development of the *Elementary Reading Attitude Survey* for use in grades 1-6. There are 20 items, 10 on academic reading and 10 on recreational reading. Students read each question (such as "How do you feel about spending free time reading?") and then indicate their response by circling one of four Garfield cartoon characters drawn to show different levels of excitement or boredom. The complete instrument, along with administration instructions and norms (based on 18,000 students) are included. Some reliability and validity information is also given. As with other measures of this type, estimating validity is problematic because it involves identifying other measures of attitude with which to compose self-ratings. In this case, the authors compared self-ratings to whether or not the student had a library card, the number of books currently checked out, and amount of television watched, and to holistic teacher ratings of teacher ability. Because of the inherent conceptual problems here, the instrument looks best used informally.

(TC# 440.3MEATOR)

McTighe, Jay. *Maryland School Performance Assessment Program -- Reading, Writing, Language Arts,* 1991. Available from: Maryland Department of Education, 200 W. Baltimore St., Baltimore, MD 21201, (410) 333-2000.

This document contains: Maryland's philosophy for developing performance assessments; statements of targets in reading, language arts and math; a description of the *Dimensions of Thinking* framework (published by ASCD and adopted by Maryland to develop assessments of student thinking); and a description of Maryland's thematic reading tests.

The reading targets include reading for different purposes; constructing meaning from the text using reading skills, strategies, and background knowledge; and interacting in different ways with various types of texts. The "thematic" reading format involves using the same passage and answering a series of short answer questions, and then writing an essay.

(TC# 400.3MDRWLA)

Meltzer, Lynn J. *Surveys of Problem-Solving & Educational Skills*, 1987. Available from: Educator's Publishing Service, Inc., 75 Moulton St., Cambridge, MA 02138.

Although this is a test published primarily for diagnosing learning disabilities for students aged 9-14, it has some interesting ideas that could be more generally applied. There are two parts

to the test--a more-or-less standard, individualized aptitude test, and a series of achievement subtests. In addition to decoding skills, vocabulary knowledge, and the ability to separate words in a paragraph that has no word spacing, the reading subtest also requires an oral retelling of a story and oral responses to comprehension questions. The oral retelling is scored on order of recall, amount of recall, and the recall of important ideas in the passage.

The most interesting part of this test, however, is that after each subtest is administered, the teacher is guided through an analysis of the student's strategies in completing the task--efficiency of approaching tasks, flexibility in applying strategies, style of approaching tasks, attention to the task, and responsiveness during assessment. In the aptitude portion of the test, the teacher also assesses the student's ability to explain their own strategies.

A review in *The Reading Teacher*, November 1989, concluded that, since there is little evidence of validity presented by the author, the test should be used informally for classroom assessment. The reviewer also states: "The SPES, rather than attempting to measure underlying cognitive abilities, instead appears to emphasize underlying strategy awareness and use. This orientation appears to reflect the important recent developments in educational thinking, emphasizing the child as a problem solver who uses intentionally selected strategies to improve understanding and learning." (p. 176)

(TC# 010.3SUROFP)

Meyers, Joel, Susan Lytle, Donna Palladino, et al. *Think-Aloud Protocol Analysis: An Investigation of Reading Comprehension Strategies in Fourth- and Fifth-Grade Students.* Located in: Journal of Psychoeducational Assessment 8, 1990, pp. 112-127.

The authors looked at the degree to which grade 4 and 5 students used such reading strategies as reasoning, elaboration, signaling understanding, analysis, judging, and monitoring doubts while they were reading three fictional passages. Use of strategies was stable across passages for the students. Reasoning and signaling understanding was significantly related to reading comprehension.

The list of strategies is provided, but there are no samples of student speech to illustrate them. The authors feel that think-alouds will eventually be a useful procedure to assess the reading strategies that students use.

(TC# 440.3THIALP)

Morrow, Lesley. *Retelling Stories as a Diagnostic Tool.* Located in: Susan Glazer, Lyndon Searfoss, and Lance Gentile (Eds.), Reexamining Reading Diagnosis: New Trends and Procedures, 1988, pp. 128-149. Available from: International Reading Association, 800 Barksdale Rd., PO Box 8139, Newark, DE 19714, (302) 731-1600

The author describes retelling as an instructional and diagnostic tool for assessing comprehension of text and stories, sense of story structure, and language complexity. The

paper provides a set of instructions to guide the retelling, and specific suggestions for how to use retelling to examine comprehension, story structure, and language complexity.

