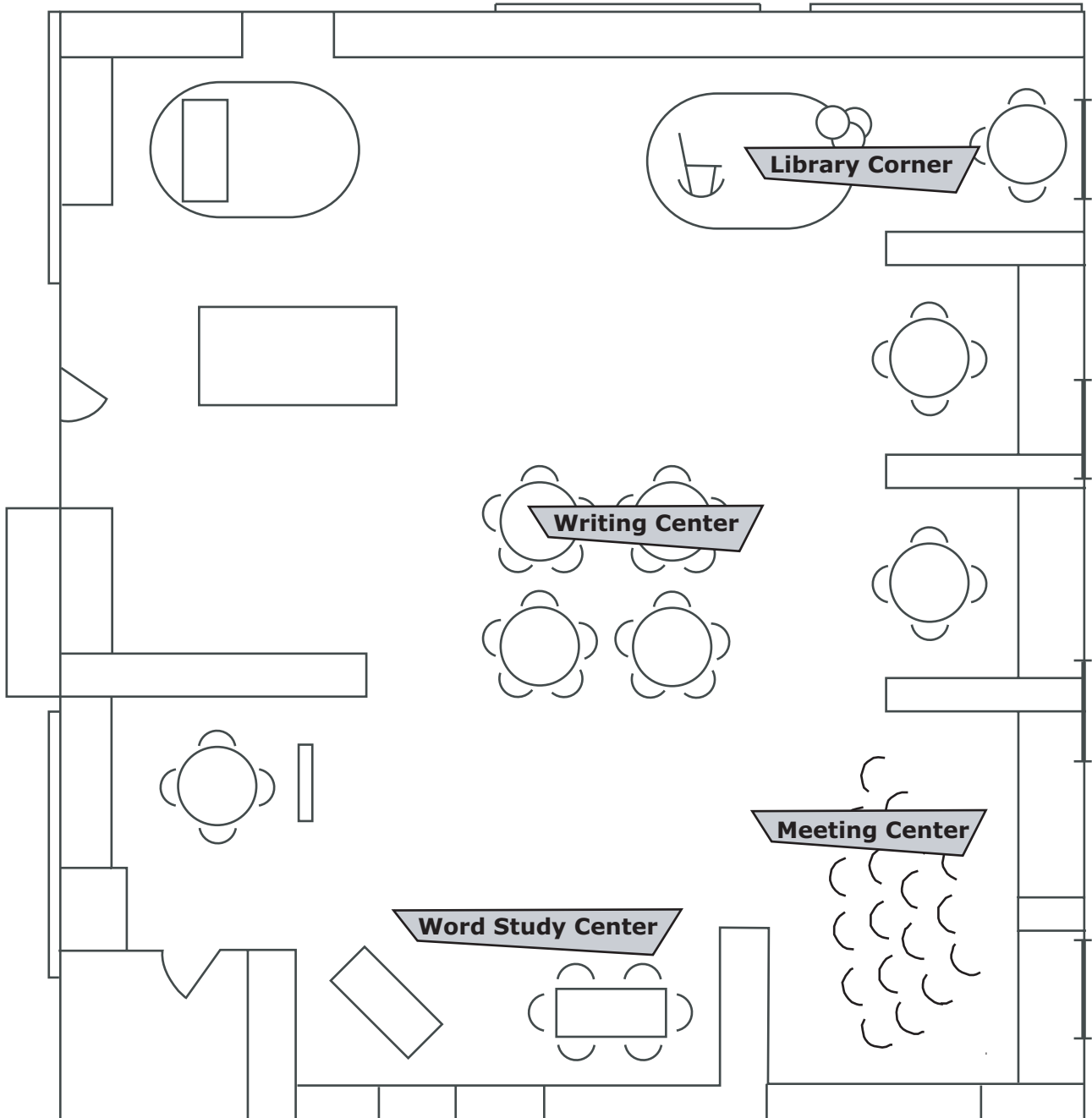


Assess a Class

Classroom Diagram

Read the description of the centers and assessment tools on pages 2-4. Choose the most useful assessment(s) for each center in this classroom diagram, and list the assessment name(s) at its location.



Center Descriptions

You can assume the activities at each center have been modeled and reviewed with the teacher before students engage in them. The centers also provide activities in literacy development.

