Anecdotal Records

Assessment technique

Reading, Writing, Math Instruction

Assessment

K-5

N/A

N/A

Yes

1. Have the child begin a task or assignment.
2. Have a notebook and pen handy.

1. Watch a student perform a task or skill.
2. Write down what you see the child doing.
3. Put the date on the paper.

This is merely an assessment that can be used to see a child’s progress over time. This really can not be differentiated.

Be aware of what the child is doing, and do not put personal thoughts and opinions into the actual notes. Make sure to keep it dated in order to keep up with progress.

Anecdotal records are written records to keep up with a child’s progress in a particular area over time. Teachers observe a child’s actions and takes work samples throughout a day. This is type of formal assessment so there are comments and records are based on notes only. This should be positive and is something that does not need to be done daily.
**Name:** Authentic Assessment - ARAs  
**Type:** Technique  
**Literacy Skill:** All  
**Domain:** Assessment  
**Grade Level Uses:** All levels  
**Special Population:** NA  
**Cognitive Process:** NA  
**PAR Use:** NA  
**Researched, Field Tested:** Yes  
**Author/Creator:** Diffe

**Differentiation:** The Authentic Assessment should be as individual and varied as your students. The authentic assessment should be tailor made to the student and his needs and abilities.

**Things to watch out for:** Make sure that the assessment isn’t too abstract. A portfolio is a good example of an authentic assessment. The requirements for an authentic assessment are:

- Lessons have to involve activities that are amenable to authentic assessment such as project-based learning, role-playing, journals, and cooperative learning.
- Tasks should be open ended, meaningful, take place in a realistic context, and be a learning experience.
- The learning expectations and the criteria for assessment should be matched to valued outcomes and to the task, and need to be clearly defined.
- Assessments are based on identifiable and meaningful criteria.
- Students should be involved in developing the criteria for assessing their performance.
- The assessment criteria should be communicated to the students before the work is started.
- Assessment should be an integral part of the teaching process. (e.g. a student evaluating his work and developing the learning objectives and evaluation criteria for the next stage of a project)
- Evaluators need to be trained to ensure consistent application of the criteria.

**Description/Application:** Authentic assessment is a term often refers to assessment that takes place in naturalistic situations that resemble the settings where a skill or knowledge is actually used or applied. Go through the entire lesson that the students will do in class, personally.

2. Find different ways that the acquired knowledge can be assessed in an untraditional way. Try to create an assessment that illustrates where that knowledge can actually be used in real life. Examples of an authentic assessment are:

   - Open-ended or extended response exercises, questions or other prompts that require students to explore a topic orally or in writing. (e.g. experiment observations, role playing)
   - Extended tasks assignments that require sustained attention in a single work area and are carried out over several hours or longer. (e.g. writing a poem, developing conducting and explaining the results of a science experiment, building a boat)
   - Portfolios comprised of selected collections of a variety of performance-based work. (e.g. best pieces and student’s evaluation, journals, works in progress)
   - Performance tasks such as plays, presentations, posters, or models.
Name: Authentic Assessment
Type: Assessment
Literacy Skill: All types
Domain: Assessment
Grade Level Uses: K-20
Special Population: No, fine for Special Needs and ELL
Cognitive Process: All categories
PAR Use: Can be completed during Preparation, Assistance, and Reflection
Researched, Field Tested: Yes
Author/Creator: Cunningham/Moore Cunningham/Moore, 2004

Preparation Steps:
1. Make sure the assessment is reliable and valid
2. Determine instructional levels through observations
3. Include students’ attitudes and interests in your assessments
4. Beware of standardized tests

Application Steps:
1. Use observations and anecdotal records during assessment
2. Create portfolios to monitor progress

Differentiation: In order to properly assess all students accurately, you must determine the appropriate instructional level for each student, assess their learning, and monitor progress.

Things to watch out for: Include students’ attitudes and interests in your assessments. Avoid the use of worksheets and standardized tests when possible.

Description/Application: Authentic assessment is used to assess different kinds of abilities in contexts that resemble the actual situations in which the abilities will be used.
Name: Cloze Procedure
Type: Strategy, Assessment Technique
Literacy Skill: Reading
Domain: Prior Knowledge & Meaning Vocabulary
Grade Level Uses: K-12
Special Population: N/A
Cognitive Process: Prior Knowledge
PAR Use: Preparation – Before Reading, Reflection – After Reading
Researched, Field Tested: Author/Creator:

Preparation Steps:
1. Find a passage that is 3-5 sentences long. This can be a random passage or a passage specifically from text that students are reading.
2. Delete words from each sentence. Deletion of words can be done at random.
3. Print brand new copy of passage/sentences (which is now a “cloze”).

