Primary Literacy Programme – Reading (KS1)

Assessment Package 1:

HOW TO COLLECT AND RECORD ASSESSMENT INFORMATION (FOR READING)

(WITH A FOCUS ON FORMATIVE IN-CLASS STRATEGIES)

2006-07

Native-speaking English Teacher Section
Curriculum Development Institute
Education and Manpower Bureau (EMB)
Hong Kong Special Administrative Region (HKSAR)

ASSESSMENT PACKAGE 1:

HOW TO COLLECT AND RECORD ASSESSMENT INFORMATION FOR READING

Table of Contents

Instructions for Using This Package

This package contains many pages with photographs. They are best *reproduced directly from a printer* rather than being photocopied from a print-out.

Advisory teachers may use this package in any way that suits the needs of the teachers with whom they are working, for example:

★ A whole workshop can be developed using this package.

★ Individual pages may be used in a meeting or casual conversation to support a main idea.

★ The pages may be used to support activities in a workshop.

★ Pages may be used to design peer-coaching or trial lessons.

★ Pages may be used to stimulate conversation and thinking.

★ The package may be reproduced as a book for the non-profit purpose of teaching reading in EMB HKSAR-sponsored schools.

Acknowledgements

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★ Sung Tak Wong Kin Sheung Memorial School

★ Tai Koo Primary School
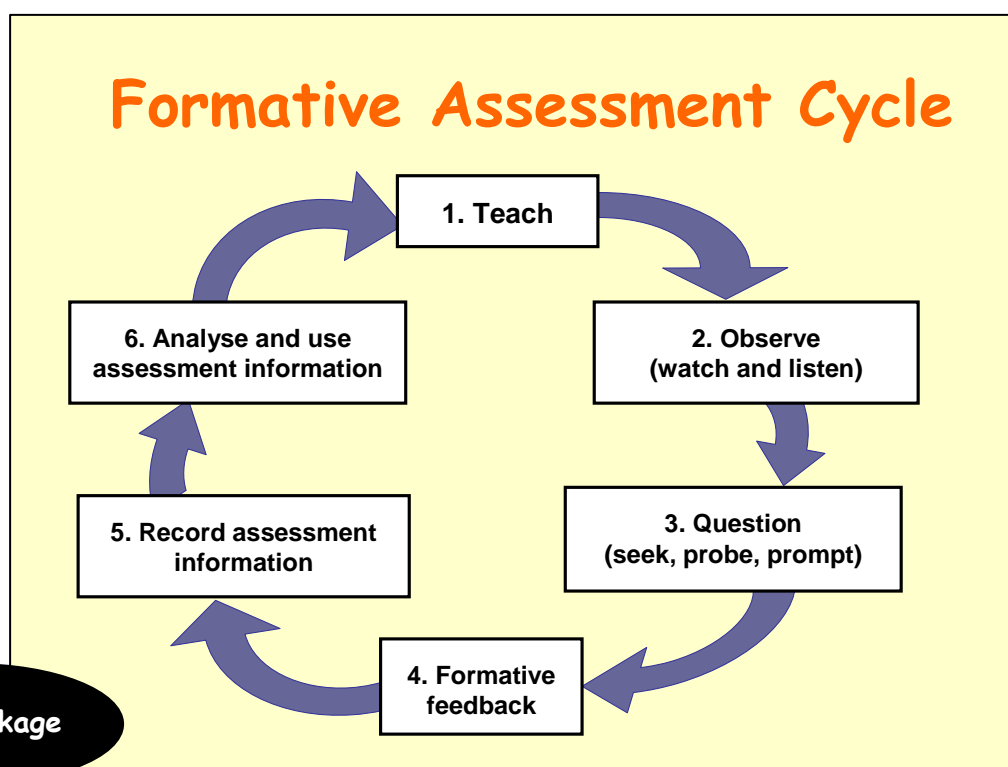
★ Tsing Yi Estate Ho Chak Wan Primary School

Development team:

This package was developed by Michele Davis and Joan Mackin, with satirical illustrations by Dave Bartlett, Advisory Teaching Team, NET Scheme, CDI, EMB, HKSAR, 2005-2007.

INTRODUCTION TO THIS PACKAGE

The PLP-R (KS1) emphasises the important role of *formative assessment* in the teaching of reading. When we collect information about students' learning progress, we can see how students are progressing, then plan future teaching strategies and learning activities based on this information. In the Hong Kong English Language Education Curriculum Guide (2004) this is called "Assessment *for* Learning".

The following diagram from the *PLP-R (KS1) Teacher Manual* (2006-07) describes how teachers collect, organise, analyse and act on assessment information about their students.

Formative Assessment Cycle

1. Teach

2. Observe (watch and listen)

3. Question (seek, probe, prompt)

4. Formative feedback

5. Record assessment information

6. Analyse and use assessment information

This package

Assessment Package 1: Observing and identifying students' needs (with a focus on in-class strategies)

Provides ideas for teachers on how to collect and record assessment information, and give feedback, about students' learning in reading (see diagram boxes 1-5 above). Emphasis is on classroom management and teaching strategies.

Assessment Package 2: Using portfolios and profiles to assess reading

Focuses on what to do with assessment data that has been gathered and recorded in Portfolios and Profiles (see diagram boxes 5, 6 and 1 above).

It describes practical and successful Portfolio and Profiles strategies used by Hong Kong teachers in PLP-R schools.

1. OBSERVATION AND TEACHER TALK

Formative assessment starts with:

Observation and Teacher Talk

- Watching and listening

- Asking effective questions

- Giving useful feedback

Effective Questions

Effective questions inform our observations.

Use them to:
- seek what a student knows or can do
- probe for more information, go deeper
- prompt (help) to encourage thinking and risk taking.

Always **encourage** / praise.

1. Can you read this to me?

2. Can the picture help?

3. Which sound does the word start with?

4. Good try.

Teacher Talk in Whole Class

- **Question** all the time.
- **Modify** according to the student.
- Make the most of **opportunities**.

> 1. Bonnie, can you point to the *picture* of the dog?

> 2. Now, Bonnie, find the *word* 'dog'

> 4. Good reading.

> 3. Can't find the word? It starts with the sound 'd'.

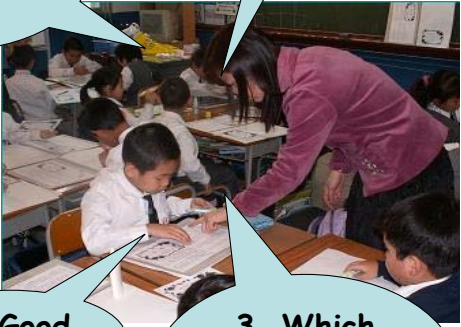In this situation, the teacher has planned to ask questions 1 and 2. She has chosen Bonnie because she does not know if Bonnie can do the reading skills "relate pictures to words" and "understands reading terminology ('word' and 'picture').

When Bonnie cannot find the word 'dog', the teacher does not tell her the answer and does not give up. She prompts Bonnie with the letter sound. If Bonnie continued to have trouble, the teacher could point to the part of the page where the word 'dog' is; or the teacher might point to the word 'dog' and ask Bonnie to point to the letter 'd'.

If you have a student with more ability, you will ask more challenging questions that include probing. Ensure you include students of all abilities.

Teacher Talk in Small Groups

Use group activity time to assess students by asking questions.

> Henry, on your worksheet, find a word that starts with the 'm' sound.

> Tong, please find your word list. Which words can you read to me?

Once you have your classroom management working well in the Reading Room, it is important that you move from *supervising* students to *asking them questions and giving feedback* (interacting). It's also a good way to check for copying.

