**Collecting Formative Assessment in Reading**

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| **Practices, Processes and/or Structures** | **Notes and Suggestions** |
| Exit Slip | * Expectation is shared at introduction of lesson
* Addresses the standard being targeted
* If following an Interactive Read Aloud, provides information on a student’s oral comprehension coupled with his/her writing skills are demonstrated
* If following Shared Reading, provides information on a student’s scaffolded comprehension and vocabulary skills coupled with his/her writing skills are demonstrated
* 1x a week – split into 3 groups (solidly demonstrate targeted skill, demonstrate targeted skill, doesn’t demonstrate targeted skill). Next step whole group, small group and/or individual conference is determined and planned.
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| Listening in during Small Reading Group | * Provides information on a student’s decoding (RF3), fluency (RF.4) and comprehension (RL or RI)
* During silent reading, teachers listens –in on each student’s reading – ‘coach-in’ as appropriate
* Notes could be taken on stick-em labels and placed on the student’s page in a notebook.
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| Holding 1 Student after a Small Reading Group | * Provides information on a student’s decoding (RF3), fluency (RF.4) and comprehension (RL or RI)
* 1 x a week (struggling readers who aren’t on benchmark) – provide praise and teach points as appropriate
* 1 x every 2 week (readers who are on benchmark) – provide praise and teach points as appropriate
* Notes are taken (could be on stick-em labels and placed on the student’s page in a notebook).
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| Word Study Checks | * Quick 1 on 1 checks (phonological, phonic, high frequency, morphology) - as needed
* Provides information on a student’s word study skills (RF2, RF3)
* Notes could be taken on stick-em labels and placed on the student’s page in a notebook
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| Conferring  | * Provides information on a student’s decoding (RF3), fluency (RF4) and comprehension (RL or RI)
* 1 x a week (above level readers) – be prepared ahead of time, provide praise and teach points as appropriate.
* Every other week for readers who are on or below benchmark) – be prepared ahead of time, provide praise and teach points as appropriate. (It is recommended that below and on benchmark readers meet daily with the teacher in a small group configuration.)
* Notes are taken (could be on stick-em labels and placed on the student’s page in a notebook).
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| White Boards | * Used by students for responding during whole or small group instruction
* Feedback is given in ‘real time’
* Teacher has an organized system for collecting data from each student (ie. 1/5 or 1/10 of whole class per day).
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| Turn and Talk and/or Whole Class Conversations | * Provides information on a student’s comprehension and speaking and listening skills (RL, RI or L)
* Feedback is given in ‘real time’.
* Teacher has an organized system for collecting data from each student (ie. 1/5 or 1/10 of whole class per day).
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| Student Goal Setting and Self – Evaluation of Learning  | * Students set a goal(s) prior to learning and reflect on it at the end of the lesson.
* Teachers provide students an opportunity to decide individually to stay with the teacher for additional support during independent work.
* Students are reminded to monitor their understanding and if need to go back to text to reread.
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| Peer Support | * During turn and talk, ongoing opportunities for students to give each other formative input
* During whole class conversations, prior comments provide students ongoing support
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