Application Steps:
1. Supply students with the cloze that was created.
2. (Optional) Read the passage/sentences with students out loud, using the word “blank” everywhere there is a deletion.
3. Explain to students that they should fill in the blanks with words that they feel appropriate and would help the sentence make sense.
4. (Optional) Support students with the first sentence by helping them think of the word that goes in the first blank.
5. Have students complete the rest of the cloze on their own.
6. Students might have trouble filling in all blanks. Explain to them that they should try their best.

Differentiation:
This can be done for different age levels by making sure the sentences/passage supplied is age appropriate. As for different ability groups, the same concept applies. They key is to pick appropriate sentences/passages. If the cloze procedure was done for science/social studies, it has to be a passage from a topic that students are currently reading in class.

Things to watch out for:
Students might get frustrated when they get to a blank in which they don’t know what word to put. They might ask teacher for help and teacher might be tempted to answer. Make sure to emphasize that students should just try their best.

Description/Application:
Cloze Procedure is designed to help students: (a) indirectly make connections between words; (b) use prior knowledge of words and their meanings. The idea behind this strategy is to help students understand that words do have connections with each other. Ideally, the cloze procedure can be used at all different grade levels and most curriculum areas, depending on if the content of the sentences/passage are age appropriate.
**Cooperative Graphing**

**Type:** Strategy  
**Literacy Skill:** Reading Comprehension  
**Domain:** Cognitive  
**Grade Level Uses:** 6-12  
**Special Population:** n/a  
**Cognitive Process:** cooperative study and graphing  
**PAR Use:** Reflection  
**Researched, Field Tested:** Yes

**Preparation Steps:**
1. Students read assigned text  
2. Teacher creates graph with a scale of most important, important, and least important on X-axis. On Y-axis events from text should be listed.  
3. Divide students into groups

**Application Steps:**
1. Students work in groups to create graph  
2. Students justify answers

**Differentiation:**
This activity can be modified for English classes or whenever story structure is being studied. The scale can be changed to “most-liked to least-liked.” This will rate how students empathized with characters.

**Things to watch out for:**

**Description/Application:**
Cooperative graphing is a great way to reflect on materials read and give value to the assignment on their own terms. They qualify the materials they read and can aid each other in unpacking the meaning and importance of the text.
Name: Daily Observation
Type: Assessment Technique
Literacy Skill: Reading, Writing, Math, Science, Social Studies
Domain: Evaluation
Grade Level Uses: K-12
Special Population: N/A
Cognitive Process: N/A
PAR Use: N/A
Researched, Field Tested: Yes
Author/Creator:

Preparation Steps: 1. Have a students’ name sheet on a clipboard
2. Write a date for each day
3. Natural classroom setting
4. Write what is being observed

Application Steps: 1. When interacting or observing students’ record a significant indicator of child’s learning
2. Brief comment on the observation made
3. One-or –two word description of the observation needed for a particular child

Differentiation: Daily observations are used the same way for different age groups. Teachers can observe the same way for different subjects.

Things to watch out for: Since this is done daily, it is done in a natural environment. The students are not aware of the fact that they are being observed, so they will not give their best effort. Teachers should keep that in mind, and not be harsh at observing them.

Description/Application: Daily observations are the most reliable and valid way to assess children’s progress. A classroom in which children are involved in comprehension lessons, self-selected reading, responding to what they have read, discussing what they have read, inquiring, researching and more provide the teacher with ample opportunities each day to assess students’ learning.
Name: Informal Assessment  
Type: Assess  
Literacy Skill: All contents  
Domain: Evaluation  
Grade Level Uses: k-20  
Special Population: N/A  
Cognitive Process: N/A  
PAR Use: N/A  
Researched, Field Tested: Yes  
Author/Creator:  

**Preparation Steps:**

1. The first step is defining what you would like to assess. What would you like student to know or to be able to do.  
2. Assessment strategies should be planned when instruction activities are planned. Don’t wait to tack on assessment as an afterthought.  
3. Make sure you have identified a clear purpose for the assessment. What are the goals of instruction? What student outcome would you like to see? Define the tasks or situation you will utilize to form the basis of the assessment process.  
4. Decide how you will evaluate the student’s performance in the situation or on the task(s). What will constitute outstanding performance? Good performance? Acceptable performance? Less than acceptable performance?  
5. Develop the assessment materials and procedures

**Things to watch out for:**

Assessment should show a student’s success. But some formal assessment isn’t considered adequate to demonstrate a student’s progress. Teachers need to understand the balance between formal and informal assessment. There are different informal assessment tools for assessing various components. It is important to note that no single assessment will provide insight into all reading related components that teachers need to know about. It is important to ask yourself: "What do I want to know about my students? What do I want to assess?"

