

## Informal Reading Assessment with Reading Conferences

Conduct individual reading conferences with each student by doing the following:

At the beginning of the year begin this process allowing students to self select 3 books to read with you (an easy, medium, hard).

1. Allow the student to read silently a portion of the book in order to be able to focus initially on meaning. Also have the student read a portion of the book to you aloud.
2. Use the **Reading Conference Checklist** to take notes about what you observe.

**Check Accuracy:** Ideally students are reading books at 90% + accuracy level. Listen to them read about a 100 word passage, note errors, if there are more than 10 errors, direct the student to easier books; if 10 or fewer errors, they've selected a comfortable reading level.

**Check comprehension:** Literal and interpretive by asking a few questions about what was read.

Here are some sample question stems for each level:

### **Literal / Right there in the text** sample questions:

| <b>FICTION</b>   | <b>NONFICTION</b>  |
|--|--|
| <ul style="list-style-type: none"> <li>▪ Who are the main characters?</li> <li>▪ What was ___doing in the beginning of the story?</li> <li>▪ How did ___do ___?</li> <li>▪ What happened after ___?</li> </ul> | <ul style="list-style-type: none"> <li>▪ What was this about?</li> <li>▪ What is something you remember?</li> <li>▪ Tell me about what you learned.....</li> </ul> |

### **Inferential / between the lines** sample questions:

| <b>FICTION</b>  | <b>NONFICTION</b>  |
|---|--|
| <ul style="list-style-type: none"> <li>▪ Why do you think ___did ___?</li> <li>▪ What is the character like?</li> <li>▪ How did the author feel about ___?</li> <li>▪ What was the most important thing the story told you about ___?</li> <li>▪ What do you think about the way ___solved the problem in the story? Why?</li> <li>▪ What did the story mean to you?</li> </ul> | <ul style="list-style-type: none"> <li>▪ Why questions.....</li> <li>▪ What did you learn that you didn't already know?</li> <li>▪ What did you notice about how the book was organized?</li> <li>▪ What do you think was the author's opinion about ___?</li> <li>▪ What questions do you still have about ___? How will you find out?</li> </ul> |

# The Assessment Binder

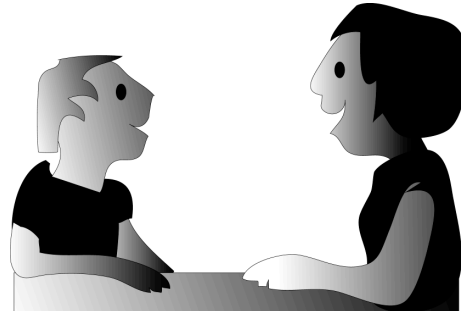
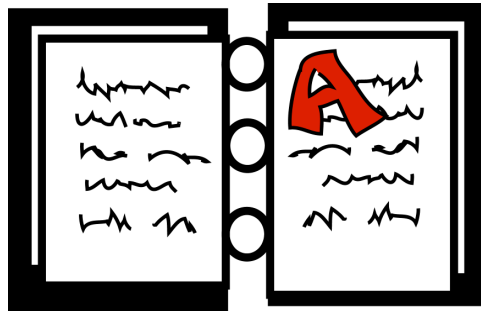
## Directions for Setting Up a Manageable System

### Materials needed:

- 3-ring binder (at least 1-1/2 inch thick)
- Dividers numbered 1-20 (or beyond if you have more students)
- Sticky notes
- Whole-class checklists
- References for scoring assessments: district writing rubrics, conversion charts for oral reading records, etc.
- Binder paper for noting observations that direct whole or small group instruction

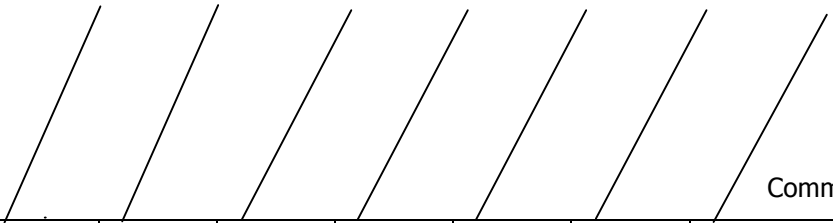
### Procedure:

- 1.** Identify each section with a number and then assign a number to each student in your class. List these on a separate sheet for reference at the front of the binder. Use a pencil for this so that if a student moves you can write the name of a new student in that place and not have to rearrange the whole binder.
- 2.** Collect individual assessments for each student and file them behind the section number to which they are assigned. These may include writing samples, oral reading records, and any other assessments you use routinely.
- 3.** Use post-its to collect anecdotal notes based on in-class observations of students. These can simply be placed on the divider for that student, or on a separate sheet of binder paper.
- 4.** Enter your evaluations of these individual assessments onto whole class checklists for reading and writing development. Take note of the trends you see in order to plan whole- small-group instruction.



# Reading Conference Checklist

+ Consistently Uses  
√ Developing  
- No Evidence



Comments



### Teaching Points