Often there is quite a lot of reading in an activity. For example: if the teacher has asked the students to sequence sentences, there may be reading as much text as in the book.
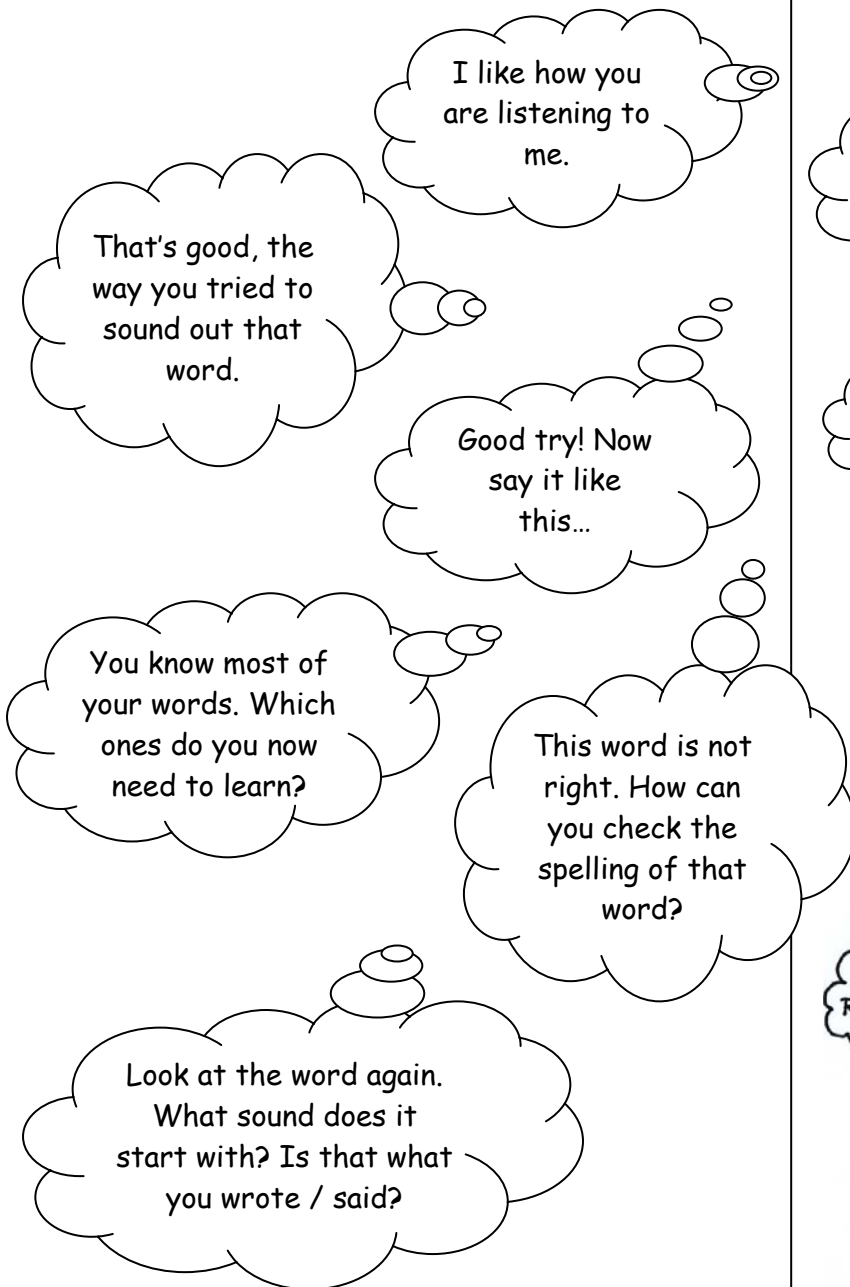
2. Formative Feedback

Formative feedback provides students with helpful information about their learning. This helps students "learn to learn".

Feedback should *describe* where and why a child is succeeding in something, as well as *offer advice* to assist weaker areas of learning.

Examples

√ DOES provide feedback   **✗ Does NOT provide feedback**

I like how you are listening to me.

That's good, the way you tried to sound out that word.

Good try! Now say it like this...

That's not how you do it.

Good boy.

Good.

Please do this again correctly.

You know most of your words. Which ones do you now need to learn?

This word is not right. How can you check the spelling of that word?

No.

That's wrong.

Look at the word again. What sound does it start with? Is that what you wrote / said?

WOW! I CAN READ

I LIKE THE WAY YOU READ THAT, BUT REMEMBER THAT THE 'P' IN 'PSYCHOLOGY' IS SILENT

Formative feedback is ...

- ★ timely
- ★ informative
- ★ empowering
- ★ achievable by student
- ★ relevant

- ★ simple
- ★ specific
- ★ developmental
- ★ offered to individuals, groups and whole class

How and when to use formative feedback

3. STUDENT SELF-ASSESSMENT

I am a good reader booklet

Teachers can encourage students to reflect on their reading progress by making use of a small booklet. Students record when they read or demonstrate a particular Reading Skill.

'I can do' lists

Name: _____

Class: _____

Humpty Dumpty's Word Wall

a	come		goes		has
in	off	out	I		the
you	am	is	yes	it	this
see	can	no	are		at

Teachers can give students opportunities to reflect on what they can do e.g. student can colour in the words they can read, after saying them to the teacher.

Self-assessment with stickers

Teachers often give stickers to students as a reward for achievement or effort. What about giving the stickers to the students to assess themselves? e.g. Students can tell the teacher or a partner what they like about their work or which piece of work they prefer or where they made a special effort and award themselves a sticker.

Other self-assessment examples

Students can be given opportunities to assess themselves and give feedback to peers e.g. *Complete a self-assessment or a peer-assessment sheet.*
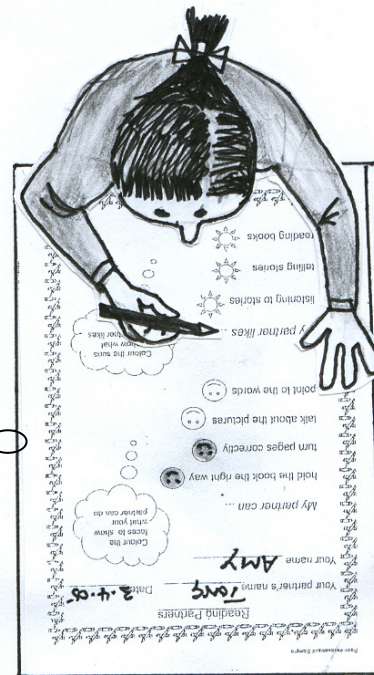
See a range of samples in PLP-R (KS1) in Assessment Pack 2: Portfolios and Profiles.

4. MODELLING ASSESSMENT EXPECTATIONS

When assessing students, it is important that they know what you are looking for. Otherwise they may not perform as you want. One way to ensure a child knows what to do is to model what you WANT THEM TO DO.

Examples:

1. Model word attack skills when you are reading a big book to the class e.g. cover the word, reveal the first sound, then the next sound, and so on, to sound out the word.
Ask a child to attack a word in a similar way. ⟶
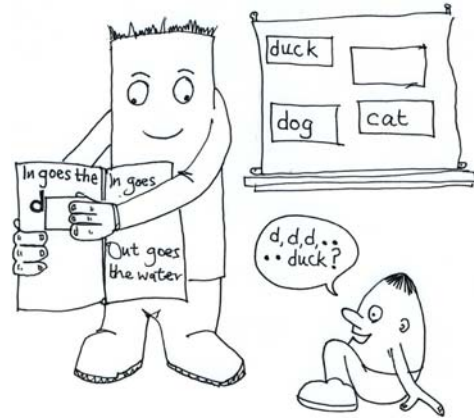
2. Model how to find a word beginning with a given sound e.g.

"I will find a word beginning with the sound 'p'. Now you find me a word beginning with the sound 'd'."

3. Ask a child to match pictures and words. ⟶
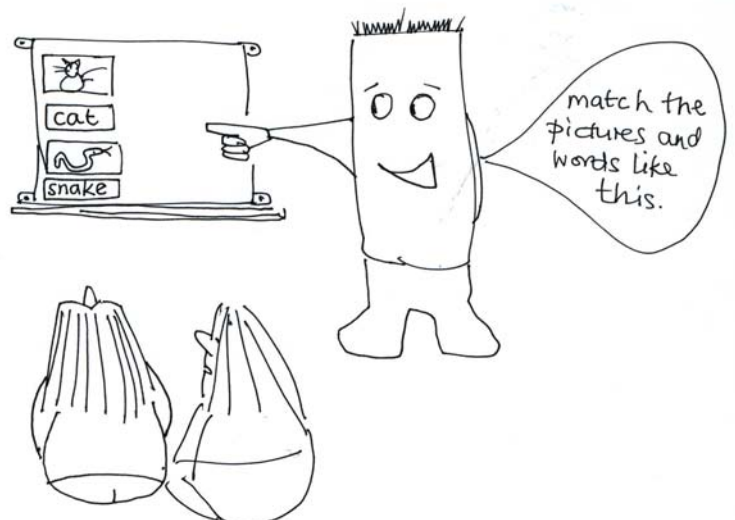
5. ASSESSMENT TOOLS FOR COLLECTING AND RECORDING

When assessment information is collected it should be recorded on assessment tools that are manageable to use and easy to analyse later. The most common assessment tools used in the PLP-R are listed below.