**Description/Application:**

Informal Assessment is used to evaluate students and assign grades that should reflect student learning and success. This could include homework or pop quizzes. Administering informal assessments on a regular basis throughout the school year provides useful information that can help teachers to identify the individual strengths and weakness of each student. Informal Assessment can also help plan future instruction so that student needs are met.
<table>
<thead>
<tr>
<th>Name:</th>
<th>Inner/Outer Circle</th>
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</thead>
<tbody>
<tr>
<td>Type:</td>
<td>Strategy</td>
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<tr>
<td>Literacy Skill:</td>
<td>Writing, Reading, Listening</td>
</tr>
<tr>
<td>Domain:</td>
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<tr>
<td>Grade Level Uses:</td>
<td>all</td>
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<tr>
<td>Special Population:</td>
<td>N/A</td>
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<tr>
<td>Cognitive Process:</td>
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<tr>
<td>PAR Use:</td>
<td>P- before the reading and R- after the reading</td>
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<td>Researched, Field Tested:</td>
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<tr>
<td>Author/Creator:</td>
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**Preparation Steps:**
1. Students will have finished a novel/reading section
2. From that section they will have written questions or jotted down some thoughts and ideas
3. Arrange some chairs into a close circle for the inner circle
4. Arrange some chairs into a circle outside of the smaller circle

**Application Steps:**
1. Number the students off by 2’s
2. Have all the 1’s in the inner circle
3. Have all the 2’s be the outer circle
4. Explain to the students that the outer circle is listening and taking notes of what the inner circle is discussing. The outer circle cannot talk.
5. The inner circle is to have a continuous discussion involving everyone on their thoughts and ideas about a students question or topic.
6. Once there is a pause or moment of silence another student in the inner circle should ask his or her question.
7. Depending on how much time you want to spend on this would determine when you switch your circles.
8. Once your 2’s become the inner circle you repeat steps 4-6

**Differentiation:**
For younger students the teacher can possible give some questions for the inner circle to discuss or even hold up pictures of situations that occurred in the reading as well. This will also help with the ELL students being able to visualize what is being talked discussed.

**Things to watch out for:**
As the teacher, you may be tempted to answer the student’s questions right away rather than allowing the students to respond to one another. Make sure that the students are staying on task and not just talking to friends.

**Description/Application:**
Inner/Outer circle is designed to expand upon what the students read or to clear any misconceptions that they might have had. It works on listening, summarizing, critical thinking and communication among the students.
<table>
<thead>
<tr>
<th>Name:</th>
<th>Learning Logs</th>
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<tbody>
<tr>
<td>Type:</td>
<td>Assessment Technique</td>
</tr>
<tr>
<td>Literacy Skill:</td>
<td>Writing</td>
</tr>
<tr>
<td>Domain:</td>
<td>Writing</td>
</tr>
<tr>
<td>Grade Level Uses:</td>
<td>K-12</td>
</tr>
<tr>
<td>Special Population:</td>
<td>N/A</td>
</tr>
<tr>
<td>Cognitive Process:</td>
<td>Cognitive</td>
</tr>
<tr>
<td>PAR Use:</td>
<td>Yes</td>
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<tr>
<td>Researched, Field Tested:</td>
<td>Yes</td>
</tr>
<tr>
<td>Author/Creator:</td>
<td>Cunningham, Moore, Cunningham, Moore</td>
</tr>
</tbody>
</table>

**Preparation Steps:**
1. Give each student a notebook.
2. Tell them that the notebook will used for writing a summary of what they learned and how much they liked it.
3. Have students make entries in their logs during the last five minutes of class or after each completed week of class.
4. Teacher should leave on the wall any writing rules, words, and other supports that will help students with their writing.

**Application Steps:**
1. Learning logs are free flowing.
2. Subjective relying on opinion and personal experience
3. Make up some questions that can be used to guide students in making thoughtful entries in their learning logs
4. Teacher may respond in writing to a student’s learning log entry, making the learning log a dialogue journal.
5. The purpose of the teacher writing a response is to help students think more deeply about what they are learning.
6. The grade a piece of writing receives should be based solely or primarily on the content of a final draft.