With respect to comprehension, the author provides a sample checklist to use when reviewing retellings in order to guide the teacher's attention to relevant features. With respect to story structure, the author provides an example of how to analyze a retelling to show knowledge of setting, theme, resolution, and sequence. Finally, with respect to language complexity, the author presents one technique for analyzing the retelling for average length of clauses and syntactic complexity.

There is no assistance with developmental issues, i.e., what is "good" for students of various ages.

(TC# 440.3RETSTD)

Mossenson, Leila, Peter Hill, and Geofferey Masters. *(TORCH) Tests of Reading Comprehension*, 1988. Available from: Australian Council for Educational Research, Ltd., Radford House, Frederick St., Hawthorn, Victoria 3122, Australia.

TORCH is a set of 14 untimed reading tests for use with students in grades 3-10 that try to assess the extent to which readers are able to obtain meaning from text.

There are 14 graded passages from 200 to 900 words long. Students are presented with the original text and with a retelling of the text which leaves out certain details from the original. Students complete the retelling by filling in the gaps. Responses are short -- at most 10 words. Each gap (item) is tied to one of 11 reading tasks/skills; in order to fill in the gaps, the student must use one of the 11 skills. (Examples are: complete simple rewordings, connect ideas separated in the text, and infer emotion.)

This is administered as a group test, with student responses in written form. Students do not respond to all passages, only those corresponding to their reading ability. Student responses are scored "acceptable" or "not acceptable" by comparison to models provided in the scoring guide. Results are interpreted by noting which reading tasks the student is likely to be able to perform (e.g., finding facts), and which he or she will be unlikely to perform (e.g., providing a detail in the presence of distracting ideas). (Items were placed along a continuum of difficulty using latent-trait techniques. Theoretically, this allows the user to compare results between passages and to place all skills/tasks along a single continuum of difficulty. This makes it possible to predict which tasks a student is likely to be able to do and which he or she is not likely to be able to do.)

(TC# 440.3TORCHT)

Paratore, Jeanne R., and Roselmina Indrisano. ***Intervention Assessment of Reading Comprehension.*** **Located in: The Reading Teacher, April 1987, pp. 778-783.**

This article describes an assessment procedure designed to both assess a student's present performance and to discover the facility with which that student can be taught. The procedure examines the student's ability to employ reading strategies (such as using background knowledge to predict passage content and using knowledge of passage structure to aid comprehension) both independently, and with modeling, if needed.

(TC# 440.3INTASO)

Paris, Scott, Barbara Wasik, and Gert Van der Westhuizen. ***Meta-Metacognition: A Review of Research on Metacognition and Reading.*** **Located in: John Readence, Scott Baldwin, John Konopak, and Patricia O'Keefe (Eds.), Dialogues in Literacy Research, 1988. Available from: National Reading Conference, Inc., 11 E. Hubbard, Suite 200, Chicago, IL 60622, (312) 329-2512.**

This article reviews the literature on metacognition between 1980-88. Although not strictly about assessment, it is included here to help define what metacognition is. Metacognition is defined as "cognitive self-appraisal and self-management" -- awareness of how one goes about doing a task, and monitoring/revising the procedure as necessary. The authors conclude that most of the publications extol the virtues of metacognition without any empirical studies that this can help students become more proficient readers. Likewise, many of the instructional interventions are not highly driven by a detailed theory of metacognition, but only from loose definitions that are not tied to any developmental or instructional framework. They urge that more empirical attention needs to be given to this construct so that instructional materials are grounded more soundly.

(However, since this paper was written in 1988, there may have been additional research in the intervening years that may shed more light on metacognition.)

(TC# 440.6METRER)

Peers, Michele G. ***A Teacher/Researcher's Experience with Performance-Based Assessment as a Diagnostic Tool."*** **Located in: Journal of Reading 36, April 1993, pp. 544-548. Also available from: International Reading Association, PO Box 8139, Newark, DE 19714.**

This paper describes one teacher's attempt to gain information about students' skills in reading, research, forming and supporting a position, and writing (rhetorical and mechanical skills) by adapting performance assessment materials developed by the Center for Reading and Language Studies at Indiana University. The author used a task that required students to learn about a water shortage problem, and devise and write a solution. The article is a nice

non-technical presentation of her rationale, procedures, scoring guide and discoveries, both about her students and about the assessment itself.

(TC# 400.6TEAREE)

Phillips, Linda. *Developing and Validating Assessments of Inference Ability in Reading Comprehension*, 1989. Available from: Center for the Study of Reading, Technical Report No. 452, University of Illinois at Urbana-Champaign, 51 Gerty Dr., Champaign, IL 61820.