Once assessment information is recorded, the information needs to be analysed for patterns of learning (individual, small group, whole class). At important points in time, conclusions about learning should be recorded on the Class Reading Skills Profile. This allows formative assessment to become summative.
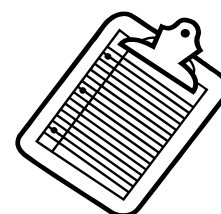
PLP-R Assessment Tools	Where to locate these tools in PLP-R materials
Observation Checklists	★ Units of Work ★ Samples in this package (overpage) ★ Assessment Pack 2: Using Portfolios and Profiles to Assess Reading
Student Record Sheets	★ Units of Work ★ Samples in this package (overpage) ★ Assessment Pack 2: Using Portfolios and Profiles to Assess Reading
Assessment Code at the bottom of worksheets	★ Units of Work worksheets ★ Samples in this package (see 8b and 10c)
Anecdotal Records	★ Sample in this package (overpage)
Class Unit Checklist	★ Units of Work
Record Sheet for matching students to book levels	★ *Matching Students to Book Levels* workshop materials
Running Record Sheet	★ *Assessment for Guided Reading* workshop materials
Reading Skills Profile	★ PLP-R (KS1) Teacher Manual ★ Assessment Pack 2: Using Portfolios and Profiles to Assess Reading

Samples of some of these assessment tools are shown overpage.

Sample observation checklist

Similar to the Class Unit Checklists in the Units of Work, the following checklist for a group of up to 10 students makes observation and recording manageable when assessing students in one-on-one and small group situations:

Reading Skills – Sleepy Zoo

Student	Independent Book Level	Recognises some reading terminology …			Knows book conventions …		As students read: Recognises…				Relates pictures to words	Scans cover and text for information	Shares personal responses	Begins to develop receptive language
		Cover, title	Author	illustrator	Holds book the right way	Turns page correctly	Some initial sounds in words	Some high frequency words	Some key words in familiar text	Sentences are made up of words				
1.														
2.														
3.														
4.														
5.														
6.														
7.														
8.														
9.														
10.														
11.														
12.														

Sample Anecdotal Record

Reading Observations	
Name: Tommy Chiu	**Class:** 1 B
Date	**Anecdotes**
12 Oct 2006	No confidence with book e.g. won't turn pages by himself.
13 Feb 2007	Likes non-fiction books for Home Reading.

Sample Student Record Sheets

I can read high frequency words

Student Record Sheet Sample 1

Name: ……………………………………………………………………

Class: ……………… Term: …………………………………

Colour the words you can read.

the	me	and	a	to	in	is	you	am	it
he	my	for	on	are	as	can	his	we	I
at	be	this	have	no	or	like	had	by	come

Letter sounds and names

**Student Record Sheet
Sample 2**

Name:		Class:		Date:					
Say letter name and letter sound.			Give a word example						
Lower case letters	Capital letters	Letter sound	Letter name	Word example	Lower case letters	Capital letters	Letter sound	Letter name	Word example
a	A				n	N			
b	B				o	O			
c	C				p	P			
d	D				q	Q			
e	E				r	R			
f	F				s	S			
g	G				t	T			
h	H				u	U			
i	I				v	V			
j	J				w	W			
k	K				x	X			
l	L				y	Y			
m	M				z	Z			

Comments

I can read new words

Name: ………………………………………………………………………

Class: …………… **Date:** ………………………………………

I point to the words.	**My dog is black.**
I look at the first letter.	**d og**
I look at the picture.	**dog**
I sound out the word.	**d – o – g**
I find a small word in a big word.	**big ger**
I read on and come back.	**My ..?.. is black.** **My dog is black.**
I guess.	**? ? ? ?**
I try again.	I check the word wall.

6. ASSESSING INDIVIDUALS IN GROUPS
6a. Classroom organisation

It is important that the Teacher/s and Classroom Assistant are allocated to groups in ways which:
- maximise opportunities to supervise student on-task behaviour
- maximise opportunities to assess, give feedback and teach 'in the moment'.

Group 1
Teacher1

Group 2
Teacher 1

Group 3
Teacher 2

Group 4
Teacher 2

Teacher 1 and **Teacher 2** circulate between the target students (e.g. those with suspected learning difficulties) and assess students on a focus Reading Skill. Tick on the checklist.

Half class
and
Teacher 1

Half class
and
Teacher 2

Teachers work with half the class, e.g. read a big book or do a sequencing activity with sentence cards. Ask individuals to complete a task or demonstrate a skill. Tick on checklist.
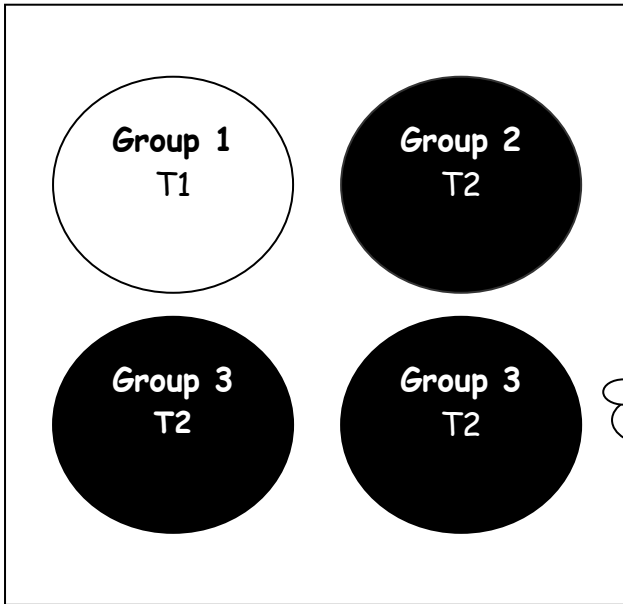
6. ASSESSING INDIVIDUALS IN GROUPS

6b. Assessment strategies for small groups
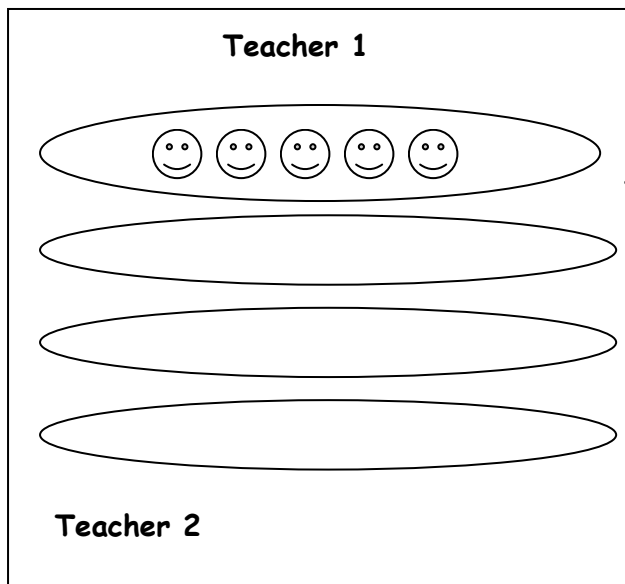
Teacher assesses the front row of students.

Teacher uses flash cards with the whole class and the Classroom Assistant assesses one row of students for their responses. The students in the row being assessed are rotated each session.

| Group 1 T1 | Group 2 T2 |
| Group 3 T2 | Group 3 T2 |

Teacher 1 teaches focus Reading Skills and assesses individuals as they learn. Teacher 2 or Classroom Assistant monitors the remaining groups and completes some assessment if realistic.

