**Collecting Formative Assessment in Reading**

|  |  |
| --- | --- |
| **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. |
| 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. |
| 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). |
| 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 |
| 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). |
| 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). |
| 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). |
| 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. |
| 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 |

Copyright © 2015 Reach Associates