This package includes a technical report describing the development of a reading inference test and the tests themselves. There are two versions of the test--multiple choice and open-ended response.

The author begins by critiquing current standardized tests of reading comprehension. The arguments are somewhat different from others: standardized tests seem to test general knowledge more than reading comprehension; and, they do not articulate a clear definition of reading comprehension so validation is impossible.

The *Test of Inference Ability* was designed to measure only one component of reading comprehension--inferencing ability. It was designed for grades 6-8, to be given in one class period, and uses full-length passages in three modes: expository, narrative and descriptive.

The basic approach to validation was that the test would be valid to the extent that good inference-making led to good performance on the test and poor inference-making led to poor performance on the test. In order to distinguish good inference-making from poor, the authors had to describe and define what those differences are. Inferences in reading comprehension tend to be good to the extent that a reader integrates relevant text information and relevant background knowledge to construct interpretations that more completely and more consistently explain the meaning of the text than alternative interpretations. Their definition basically hinges on completeness and consistency. This is elaborated on in the manual.

A published version of the instrument (manual, multiple-choice version, and constructed response version) is in TC# 440.3TESINA.

(TC# 440.3DEVVAA)

Phillips, Linda. *Test of Inference Ability in Reading Comprehension*, 1989. Available from: Institute for Educational Research and Development, Memorial University of Newfoundland, St. John's, NF A1B 3X8, Canada, (709) 737-2345.

This is a published version of TC# 440.3DEVVAA. Information, not included in the above reference are added here. The test consists of three full-length stories -- UFOs (exposition), Money (description), and The Wrong Newspapers (narration). Each story consists of four to

five paragraphs with questions after each, for a total of 12 questions per story. The questions for the multiple-choice version and the constructed-response versions are the same.

In the multiple-choice version the students can earn from 0 to 3 points depending on his or her choice. Three points are awarded when the choice is both consistent and complete, two for a partially correct answer, 1 for a text-based answer and 0 for a wrong answer. The constructed-response version also assigns 0-3 points for each response; the multiple-choice options are given as models for assigning points.

Thus, this is midway between being an open-response test (right answers established ahead of time) and an open-ended test (more than one right answer, with the quality of the reasoning being the feature judged). In this case, the right answer is a stand-in for the thinking process, and the authors only kept items for which the students gave the right answer for the right reason.

The performance criteria are also tied directly to each item. This impedes the user from generalizing what "complete" and "consistent" are so that these concepts can be used in other reading situations. However, at the end of the manual the authors do provide a generalized holistic 0-3 scale for judging completeness and consistency and provide the reasoning behind assigning some of the responses to different point values. This provides some of the help needed to apply the concepts of consistency and completeness to other reading tasks.

All in all this appears to be a fairly well thought out and researched instrument.

(TC# 440.3TESINA)

Phillips-Riggs, Linda. *Categories of Inferencing Strategies*, 1981. Located in: W.T. Fagan, J.M. Jensen, and C.R. Cooper (Eds.), Measures for Research and Evaluation in the English Language Arts, Vol.2, 1985. Available from: NCTE, 1111 Kenyon Rd., Urbana, IL 61801, (800) 369-6283. Also available from ERIC: ED 236 667.

This procedure requires students to read up to a certain point where an inference is required. (This point is determined by the examiner.) The student is then asked to tell what is happening and what may happen next. Responses are analyzed in terms of the strategies used. The ten strategies suggested by the author include: analyzing alternatives, confirming an immediate prior interpretation, shifting focus, and assigning an alternative case.

(TC# 440.3CATOFI)

Pikulski, John. *The Assessment of Reading: A Time For Change?* Located in: The Reading Teacher, October 1989, pp. 80-81.

The author presents a listing of ways that assessment in reading needs to change. His suggestions are based on standardized, nationally normed tests. His suggestions include comments such as: "Assessment of reading must shift from being test-centered to being

teacher- and pupil-centered," and "The form of reading assessment must reflect the goals of instruction and the dynamic, constructionist nature of the reading process." The author then goes on to describe how *The Reading Teacher* intends to modify the content of its *Assessment* column to reflect these new directions.

(TC# 440.6ASSREA)

Pikulski, John. *Informal Reading Inventories (2nd Ed.).* Located in: The Reading Teacher, March 1990, pp. 514-516.