Teacher asks a student in the group to read specified words in a text and read the words.

While students are working in a group, the teacher can check a student's understanding, e.g. *Relates pictures to words.*

7. ASSESSING INDIVIDUALS ONE-ON-ONE

7a. Classroom organisation and strategies

With a number of teachers and / or a Classroom Assistant, arrangements can be planned to create opportunities to collect and record assessment information such as:

- Reading Skill/s e.g. *Follows text from top to bottom, left to right*

- reading strategies (e.g. sounds out the word, uses picture clues, reads on)

- reading accuracy (e.g. % of words read correctly)

- reading comprehension (e.g. low and high level questioning)

Withdrawal of small group of individuals from whole class

Whole class T2 and **CA**

Teacher 1 and small group
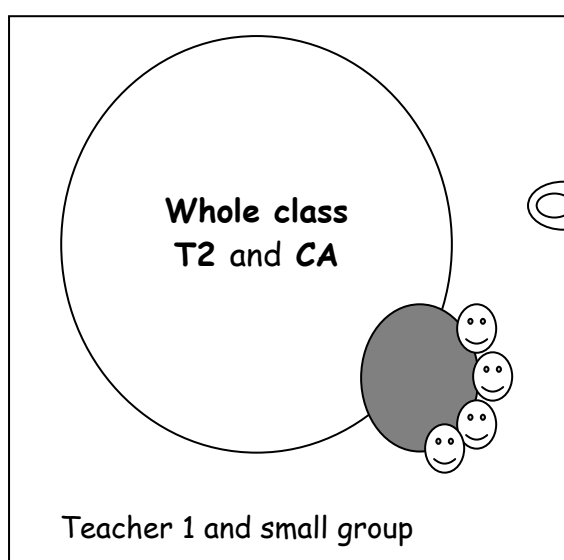
Teacher 2 and **Classroom Assistant** work with the whole class while **Teacher 1** assesses individuals in a small group on a focus Reading Skill or Strategy.

Use flash cards to assess High Frequency Words or model a Reading Skill e.g. *Imitates pronunciation and intonation when reading familiar texts; Uses initial letter sound.*

Individual withdrawal from whole class

**Whole class
T1** and **CA**

Teacher 2 and one student 😊
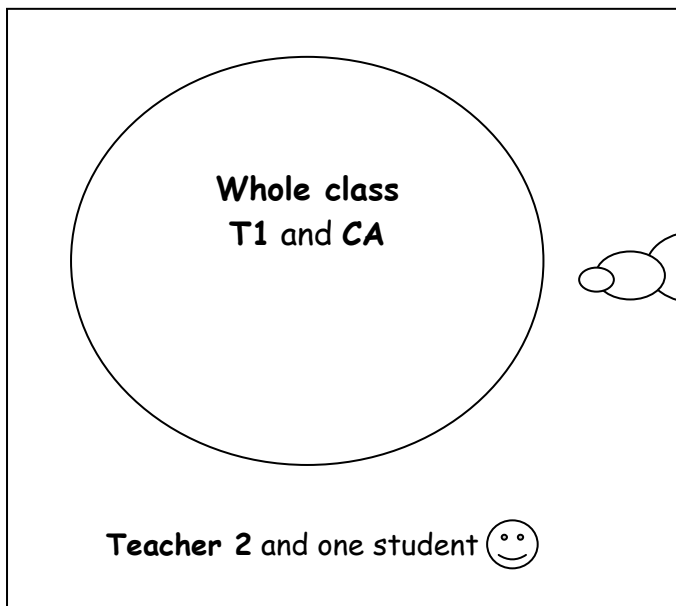
Teacher 1 and Classroom Assistant work with the whole class, while Teacher 2 assesses an individual student.

The teacher or CA assesses an individual student on selected key words and *High Frequency Words.*

Make use of the word wall established in your Reading Room. Ask individual students to read selected *High Frequency Words* and assess.

Individual withdrawal from small group

Group 1 T1	Group 2 T1
Group 3 CA	Group 4 CA
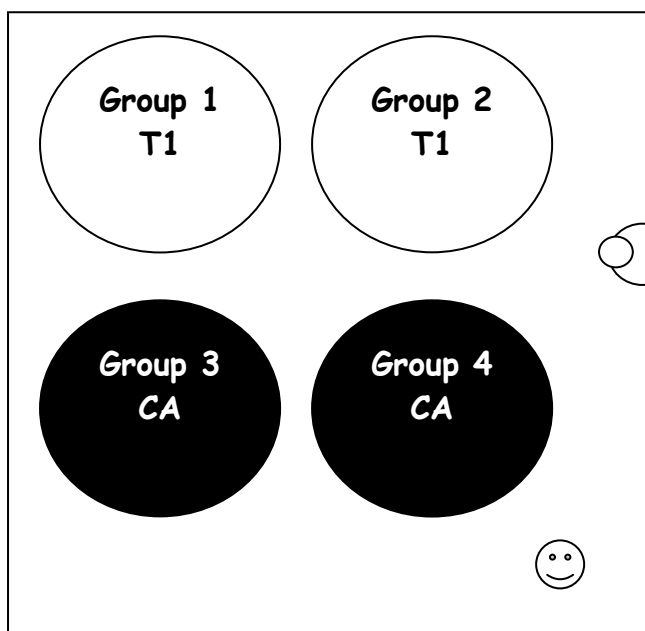
While Teacher 1 and the Classroom Assistant are working with groups 1 to 4, Teacher 2 assesses individual students for a specific purpose e.g. matching students to a book level.

The teacher listens to a child read and assesses his reading level. Other Reading Skills that might be assessed during this time, include *Holds the book up the right way; Turns pages correctly …*

Student demonstrates the Reading Skill, *Identifies some letter / sound relationships* through the use of phonic fans. The teacher assesses individual students and takes note of students who require help.

Teachers circulate small groups → observe individuals

Teacher 1,Teacher 2 and **Classroom Assistant** work with assigned groups 1 to 4.

They circulate around their assigned group/s and *individuals* and assess.

Group 1 T1	Group 2 T1
Group 3 T2	Group 4 CA
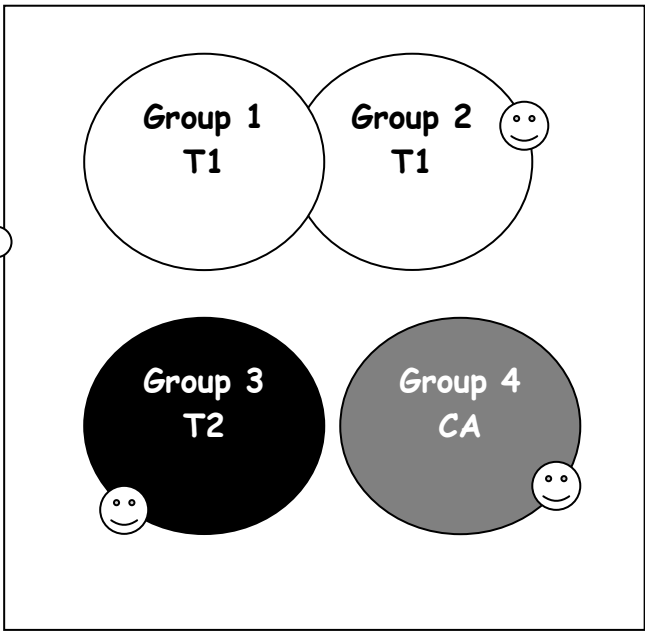
The teacher models a Reading Skill and asks a student to demonstrate the same skill.

I will find a word starting with the sound /p/

7. ASSESSING INDIVIDUALS ONE-ON-ONE
7b. Example of a one-on-one procedure

When you have the opportunity to sit in a one-on-one situation with a student, you can use this opportunity to gather information you may not find during other activities.

The following examples relate to the *Level 1 Reading Skills Checklist* opposite. Teachers can do one or more of such tests.

After the student does any of the tests, tick or date what he/she can do on the checklist. This checklist could be the class profile.

Preferably do the ticking or dating after the reading so as not to intimidate the student.

