

Reading Assessment Assignment

12 Points

Assessment is one of the most important parts of teaching reading. In this assignment you will learn about reading assessments broadly as well as analyze one assessment and get to experience assessment first hand. There are THREE parts to this assignment.

1. Assessment Inventory (4 points)
2. Assessment Analysis (2 points)
3. Assessment Experience (6 Points)

Assessment Inventory (4 Points)

- For this assignment you will create a table of all the literacy assessments that your teacher uses to learn about their students' literacy. This table should include the following categories (a sample will be shared):
 - **Assessment type** (summative, screener, diagnostic, interim, formative- ideally you will have an example of each type)
 - **Description** of the assessment
 - **Purpose** of the assessment
 - **Usage** of the assessment
 - **Frequency** of the assessment

Assessment Analysis (2 points)

- For this assignment you will choose ONE of these assessments and dive deeper into this assessment. You will respond to questions such as:
 - What are the pros of this assessment?
 - What are the cons (or limitations) of this assessment?
 - How is it currently used?
 - How could it be used better?
 - What questions do you have about this assessment?

Assessment Experience (6 Points)

- For this assignment you will either conduct a reading assessment on your own or watch your teacher/literacy coach conduct an assessment. Please provide any documents that you use and be prepared to share what you did with the class.
- Please provide the following:
 - What was this assessment?
 - What data did you get on the student from this assessment?
 - How will these results inform instruction?
 - What are the teacher's next steps with this student based on this assessment?

Assesment	Type	Description	Purpose	Usage	Frequency
Running Records	Formative	The teacher listens to a student read and records miscues, self-corrections, and comprehension.	Determine instructional reading level and guide small-group instruction.	Used during guided reading or independent reading conferences.	Every 2–3 weeks
Unit Comprehension Assessments	Summative	End-of-unit comprehension from the story with the core idea behind the story	Evaluate mastery of standards taught in the unit.	Used for report card grades and pacing decisions.	End of each unit

Unit Assessments

Pros:

- Aligned with state standards and curriculum — assesses skills actually taught in the classroom
- Provides a summative picture of what students have learned at the end of each unit
- Easy to score and compare across students or classes
- Helps teachers identify which standards or skills may need reteaching
- Useful for grading and reporting progress to families

Cons:

- Focuses mainly on end-of-unit mastery, not growth or the learning process
- May include multiple-choice or written questions that don't show how students think while reading
- Can be stressful for students who struggle with tests
- Does not always provide specific info on why a student got it wrong
- Results come after instruction, so they don't always help teachers adjust

teaching in real time

They are given at the end of each reading unit to measure how well students have mastered the comprehension, vocabulary, and writing skills taught during that period. The teacher uses the scores to assign grades, report progress, and identify which standards need to be retaught. The results are also used to determine which students may need additional small-group support

Teachers could track which specific standards or question types students missed and then plan targeted reteaching lessons. The assessments could also include more open-ended or performance-based questions to show students' thinking and reasoning. Discussing results with students could help them reflect on their learning and set goals for the next unit.

How can teachers make the assessments feel less like "tests" and more like part of the learning process?

Would adding student self-reflection or goal setting after each unit assessment improve learning outcomes?

Assessment Experience

I gave the end of the unit test. I read the passage aloud and then read aloud the questions that followed. It was a summative assessment that measured students' comprehension, vocabulary, and understanding of key reading skills taught throughout the unit. During the assessment, I read the story passage aloud to the class and then helped read the test questions aloud to ensure all students could access the content, including those who benefit from auditory support.

By reading the passage and questions aloud, I was able to observe which students followed along confidently and which ones struggled to keep up or understand the questions. The scores showed which students had mastered the skills from the unit and which needed additional support with comprehension or vocabulary.

The results will help the teacher identify specific reading skills that need to be reviewed or reinforced in upcoming lessons. For example, if several students missed questions about main idea or inference, the teacher might plan a mini-lesson or small-group review on those skills.