This article describes the latest editions of four popular informal reading inventories: Analytic Reading Inventory (ARI--1989), Basic Reading Inventory (BRI--1988), Classroom Reading Inventory (CRI--1989), and Informal Reading Inventory (IRI-BR--1989). The author feels that the IRI-BR and the ARI have the greatest breadth of assessment materials; that the ARI would be the inventory of choice for an examiner who wants to assess science and social studies; the CRI would be good for disabled readers; and the IRI-BR is best for assessing reading beyond grade nine difficulty.

(TC# 440.1INFREI2)

Polakowski, Cheryl. *Literacy Portfolios in the Early Childhood Classroom.* Located in: Laura Grosvenor, et al., Student Portfolios, 1993, pp. 47-65. Available from: National Education Association (NEA) Professional Library, PO Box 509, West Haven, CT 06516, (800) 229-4200.

This paper is one of several in a book written by teachers participating in projects to take control of assessment and align assessment to their whole-language instruction. The author describes a portfolio system that collects the following information for kindergarten students: self-portrait (art), an interview with the child, an interview with the parent, concepts about print, word awareness (spelling), sight word list, reading sample, writing sample, attendance, story retelling, and other information teachers would like to include. Teachers collect the information for each student.

The author includes a discussion of the steps the teachers pursued in developing their portfolio system, help with what worked best and interacting with parents, hints on time management, a nice developmental continuum for reading and writing (with six stages), interview questions, word awareness activity, sample sight word list, instructions for the reading sample, miscue analysis and retelling, and record keeping forms.

No samples of student work or technical information is provided.

(TC# 440.3LITPOC)

Portland Pubic Schools. ***Reading Assessment: Recording Student Progress*****, 1989. Available from: Portland Public Schools, PO Box 3107, Portland, OR 97208, (503) 249-2000.**

Portland Public Schools has assembled a package of informal classroom assessment tools in reading for students in grades K-2. The goal of the package is to provide ideas to teachers on how to assess other things besides specific reading skills. Specifically, they feel that assessment must include a variety of tools that provide evidence of what a student does and thinks when reading as well as evaluating specific strengths and weaknesses. In order to provide a complete picture of student progress, many samples of student work need to be collected over time. This implies the use of portfolios.

Specific instruments in the package include a developmental spelling test; a checklist covering reading attitudes, behaviors, concepts about print, reading strategies, shared and book experiences; an inventory concerning reading habits, suggestions for reading journals; a procedure for analyzing comprehension using retelling; and a series of checklists that covers such things as concepts about books, sense of story, and understanding of print. When the instrument provided came from another source, the reference is given. The rationale for each instrument is provided; no technical information is provided.

(TC# 440.3REAASR)

Psychological Corporation, The. ***GOALS: A Performance-Based Measure of Achievement--Reading*****, 1993. Available from: The Psychological Corporation, Order Service Center, PO Box 839954, San Antonio, TX 78283, (800) 228-0752.**

GOALS was designed as an intermediate format between multiple-choice and performance assessment. Students read short passages and write short answers to fairly standard comprehension questions such as: thinking about characters, events, situations, facts and settings; suggesting appropriate reading strategies; and using thinking skills to determine fact vs. opinion, to identify supporting evidence, and to predict what will happen next. This has the flavor of a multiple-choice test; the difference is that students write short answers instead of choosing answers from a list. Both narrative and informational passages are used for all levels except Level 1. Scoring is done on a four-point scale (0-3) in which "3" is "The student response is correct/logical (or very nearly so) and is clearly based on relevant and explicit information in the passage." All parts of the question are fully answered." This generalized rubric is used for all responses. Sample student answers for each score point on each exercise are provided. The materials provide good, sensible help with scoring.

The documents we have contain little rationale for the questions or passages and no technical information. Presumably this is available from the publisher upon request.

(TC# 440.3GOALSr)

Pumphrey, Peter D. ***Reading: Tests and Assessment Techniques, Second Edition*****, 1985. Available from: Hodder and Stoughton Ltd., Mill Rd., Dunton Green, Sevenoaks, Kent, England, UK. Also available from: International Reading Association, 800 Barksdale Rd., PO Box 8139, Newark, DE 19714, (302) 731-1600.**

This book is mainly a bibliography of current reading tests--readiness, achievement, diagnostic, and attitude. However, there is an interesting section on informal reading inventories and miscue analysis.