1. **Understanding basic conventions of reading:**
    Ask a student to read for you:

    - Offer the book sideways — *Holds book up the right way.*

    - Ask them to point to the cover and the title (and illustrator and author if taught) — *Recognises some reading terminology.*

    - Note if he/she places the book in the correct position — *Holds book up right way; Follows text from …*

    - When students start reading, tell them they can turn the pages themselves — *Turns pages correctly.*

    - Record skills on checklist.

2. Looking at pictures and words:

- Read title to the student. Ask child to discuss the cover or point to a picture related to the title — *Relates pictures to words; Scans cover and text for information.*

- **And/or** Ask student to share ideas about the cover based on pictures and title — *Relates pictures to words; Scans cover and text for information; Shares personal responses about text.*

- **And/or** Ask child to open to a picture they like in book and discuss — *Shares personal responses about text; Relates pictures to words.*

- **And/or** Ask child to point to a word that matches a picture you point to — *Relates pictures to words.*

- Record skills on checklist.

3. Beginning to develop receptive language:

- During any one-on-one situation for teaching or assessment, note if the student understands what you asked him/her to do.

- "Begins" to "develop" means the child does not have to have a strong understanding of English, but is getting the main message of your instructions.

- Record this skill on the checklist.

4. Recognising initial sounds:

- Use the sheet opposite. Have a clean copy for student to use. Record on a second copy for the student's portfolio (e.g. write the date on known sounds).

- Hide the words. Ask student to say each letter sound — *Recognises some initial sounds.*

- Reveal the words. Ask student to point to words that start with given letter sound — *Recognises some initial sounds in words.*

- Ask student to read or point to one or two words for each sound — *Recognises some initial sounds in words.*
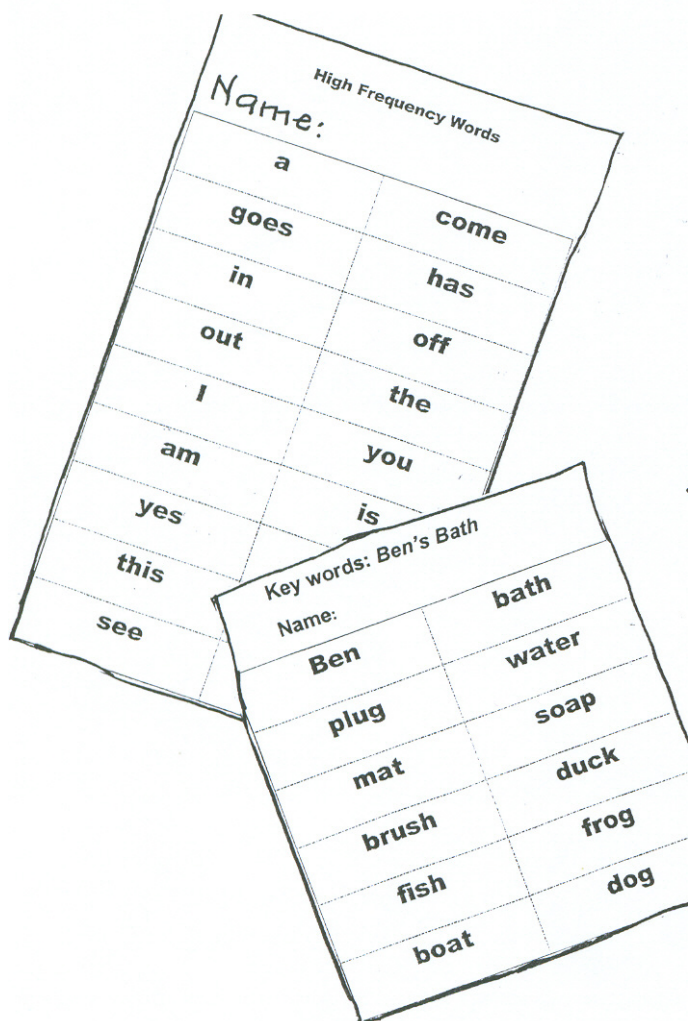
5. Recognising high frequency words:

- Use sheet opposite to record student's responses. Keep in the student's portfolio.

- Use a clean sheet or flash cards and ask children to read the words — *Recognises some high frequency words.*

- Date those words that the student reads correctly.

6. Recognising some key words in familiar text:

- Do as above using key words related to the class focus reading book — *Recognises some key words in familiar text and …*

- Or ask student to point to or read key words in the text of the actual book — *Recognises some key words in familiar text and …*

