

Suggested Ongoing Assessment Tools

The following tools can help you gather information about your students and their literate behaviors. This information can help you coach individual students, develop instruction for a group of students, or give students and their parents a clear sense of literacy behaviors, growth, and areas of needed development.

1. Use a clipboard with the class roster, and spaces next to each name to jot daily anecdotal notes.
2. Keep a pad of blank sticky notes handy on which you can quickly jot a student's name, the date, and an observation during a discussion. Later, these can be tucked into student assessment folders.
3. Develop a checklist of specific behaviors being assessed (such as listens carefully, connects comments to those that have come before, knows how to disagree appropriately). In the space under each behavior, write the date when you noted it (see sample below).

Student Name	Makes Connections	Summarizes	Refers to Text During Discussion	Makes Inferences
Sara	9/14	9/14	9/14	10/12
Mikiel	11/30	9/16	9/16	11/30
Wendell	10/12	10/12	11/30	12/5
Katelin	9/16	9/16	9/14	11/30

4. Keep a portfolio for each student in which he or she files selected pieces of work that demonstrate mastery or growth.
5. Plan for a series of informal interviews with each student during which you ask them to tell you about their literacy: what books are they reading, what strategies do they use, what help would they like from you.
6. Ask students to read to you. Talk to them about their processes of making meaning.
7. Join book discussions and observe their dynamics: Who speaks? Who is silent? How do the group members interact? What interpretive strategies are they using? What can you learn about their thinking?
8. When your class is engaged in a literacy activity—silent reading, group discussions, social reading—step back and observe, making quick anecdotal notes about the behaviors you note.
9. Use students' self-assessments to alert you to their understandings of themselves as readers and writers.
10. Give groups a rubric and ask that they assess the quality of their discussions.