(TC# 440.1REATEA)

Rea, Dean W. and David K. Thompson. ***Designing Transformative Tests for Secondary Literature Students.*** **Located in: Journal of Reading 34, 1990, pp. 6-11.**

The authors maintain that current tests of reading comprehension do not correspond to current theories concerning how meaning is constructed from text. They propose designing open-ended questions for students that are based on entire reading selections rather than on excerpts. These open-ended questions represent three levels of comprehension: literal, interpretive and applied. Examples of such questions are provided for three reading selections. Some criteria for evaluating the responses of students are also included. For example, students' responses to a persuasive question could be evaluated for plausibility, relevance, clarity, organization, and detail of the supporting material. Criteria are, however, not defined in detail.

(TC# 440.6DESTRF)

Roswell, Florence G., and Jeanne S. Chall. ***DARTTS: Diagnostic Assessments of Reading and Trial Teaching Strategies*****, 1992. Available from: Riverside Publishing Company, 8420 Bryn Mawr Ave., Chicago, IL 60631, (800) 323-9540, FAX (312) 693-0325.**

The *DARTTS* is an assessment/instructional package that combines fairly traditional, individualized reading testing with student responses in order to sample lessons designed to find suitable methods for teaching students to read. Since there was no discussion of the theoretical underpinnings for the tests, it was difficult to evaluate their comprehensiveness; however, they appeared to be fairly traditional: word recognition, vocabulary, spelling, oral miscue analysis and silent reading comprehension (based on simple multiple-choice questions). The interesting part is the attempt to link results with instruction. However, there was also no rationale given for the instructional strategies provided, so it is up to the reader to judge appropriateness and correspondence to current theories of reading.

(TC# 440.3DARTTS)

Rowell, Glennon. ***An Attitude Scale for Reading.*** **Source unknown.**

This article describes the *Scale of Reading Attitude Based on Behavior*. In this scale, another person observes a child in various reading situations and notes their reactions. For example, ratings are done on: "The student exhibits a strong desire to come to the reading circle or to have reading instruction take place," and "The student asks permission or raises his hand to read orally." Each behavior is rated on a five-point scale from "always occurs" to "never occurs." The sixteen ratings relate to three reading contexts: reading for pleasure, reading in the content areas, and reading in reading class.

The paper presents the entire scale and the results of pilot-testing, which show that ratings between observers can be very consistent. As with all measures of this type, validity is an issue because of the need to identify another way to estimate attitude with which to compare the ratings in the instrument. In this case, the authors chose holistic ratings by the same teachers in the reliability study. Because of these concerns, it is best that the instrument be used informally.

(TC# 440.3ATTSCR)

Royer, James. ***The Sentence Verification Technique: A New Direction in the Assessment of Reading Comprehension.*** **Located in: Sue Legg and James Algina (Eds.), Cognitive Assessment of Language and Math Outcomes, 1990, pp. 144-181. Available from: Ablex Publishing Corp., 355 Chestnut St., Norwood, NJ 07648.**

In this paper, the author reviews the theory and research that underlies a new technique for measuring reading comprehension. It includes a good, readable summary of current theories of reading comprehension and how current measures of reading comprehension (multiple-choice tests and cloze techniques) relate to these theories.

The author also considers the similarities between current theories as the underpinning for his *Sentence Verification Technique*, which he calls a measure of reading achievement, as opposed to a measure of reading ability. This procedure entails developing four variations of sentences in a passage:

1. The original sentence
2. A paraphrase of the original sentence that does not change its meaning
3. A change in one or two words in the sentence so that the meaning is changed
4. A sentence with the same syntactic structure as the original sentence, but which is unrelated in meaning to any sentence that appeared in the passage

Students identify which sentences are "old" (types 1 and 2), and "new" (types 3 and 4).

The author also describes a number of studies done on this technique to establish its validity.

(TC# 440.6SENVET)

Sammons, Rebecca Bell, and Beth Davey. ***Assessing Students' Skills in Using Textbooks: The Textbook Awareness and Performance Profile (TAPP).*** **Located in: Journal of Reading 37, December 1993-January 1994, pp. 280-286. Also available from: The University of Maryland, 1117 Benjamin Building, College of Education, College Park, MD 20742.**

The authors describe an interview procedure that teachers can use to gain information about student (grade four and above) proficiency in the use of textbooks. The *TAPP* has three sections:

1. a metacognitive interview to investigate the student's perceptions of how the textbook is used both in and out of the classroom;

2. a series of tasks to assess the student's ability to interact with the textbook; and

3. a summary sheet to record observed strengths and needs.

The assessment takes about 45-60 minutes. It can be used with textbooks in any subject area. The student can choose the textbook(s) to use. The paper includes detailed information and forms for administration. A couple of examples of use with students are provided. The procedure has been pilot-tested but technical information is not included in the article.

