Module 8

READING ASSESSMENT AND INSTRUCTION

Understand Formal and Informal Methods for Assessing Reading Development

Objectives:

8. Understand formal and informal methods for assessing reading development.

- The use of data and ongoing reading assessment to adjust instruction to meet students’ reading needs
- The characteristics and uses of standardized criterion-referenced and norm-referenced tests to assess reading development and identify reading difficulties
- Concepts of validity, reliability, and bias in testing
- The characteristics and uses of formal and informal reading-related assessments
  - Assessment of phonemic awareness, miscue analyses Informal Reading Inventories, running records, use of rubrics, portfolio assessment, assessment of authentic tasks
- Characteristics and uses of group versus individual reading assessments
- Techniques for assessing particular readings skills
  - Oral or written retellings to assess reading comprehension, dictated word lists to test letter-sound knowledge
- Awareness of text leveling
- Awareness of the challenges and supports in a text
  - Pictures, predictability, decodability
- Techniques for determining students’ independent, instructional, and frustration reading levels
- Assessment of the reading development of individual students (English Language Learners, struggling readers through highly proficient readers).
Key Terms

Validity
Bias
Reliability
Text leveling
Miscue analysis
Informal Reading Inventory
Running records
Rubrics
Portfolio assessment
Performance tasks
Retelling as an assessment tool
Predictability
Standardized Criterion-referenced tests
Norm referenced tests
Cloze procedure