Word Study Center

The Word Study Center provides practice in working with letters, sounds, and words in both reading and writing activities. Children work in groups of three to four with the individual letters from a longer word, e.g., "restaurant." Children spell as many words as they know using the letters, and write each new word on a piece of paper. When at least 12 to 15 words are made, children read them and sort them by a specific category listed at the Center (e.g., number of letters in word, same vowel sounds, number of syllables). They then write the sorted words on a teacher-prepared worksheet.

Library Corner

The Library Corner is designed to provide children time to practice reading and rereading stories, independently or with a partner. Books are arranged by interests and reading level so that children can easily select them. Children visit the Library Corner in small groups and select books to read. They read pages, chapters, or a complete story, depending on the length of the book. After reading each book, they document their reading by recording the title, author, level of difficulty (easy, hard, just right), and personal response. Children also write favorite books on a chart in the Corner as recommendations to other children.

Writing Center

The Writing Center engages children in communicating their ideas, responding to reading, and practicing letters and sounds. Groups of four children work at clustered desks to write their ideas and stories. They create their own books based on a story read during shared reading, and use the predictable pattern and words from the book to create their own story. When finished, they share their stories with the teacher and their peers.

Meeting Center

The teacher and students gather each morning in the Meeting Center to discuss the day's agenda, review calendar and weather, share recent experiences, and read favorite books and poems together. The Center displays the Morning Message, a monthly calendar, poems on charts, current events articles and other print displays. Children revisit this area in pairs after the morning routine. Using a pointer they "read the room" by reciting poems on charts, rereading the Morning Message, and reviewing the days of the week. They also make sentences with the Word Wall and use the content of the Center to write notes to the teacher and friends.

Assessment Tools

1 Running Record

A Running Record is a method of assessing a student's oral reading behaviors. As the child reads a classroom text, the teacher uses a specific marking system to record known words, miscues, and strategies used to read unfamiliar words.

2 Interest Inventory

An Interest Inventory is a questionnaire that students can complete independently or with the teacher to record interests in and out of school. Teachers can use completed inventories to plan instruction and select materials for reading and writing.

3 Concepts About Print Assessment

Concepts About Print (CAP) assesses what emergent readers understand about how printed language works: book orientation, directionality in reading text, relationships between written and oral language, meaning residing in the print rather than pictures, and print conventions.

4 Story Retelling Record

A Retelling Record assesses a child's ability to understand and recall basic elements of story structure. The child retells the story after reading it, and the teacher checks elements of setting, character, problem, and solution. The teacher can intervene with prompts if necessary and record the successful interventions.

5 Writing Process Checklist

This checklist evaluates the stages of the writing process children use during Writing Workshop: planning, drafting, revision, and editing. It may be completed by either the teacher or the student.

6 Story Writing Checklist

The Story Writing Checklist is used during Writing Workshop or writing time. The teachers uses the checklist to track basic story elements -- a Beginning-Middle-End structure or a Setting-Problem-Events-Solution structure -- in a student's writing.

7 Reading log

Students maintain individual Reading Logs to record books they read in and/or outside of school. These records often include a section for evaluating the interest and difficulty levels of the text.

8 Anecdotal Record

An Anecdotal Record is a short, written documentation of a student's performance of a specific task, independently or in a small group. It should only include information that a teacher observes, but may document both academic performance and social interactions.

Assessment Tools

9 High-Frequency Words

This form, which may be published or teacher-made, records a student's progress in recognizing high-frequency words. It should reflect grade-level skills and classroom curriculum content.

10 Tracking Print

This form, which may be published or teacher-made, records a student's progress in tracking print. It should reflect grade-level skills and classroom curriculum content.

11 Letter Identification

This form, which may be published or teacher-made, records a student's progress in identifying letters. It should reflect grade-level skills and classroom curriculum content.

12 Letter/Sound

This form, which may be published or teacher-made, records a student's progress in associating letters with sounds. It should reflect grade-level skills and classroom curriculum content.

13 Invented Spelling

This form assesses invented spelling, an informal analysis of a student's ability to use letters and sounds to form words. The teacher records the strategies a student uses to write unfamiliar words.

Sources:

Clay, M. *An Observation Survey of Early Literacy Achievement*. Portsmouth, NH: Heinemann, 1993.

Cunningham, P. *Phonics They Use: Words for Reading and Writing*. New York, N.Y.: Longman Press, 2000.