The paper provides enough information to decide on whether to use it; additional information would have to be obtained from the authors in order to actually use it with students.

(TC# 440.3ASSSTT)

Schmitt, Maribeth Cassidy. ***A Questionnaire to Measure Children's Awareness of Strategic Reading Processes [Metacomprehension Strategies Index].*** **Located in: The Reading Teacher, March 1990, pp. 454-461.**

This article describes a 25-item survey/test which asks students about their knowledge of reading strategies.

(TC# 440.3METSTI)

Shannon, Albert. ***Using the Microcomputer Environment for Reading Diagnosis.*** **Located in: Susan Glazer, Lyndon Searfoss, and Lance Gentile (Eds.),** Reexamining Reading Diagnosis: New Trends and Procedures, **1988, pp. 150-168. Available from: International Reading Association, 800 Barksdale Rd., PO Box 8139, ewark, DE 19714, (302) 731-1600.**

The author maintains that "the reading- and language-related microcomputer environment allows students to engage in four language-generating activities: drill and practice, tutorial, adventure/simulation and problem solving, and composing/writing. Each of these environments provides opportunities to diagnose students' language fluency, composing abilities, expression of self-concept, view of the world, and story sense."

The author describes how microcomputers are currently used for each of the language-generating activities, outlines the types of information that can be obtained from watching students interact with the computer in each area, and presents a checklist to use when observing students using each type of program. Checklist items include things such as confidence when using the program, apparent motivation, ability to predict and control software, metacognitive strategies, ability to understand instructions, and writing features.

(TC# 440.3USIMIE)

Sharp, Quality Quinn. ***Evaluation: Whole Language Checklists For Evaluating Your Children,*** **1989. Available from: Scholastic, Inc., 730 Broadway, New York, NY 10003.**

This monograph, designed for grades K-6, has lots of good ideas on things to watch for in reading, writing, and literary appreciation, but few definitions or samples of student responses to help teachers pin down exactly what to look for and how to judge student sophistication. For example, all the following are examples of ratings on checklists or rating forms without definition or samples: "the student enjoys books," the student is "in control," "developing control," or "no evidence of" expansive vocabulary, and the student gives an "elaborate" or "limited" retelling of a story. There is also little help with instruction and no indication of how good is good enough. This monograph would be most useful for knowledgeable teachers looking for ideas.

(TC# 400.3EVAWHL)

Stahle, Debra L., and Judith P. Mitchell. ***Portfolio Assessment in College Methods Courses: Practicing What We Preach.*** **Located in:** Journal of Reading **36, April 1993, pp. 538-542.**

This article is by two university teachers who are tying to model appropriate literacy instruction and assessment in their own reading and language arts methods courses. Their

discussion of issues, procedures and constraints regarding portfolios directly parallels those of teachers in grades K-12, e.g., the felt need for teacher control so that grades can be assigned.

(TC# 130.3PORASC)

Stayter, Francine, and Peter Johnston. *Evaluating the Teaching and Learning of Literacy.* Located in: Timothy Shanahan (Ed.), Reading and Writing Together: New Perspectives for the Classroom, 1990. Available from: Christopher-Gordon Publishers, Inc., 480 Washington St., Norwood, MA 02062, (617) 762-5577.

This paper is about integrating assessment and instruction -- the use of evaluation as a reflective process in which both teachers and students learn about and develop their skills (teaching or being literate). The entire thrust of the paper is that assessment should be an instructional tool, not one used simply for outside monitoring.

The authors argue that teachers construct meaning about their students just as students construct meaning from text. The meanings teachers construct can be different, just as students' constructions of meaning can be different. Each such "reading" has consequences, both in what we learn about students, but also in terms of the messages we send to students. "What we choose to evaluate and how we choose to evaluate delivers powerful messages to students about those things we value." "Students view their learning and their sense of worth through the lens we help them construct unless they cannot bear to look through it." They give some examples of these messages, such as focusing on errors rather than on strengths, and focusing on conventions rather than on meaning. "When writers find that they are being heard, they begin to find their voice." The authors describe some ways to alter these messages by changing how we assess.

They also discuss the power of self-reflection. "Without reflectiveness our students will develop a dependent and powerless literacy." "Students must self-evaluate to be independent in their learning. To do this, teachers cannot project the image that they have all the knowledge and ownership of the correct responses." The authors describe some ways to help the reflective process such as making predictions, conferring with each other, sharing effective strategies, setting one's own goals, performance criteria, and portfolios.