**Differentiation:**
Learning logs may be used in any grade level and they work the same. Children can keep learning logs in any subject and can add to their logs daily, weekly, or after the teacher completes a unit.

**Things to watch out for:**
Children should not spend time during science, social studies, or health proofreading or editing their learning logs. The students’ concern an attention in writing in a content area should always be on content.

**Description/Application:**
Students summarize what they have learned and how they feel about it.
Name: Observation Checklist  
Type: Type of Assessment  
Literacy Skill: Reading  
Domain: Assessment  
Grade Level Uses: PreK-4th  
Special Population: N/A  
Cognitive Process: N/A  
PAR Use: N/A  
Researched, Field Tested: Yes  
Author/Creator:  

Preparation Steps:  
1. Have literacy centers set up or other reading activities in place for when you do your checklist.  
2. Make sure you can move through your classroom with ease. This will make it easier to walk around the room and observe your students without interrupting them.  

Application Steps:  
1. First decide what you wish to observe.  
2. Make your checklist (one for each student) with the criteria you came up with.  
3. Have the students actually doing the selected activities so that you can move around and observe.  
4. Complete each checklist for your students.  
5. Record the data gained in your grading system or place the completed checklist in your students’ portfolios.  

Differentiation:  
This type of assessment is easy to do in any subject area or any grade level. For students with disabilities you may modify your checklist to parallel their specific goals that they are working toward that may or may not be different than the other students in the classroom. For students that are ELL try making a separate checklist that coincides with where they are in learning English. It would not be fair to grade a student that came to this country a few months ago against a student who has English as a primary language.  

Things to watch out for:  
Checklists can be very subjective, therefore try to be as unbiased as possible. If you are having a hard time trying to decide which box to check then add in a third column that tells if the child is almost there but not quite. This can make it much easier than a simple yes or no.  

Description/Application:  
Observational checklists are very easy to make and use to assess a large number of students. Try to be objective when you are carrying it out. After you decide what behaviors you want to assess, make your checklist and decide how you will set up the classroom to observe the behaviors. After completing your checklists, you may wish to place them in the students’ portfolios or write down the data. If a child did not score well, make extra time to help the child along and come back at a later date with another assessment.
Preparation Steps:
1. It is important to go over standardized tests with your students. Mainly the procedures and what is expected of them.
2. The materials for the test will be given to you by the school district.

Application Steps:
1. Administer the test with to the students.
2. After receiving the results of the test determine which students are behind in reading and make the appropriate accommodations for them.

Differentiation:
This test is usually only given in the regular education classroom. ESL and special needs students are not required to take it.

Things to watch out for:
Many students do not perform well on standardized tests. It is important to know your students and only use this type of assessment alongside other types of informal assessments to determine the exact level of each student.

Description/Application:
This is a standardized test given to students in grades 4-10 to determine if the student is reading at grade level. The results give the teacher an idea of who needs more help.
Name: Story comprehension Checklist
Type: Assessment tool
Literacy Skill: reading comprehension
Domain: Assessment
Grade Level Uses: All (k-12)
Special Population: none
Cognitive Process: assessment
PAR Use: After- the reading
Researched, Field Tested: N/A
Author/Creator: N/A

Preparation Steps: The teacher is to create a story comprehension checklist in relation to his/her student’s comprehension levels. This checklist is very useful when assessing students comprehension individually, however it can also be use to assess group comprehension. For early elementary students, a story comprehension checklist would look like this:

**DOES THE STUDENT:**

<table>
<thead>
<tr>
<th></th>
<th>Y</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Name and describes main characters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Name and describe the setting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Describe the goal and problem of the story.</td>
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<td></td>
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<tr>
<td>4. Describe the resolution of the story.</td>
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<td></td>
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<tr>
<td>5. Makes interferences and predictions</td>
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</tbody>
</table>

Application Steps: 1. Have the students read a story/book individually or in group 2. After students have read the assigned text, have them orally discuss the book. Students can discuss the book individually or as a group with the instructor. 3. As the student discusses the book or story components such as the characters, the setting, the plot, resolutions, etc, etc., the instructor can check off the correspondent students’ response.

Differentiation: The checklist format is basically the same for all grade levels, however the older the students are, the more the complex the checklist must be.