8. USING WORKSHEETS TO ASSESS STUDENTS

8a. Help! What do I do with these worksheets?
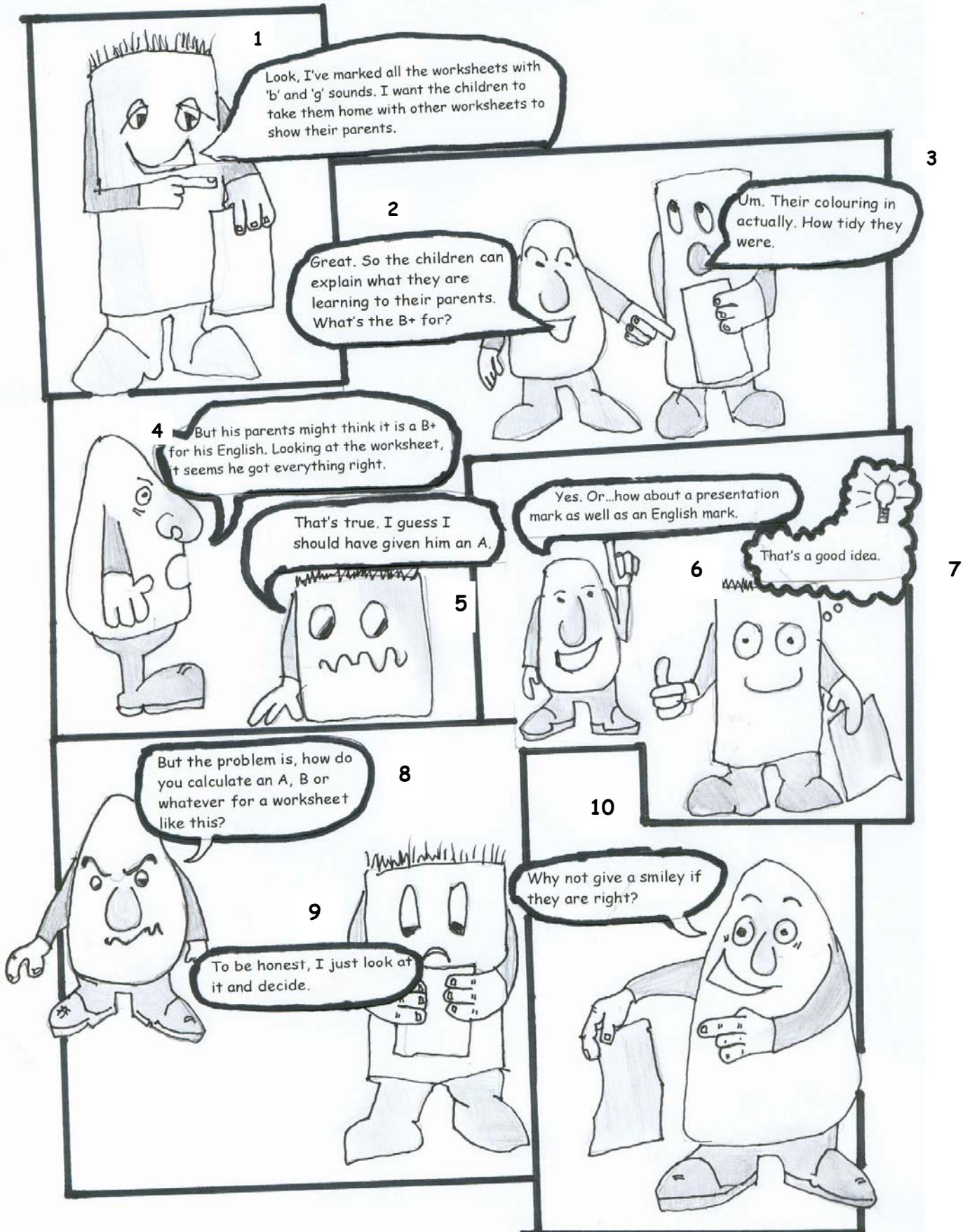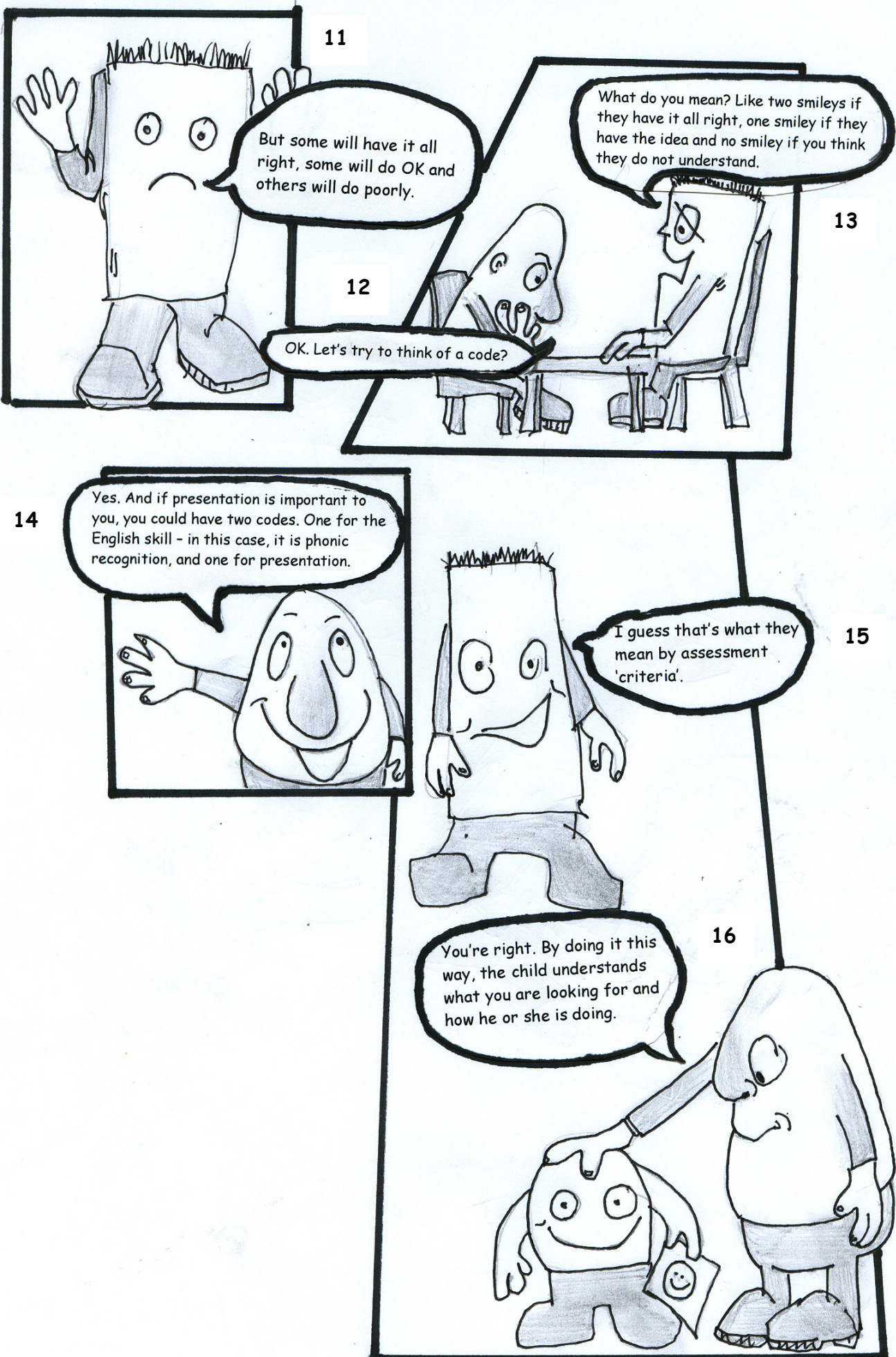
8. USING WORKSHEETS TO ASSESS STUDENTS
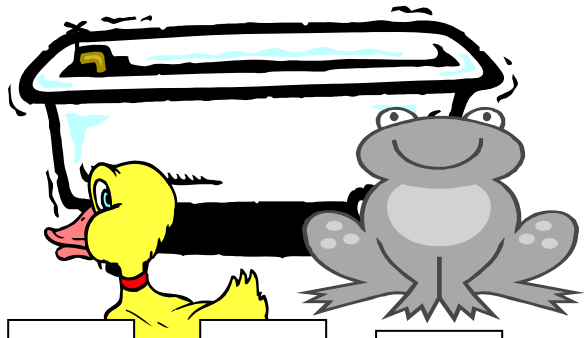
8b. Criteria for assessing worksheets

When marking worksheet from a Unit of Work, the reading skills are listed at the bottom of the worksheet. This focuses the teacher on what to mark. It also ensures consistency in marking many students. Various marking **criteria** in the form of **codes** can be added to the worksheet, as seen in the samples that follow:

Sample 1: worksheet and code

Activity: Ben's Bath, Session 4	
Reading skill: Match words to pictures	
Completed the task:	
Alone	(✓)
With a partner	
Group work	
With support	
Unable to complete the task	(✓)
Comment:	

Signed:

Name: Cheng Xin   **Class:** 2C

Match the words to the pictures

bath   duck   frog

Name: Cheng Xin   **Class:** 2c

Colour the 'b' words blue and the 'g' words green.

blue   green   boy
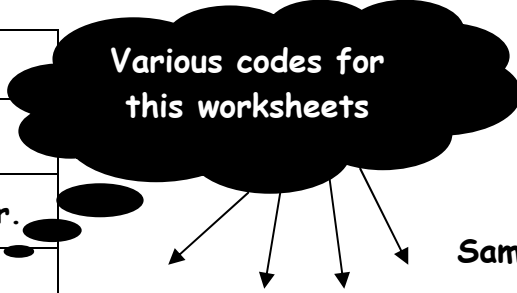boat   goat   bat   girl
game   bag   bike   goes
Ben   gorilla   brush   bang

Sample 2: worksheet and code

Date: 21st January 2006			
Task: Colour the 'b' words blue and the 'g' words green			
Cheng Xin can …. *Recognise some initial sounds in words* **'b' and 'g'**			
b	✓	g	✓
Completed the task:			
Alone ✓			
With a partner			
Group work			
With support			
Unable to complete the task			
Teacher signature:			

Name: Class:

Ben's Bath

Cut out the sentences and put in the correct order.

In goes the duck.

Ben has a bath.

In goes the fish.

In goes the boat.

In goes the frog.

In goes Ben.

In goes the mat.

Splash!

Reading skills:
Retells by sequencing pictures
Responds to simple tasks about characters and sequence of events
Recognizes some high frequency and key words in familiar text.

Various codes for this worksheets

Sample 3

Name:		Class:	
Ph	Pic	Comp	Pron
✓	✓	✓	

Ph = Phonics Skills
Pic = Uses pictures for clues
Comp = Knows meaning
Pron = Pronounces words correctly

Sample 4

Name:
Class:
Task: Sequence the story of Ben's Bath.   **Sample 6**
1. Comprehension – the story sequence makes sense ☺ ☺ ☺
2. Read some text accurately ☺ ☺ ☺
2. Presentation ☺ ☺ ☺

Sample 5

Name:			Class:
Student completed activity independently	Student completed activity after further explanation	Student completed activity after completing an example with an adult	Student completed activity with an adult

Reading skills:

- Retells story by sequencing pictures ☺ ☺ ☺
- Responds to simple tasks about characters and sequence of events ☺ ☺ ☺
- Recognizes some high frequency and key words in familiar text ☺ ☺ ☺

Sample 6

8. USING WORKSHEETS TO ASSESS STUDENTS

8c. Frequent Answers for Rarely-Asked Questions

Question 1: When the students work in groups on worksheets, they can copy each others' work. How can I be sure my marking shows a student's true ability?