(TC# 150.6EVATEL)

Taylor, Denny. *Teaching Without Testing: Assessing the Complexity of Children's Literacy Learning.* Located in: English Education 22, 1990, pp. 4-74.

The author describes the *Biographic Literacy Profiles Project*, in its second year when the article was written. The project has endeavored to base understanding of the development of literacy in individual students (i.e., assessing student status and progress) on the careful observation and analysis of daily observable literacy behaviors and products. The article describes what they have learned in the following areas: learning how to observe children's literacy behaviors, learning to develop note-taking procedures to record observations of

children reading and writing, learning to write descriptive biographic literacy profiles, and learning to increase awareness of the multiple layers of interpretation that we are incorporating into children's biographic literacy profiles. The process requires a great deal of practice and self-reflection on the part of teachers and principals.

The final part of the article describes reports from teachers and principals on how their approach to instruction is changing based on participation in this project. The paper has many samples of teacher and student thinking and work related to each topic.

(TC# 440.3TEAWIT)

Teale, William H. ***Developmentally Appropriate Assessment of Reading and Writing in the Early Childhood Classroom.*** **Located in: The Elementary School Journal 89, 1988, pp. 173-183.**

This article discusses two topics: what should early childhood literacy assessments measure, and what is the best format for measuring them? The author contends that informal observations and structured performance sample assessments are more appropriate than standardized tests for measuring early childhood literacy learning. The author also contends that emergent literacy research suggests that we gather information on young children's concepts of the functions and conventions of written language, text comprehension, ability to read print commonly found in the home or community, emergent reading of storybooks, metalinguistic awareness, emergent writing strategies, and knowledge of letters, letter sounds, and the relations between them. The paper provides some examples of how to assess knowledge of the functions of written language, emergent reading of storybooks, writing strategies, and knowledge of letter-sound correspondences.

The author discusses mostly informal classroom assessment. No technical information is provided. No samples of student work are included.

(TC# 070.6DEVAPA)

Thistlethwaite, Linda L. ***Critical Reading For At-Risk Students [Critical Reading Checklists].*** **Located in: Journal of Reading, May 1990, pp. 586-593.**

This article is primarily about strategies for teaching critical reading skills to at-risk students. (The same procedures could be used for any population.) It is included here because it presents several checklists of criteria for assessing the believability of information. These could also be used for self-reflection or for feedback to peers.

(TC# 440.3CRIREA)

Tierney, Robert, Mark Carter, and Laura Desai. ***Portfolio Assessment in the Reading-Writing Classroom*****, 1991. Available from: Christopher Gordon Publishers, Inc., 480 Washington St., Norwood, MA 02062, (617) 762-5577.**

This book was designed for classroom teachers, and the information is presented in a very user-friendly style and format. The authors discuss issues surrounding assessment and portfolios, provide many examples of portfolio systems, explore the ways that portfolios can be used instructionally, and show examples of criteria for assessing portfolio entries, portfolios as a whole, and metacognitive letters.

(TC# 400.6PORASC)

Valencia, Sheila. ***A Portfolio Approach to Classroom Reading Assessment: The Whys, Whats and Hows.*** **Located in: The Reading Teacher, January 1990, pp. 338-340.**

In addition to discussing the rationale for using portfolios to assess reading, this article also suggests content for reading portfolios, how to select material for a portfolio and how the portfolio should be organized.

Portfolio content might include samples of the student's work, the teacher's observational notes, the student's own periodic self-evaluation, and progress notes contributed by the student and teacher collaboratively. Specific items to be included would depend on the purpose for the portfolio but might include such things as written responses to reading, reading logs, selected daily work, classroom tests, checklists, unit projects, etc. The idea is to have a variety of indicators.

The real value of portfolios, according to the author, lies not in any single approach, but rather in the mind set that: 1) sound assessment is anchored in authenticity; 2) assessment must be a continuous process; 3) valid reading assessment must be multi-dimensional; and 4) assessment must provide for active collaborative reflection by both teacher and student.

(TC# 440.6APORAP)

Valencia, Sheila, William McGinley, and David Pearson. ***Assessing Reading and Writing: Building A More Complete Picture.*** **Located in: G. Duffey (Ed.), Reading in the Middle School, 1989. Available from: International Reading Association, 800 Barksdale Rd., PO Box 8139, Newark, DE 19714.**

This paper emphasizes the importance of collecting a large number of student performance samples which represent a wide range of contexts. It describes the dimensions along which tasks differ, so that the teacher can be sure and obtain a good sampling of performance.