Answer: Worksheets that are done in a group situation are a *learning activity for practice*. Using worksheets done in this situation is a not a reliable assessment strategy. However, you can move from student to student in one or more groups, asking questions that show students' understanding. Then you can record their understanding with a code (see Section 6c). It also provides an opportunity to teach the students or give feedback.

Question 2: Should every worksheet be collected for assessment?

Answer: Worksheets provide practice for what students are learning. Once you collect the worksheets, you cannot see the student doing the work … how they think, where they struggle, where they do it easily, who is helping them, etc. It is best to assess worksheets *while* students are working.

Question 3: How can I assess all the worksheets while students are doing them? They finish them before I can get to all the students.

Answer: There are a number of ways to do this:

(a) Decide which worksheets will provide you with quality information. Aim to assess only these ones.

(b) Decide which students you need to know about and target them for assessing. (cont'd) …

(c) Provide students with extension activities so you make time to assess in the lesson time.

(e) When there is more than one adult in the room, use this time to do quality assessing.

(d) Assess some students later then, when time, ask them individually about their worksheets.

Question 5: Should I tell students that a worksheet will be assessed?

Answer: Yes. And it is important that you tell the students *what* you are going to assess. For example, tell students, "I want to see if you can remember the story by putting the sentences in order" or "I am going to see if you can colour words that start with the letter 'b'." You can also model your expectation (see Section 3).

Question 6: What if I decide to assess something else that seems important?

Answer: Be sure to target the reading skill/s that you wish to assess before the lesson. Then tell the students. Don't change the target as students are trying to give you what you asked for!

# 9. MAKING AN ASSESSMENT PLAN FOR OBSERVING, COLLECTING AND RECORDING

Plan how you will create **maximum opportunities** in your lessons to observe students and gather and record information about their learning. Use this package for ideas about classroom management and teacher roles, and the *Teacher Placement Grid* in the Units of Work.

Unit of Work: ……………………………………..…   **Year Level:** ……………..

Term: …………………………………………………..   **Year:** ……………………

Find in the Unit of Work
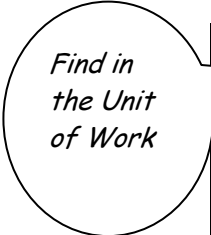
| What to assess	Assessment technique	How	Who (NET, LET, CA)	When / Where
Letter names and sounds:				
High Frequency words:				
Reading behaviours & terminology:				
Read a simple text (e.g. a sentence or more):				

Record keeping:

Where will you keep the checklists?

Where will you keep worksheets?

If worksheets in Portfolios, how will you store Portfolios?

10. WHAT TO DO WITH ASSESSMENT INFORMATION

10a. Using assessment data to inform planning
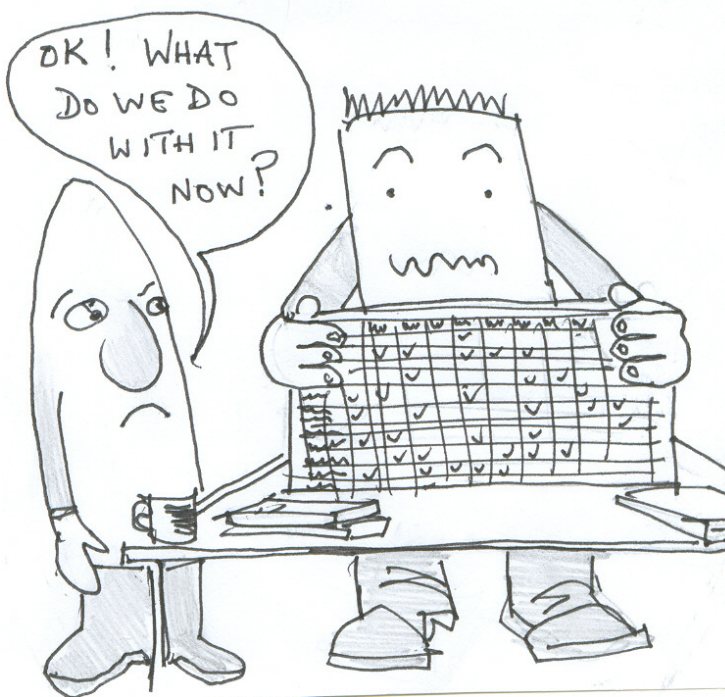
★ Identify weaknesses shown by most of the class → plan to improve

★ Identify weaknesses shown in a small group → plan to improve

★ Identify strengths shown by most of the class → plan to extend

Identifying learning patterns

★ Identify strengths shown in a small group → plan to extend

★ Design diagnosis activities, if needed → see exactly what the problem is for an individual, small group or whole class.
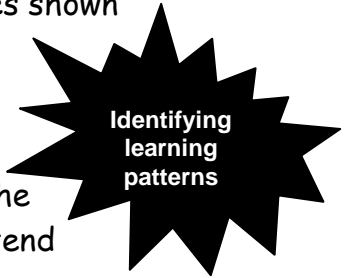
✸ Modify lessons so that some activities target reading skills in need of more teaching and practice

✸ Modify resources e.g. flashcards, word wall, reading books, worksheets, to meet the needs of learners

✸ Differentiate activities for students according to their needs (see Section 10c).

Modifying lessons

❗ Modify group size e.g. 2/3 class with teacher on intended lesson and 1/3 with classroom assistant doing focus or modified work

❗ Re-arrange student groups so able learners can model to less able learners

Planning groups

❗ Re-arrange students into ability groups for focus activities e.g. less able students work intensively with classroom assistant; able students do more challenging activities (see Section 10c)

❗ Use ECA to support specific learner needs e.g. P5 or P6 buddies to read with students.
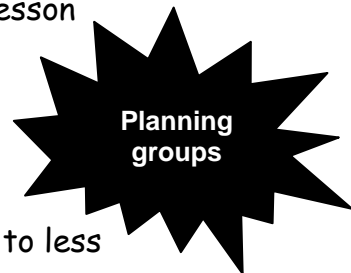
10. WHAT TO DO WITH ASSESSMENT INFORMATION
10b. Sample planning meeting record (PMI)

Always start with Plus.

Plus **+**	Minus **−**	Interesting **I**
e.g. What are we doing well?	e.g. Which students are not achieving and in what reading skills?	e.g. What are some interesting things that are happening?
• Looking at the <u>Profile / checklists</u>, it seems most of the children know the initial sounds we have been teaching. There's a little confusion with the letters 'b' and 'd' in P1. • <u>Observed</u>: They are imitating the teachers now as we read because they are settled on the mat and used to the routine. • <u>Observed</u>: Everyone knows the basic terminology: cover, title, author, illustrator when teachers use the terms. • <u>Profile / checklists</u>: All students know/practise the conventions of a book (i.e. holding up right way, reading text in right direction, turning pages).	• When we did <u>one-on-one testing</u> of the high frequency words (HFW), we found many children did not know them. We thought they did because they call them out in whole class practice. Have you noticed how we have removed HFW practice in the lessons when we are running out of time? • <u>Observed</u> some students still not imitating teacher, but some students definitely reading and need some more challenging text to engage with in part of the lesson. • When doing the <u>one-on-one reading</u>, some of us found students did not understand terms like 'word', 'illustrator' and 'author'.	• Did you notice that Fanny is very quiet and never puts her hand up? But she is really involved in group work. • When the groups do the sequencing activity, some groups remembered the exact text from the big book. Others had a different order but the text still made sense. Is the activity for memory or to create text that makes sense?

Focus problem/s:
1. High frequency words not well known
2. Some students ready for reading (not imitating reading)
3. Some book terminology not understood

Solutions / suggestions:

1. Do high frequency words in EVERY English lesson. Every teacher will have a set of flash cards and maybe put the words on classroom walls. Don't leave out HFWs in Reading Lessons. For a few lessons, class forms into smaller groups, each with an adult, to practise HFWs. Teachers note who is struggling during this practice. Form a group with these 'strugglers' and do serious practice each lesson for a few weeks.

2. Have some higher level books on each table for early finishers to read. Start Guided Reading groups. Students with less ability do intensive pre-reading activities with teacher. Higher level reading group has more challenging post-reading tasks.

3. Teach reading terminology explicitly: make attachable labels for the big book (title, author, illustrator, word, picture, sentence, page, cover). Start reading with students coming out to attach these to parts of the book. Try with an unknown book. Make a worksheet with picture of a book and students connect labels to parts. Make own book.

# 10. WHAT TO DO WITH ASSESSMENT INFORMATION

10c. Planning for different learning needs

The more teachers use formative assessment, the more teachers can identify students' different learning needs. As listed in Section 10a, there are many ways to respond to information gathered from assessment.

Below is a worksheet used after a storytelling of *Goldilocks and the Three Bears.*
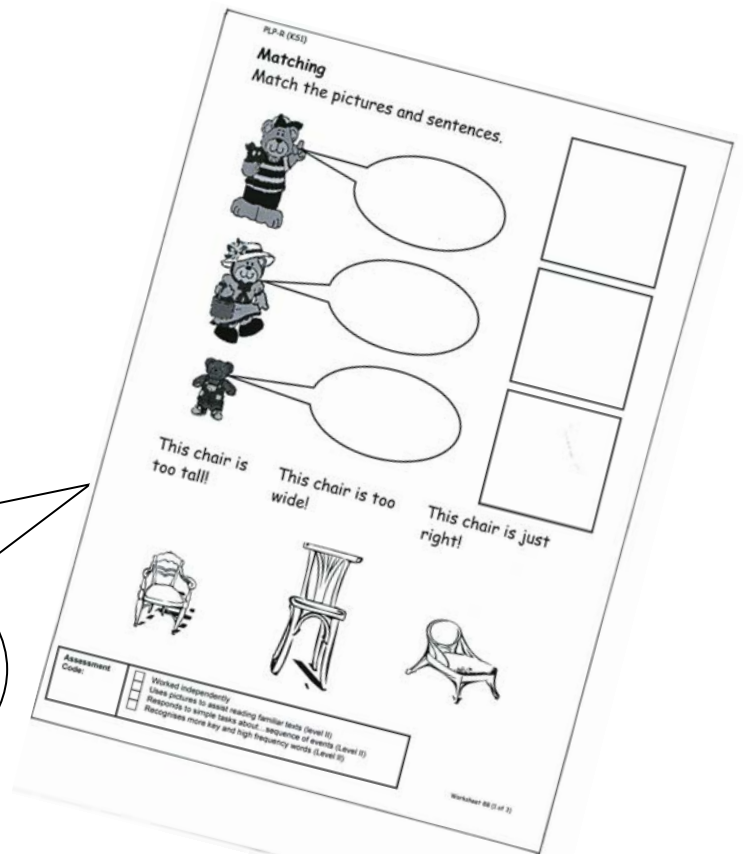
Typically, every student in a class would do the worksheet. However, as teachers become aware of the learning needs of students, the worksheet task can be modified to **support learners who need assistance with learning** and/or **challenge more able students.**

In this way, teachers are responding to assessment information by (a) modifying a resource, and (b) grouping students according to need.
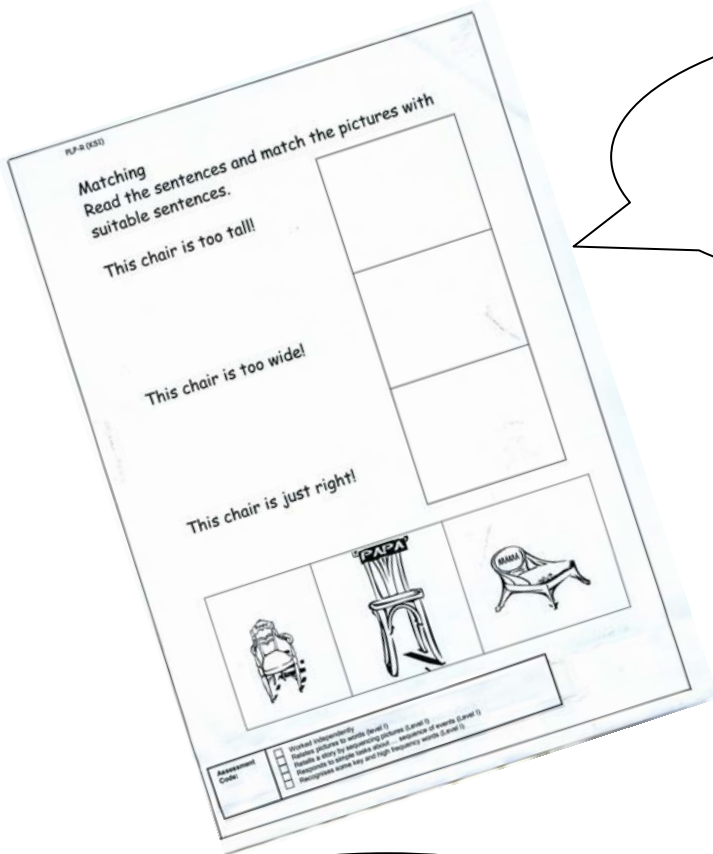
Original student worksheet:

An assessment code for Level I reading skills could be placed at the bottom (see overpage for details).

Modified worksheet for students with higher reading ability:

An assessment code for Level II reading skills could be placed at the bottom (see overpage for details).

Group work plan: Students move to these groups after the story-telling.

BLUE GROUP
Students showing average ability
- Do original worksheet
- Reading books on table to read when work is completed.

GREEN GROUP
Students showing average ability
- Do original worksheet
- Reading books on table to read when work is completed.

YELLOW GROUP
Students whose reading ability needs increased support
- No worksheet
- Teacher has cut-outs of pictures and words (from worksheet) in larger size. Use a white board
- Select individuals to do reading and matching tasks on the board
- Group to repeat when each task is done e.g. imitate reading, sounding letters and words
- Teach how to use picture clues, sounding out etc. Note who is learning and who is not.

RED GROUP
Students with high reading ability requiring challenge
- Do modified worksheet
- Ask peers to assess their work
- Higher level reading books on table to read when work is completed.

Two adults in classroom:
T1 — Teaching Yellow Group. Assess/diagnose
T2 / Assistant — Overseeing Blue and Green Groups. Assess if realistic.
Red Group — Self-managing. Peer-assess

Three adults in classroom:
T1 — Teaching Yellow Group. Assess / diagnose
T2 — Overseeing Blue and Green Groups. Assess some or all students
Assistant — Assisting Red Group. Assess if realistic

How to assess the groups.

Assessment Code: A
Worked independently
Relates pictures to words (level I)
Retells a story by sequencing pictures (Level I)
Responds to simple tasks about ... sequence of events (Level I)
Recognises some key and high frequency words (Level I)

Assessment Code: B
Worked independently
Uses pictures to assist reading familiar texts (level II)
Responds to simple tasks about...sequence of events (Level II)
Recognises more key and high frequency words (Level II)

C
Recognises some initial sounds in words (Level I)
Recognises some high frequency and key words (Level I)
Imitates words and repetitive language (Level I)
Relates pictures to words (Level I)

Possible assessment codes for:

A. Original worksheets (Blue and Green groups doing Level I skills)

B. Modified worksheet (Red Group doing Level II skills)

C. A checklist for the Yellow Group.

11. ARCHIVING ASSESSMENT INFORMATION

Keep track of student progress by storing files in an organised way e.g. file Portfolios in order of classes.
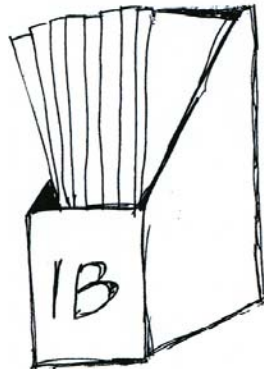
Worksheets in class folders
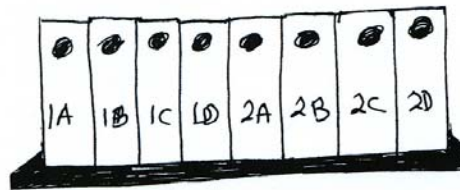
Decide which work samples you want to collect and store them in student / class drawers or files.

There's no right way to archive. Use the resources you have to make a system that works for you.

Magazine boxes to store class information

Drawers, baskets or boxes for each class