(TC# 400.3ASSREA)

Valencia, Sheila, David Pearson, Charles Peters, et al. *Theory and Practice in Statewide Reading Assessment: Closing the Gap*. Located in: Educational Leadership, April 1989, pp. 57-63.

The authors report on two state assessments in reading that they feel are more reflective of current research on reading than the assessment approaches of most current standardized achievement tests. They report that the current view of reading suggests that:

- Prior knowledge is an important determinant of reading comprehension.
- Naturally occurring texts have topical and structural integrity.
- Inferential and critical reading are essential for constructing meaning.
- Reading requires the orchestration of many reading skills.
- Skilled readers apply metacognitive strategies to monitor and comprehend a variety of texts for a variety of purposes.
- Positive habits and attitudes affect reading achievement and are important goals of reading instruction.
- Skilled readers are fluent.

The authors feel that current standardized achievement tests do not reflect this body of knowledge while the two state assessments make an attempt to address these issues. Each has four parts: a primary test component using a full-length selection that measures constructing meaning; a section to assess topic familiarity; questions about metacognition and strategies; and a section on reading attitudes, habits and self-perceptions. A taxonomy of skills/dispositions in these areas is presented. However, the tests are still in structured format: multiple-choice, etc.

(TC# 440.6THEANP)

Villano, Jim and Marlys Henderson. *Integrated Language Arts Portfolio*, 1990. Available from: Fairbanks North Star Borough School District, Box 1250, Fairbanks, AK 99707, (907) 452-2000.

This draft pilot portfolio system was designed by teachers during the spring of 1990, and was field tested during the 1990-91 school year. It was designed to be a developmentally appropriate assessment of reading, writing, listening, and speaking in grades 1-2. The primary audiences for the portfolio were teachers (to plan instruction), students, and parents (during parent conferences). Depending on the teacher, students select some of the work samples for the portfolio.

The document includes a description of the portfolio and its philosophy, various rating forms and checklists, an evaluation of the system, and a parent review form.

(TC# 070.3INTLAA)

Wade, Suzanne E. ***Reading Comprehension Assessment Using Think Alouds.*** **Located in: The Reading Teacher, March 1990, pp. 442-451.**

This article describes an informal assessment process for assessing comprehension. It covers how to prepare the text, how to administer the think-aloud procedure, and what to look for in student responses.

(TC# 440.3REACOA)

White, Jane. ***Taxonomy of Reading Behaviors.*** **Located in: W.T. Fagan, J.M. Jensen, and C.R. Cooper (Eds.), Measures for Research and Evaluation in the English Language Arts 2, 1985, pp. 120-124. Available from: NCTE, 1111 Kenyon Rd., Urbana IL 61801, (217) 328-3870.**

The author presents a classification system (originally published in 1980) for analyzing the verbal responses of students after reading a short passage. The classifications include paraphrasing, statements of trouble understanding what was read, statements that indicate what reading strategies the student was using, off-task statements, etc.

(TC# 440.3TAXOFR)

Winograd, Peter, Scott Paris, and Connie Bridge. ***Improving the Assessment of Literacy.*** **Located in: The Reading Teacher 45, 1991, pp. 108-116.**

The authors present reasons why multiple-choice tests of comprehension based on short passages do not adequately reflect what we know about reading: they take reading out of its inherent meaning context, test skills in isolation, ignore prior knowledge, and don't look at strategies. Thus, instruction is focused on the wrong targets.

To improve assessment, the authors propose that we need to: clarify the goals of instruction, clarify the purposes of assessment, select multiple measures, and use the results to improve instruction. The authors then apply these steps to reading assessment. They first present three goals in reading: skills that enable students to understand (decoding, interpreting), motivation to be active learners, and independence (selecting and using strategies appropriate for different contexts). Then they discuss the assessment needs of five audiences and discuss multiple measures that could be used to satisfy these needs. For example, students need information so that they can become adept at monitoring their comprehension. Information

collection devices could include: audiotapes or oral reading, running records, interviews on progress, and lists of books read.

(TC# 440.6IMPASL)

Wixson, Karen K., Anita B. Bosky, Nina Yochum, et al. ***An Interview For Assessing Students' Perceptions of Classroom Reading Tasks.*** **Located in: The Reading Teacher, January 1984, pp. 347-353.**

The Reading Comprehension Interview (RCI) has 15 open-ended questions that explore:

1. The student's perception of the goal/purpose of reading activities.

2. The student's understanding of different reading task requirements.

3. The strategies which the reader reports using when engaging in various reading tasks.

(TC# 440.3ANINTF)