Things to watch out for: Comprehension can be so dependent on prior knowledge and interest that one can not rely completely on this particular comprehension tool. Children can come to recall much information and respond to that information in a high level way when the topic is familiar and of great interest, and demonstrate very little compression of less familiar and uninteresting topics.

Description/Application: Story comprehensions Checklist can be use to monitor and assess the students’ level of comprehension during individual/group reading lessons and/or class discussions. This checklist is the fastest way to document students' use of reading strategies, book discussions, and knowledge of story structure.
Name: Triangle Truths and Smart Remarks
Type: Strategy and Assessment.
Literacy Skill: All subjects can use this strategy.
Domain: Fluency, Evaluation, Comprehension-Inference and Prediction.
Grade Level Uses: 7-12 and Higher Learning
Special Population: This strategy can be used for ELL and regular but it would be difficult to use this with Special needs students.
Cognitive Process: The cognitive process will show how the student relates to what the student is reading.
PAR Use: P: Reading the material that needs to be understood and putting the students knowledge of the material on the triangle format. A: Building the comprehension of the material in that same format. R: the reflection of the strategy is looking of what you have written for the triangle and understanding why that certain word or descriptions makes you think of what that word is.
Researched, Field Tested: Yes
Author/Creator: Morgan, Forget and Antinarella (1996).
Preparation Steps: 1. She/he needs to understand the concept thoroughly with her own examples.
2. She/he can prepare by repeating this exercise over and over again. (this strategy is a complex strategy).
3. She/ he needs to make sure that all students understand what the use of this strategy is for and why it is important.
4. She/he needs to make sure all students are using this strategy properly because if not the strategy will not work the way it should.
5. She/he should also ask any questions that the students may have.
Application Steps: 1. Greet the students and hand out the material they need to read.
2. Give them time to read and make a triangle on the board. The students should be jotting down what the teacher is writing on the board.
3. The teacher will then make a triangle on the board and ask them what, who where, when, how, why, tried, wanted, made, found? This will be the answer to the middle of the triangle. Get as many responses as possible to build a great triangle with different ideas and views.
4. Then she/he will make their Smart Remarks or comments. This enables the students what they need to know about the reading. The comments will show what the reader gained from the reading.
5. Let the students know that there is no wrong answer because this is what they feel. This helps the student think deeply about what they have read in the passage.
6. The teacher should make sure that they answer the questions that you ask and not tell them what the answer is because every answer will be different.
7. Keep asking question after question until you get an answer from everyone.
8. Go over the strategy again so they can retain what the main idea of the strategy is.
Differentiation: The only difference there should be would be that content of the passage they are reading. Make it more complex or less complex for that of the grade you are teaching. This strategy will be the same concept.
Things to watch out for: The strategy is complex at times so make sure the teacher explains it through and through and answer all questions that students may have. This strategy is fun and exciting because the students see how differently they are.
Description/Application: The purpose of the strategy is to relate your own experiences and ideas to the passage the students have read. This way they are organized and they know what the main idea is and the strong points in the passage.
Name: What I Know Activity (WIKA)  
Type: Assessment Strategy  
Literacy Skill: Reading  
Domain: Comprehension-assessment  
Grade Level Uses: 2-12  
Special Population: N/A  
Cognitive Process: Synthesis  
PAR Use: Preparation- Before reading  Assistance- During reading  Reflection- After reading

Researched, Field Tested: YES

Author/Creator:  

Preparation Steps:  
1. Create a worksheet with four columns, leaving room for students to write.  
2. Label each column with the statement students are to respond to within each column.  
3. Select a reading that is new to students but about topics they have learned about.

Application Steps:  
1. 1st column students respond to statement “What I already know?”  
2. 2nd column students respond to statement “What I’d like to know?”  
3. 3rd column students respond to statement “What I know now?”  
4. 4th column students respond to statement “What I’d still like to know?”  
5. Students fill in 1st and 2nd column prior to reading.  
6. Students complete 3rd column during reading.  
7. Students complete 4th column after reading is complete.

Differentiation: As an alternative to the 2nd column, students can read the subheadings within their reading and write down what they have learned just by reading them. This strategy can be used for young students as well as older students in the same way but requiring different amounts of supervision. This strategy can also be used for all subjects in helping students breakdown new topics they read about in their textbooks. Allow special needs students to draw pictures or recite information as their teacher writes down what they are saying. This strategy is also suitable for ELL students to help them break down readings and draw information accurately in both their native language and English.

Things to watch out for: Be sure students have completed this strategy previously if not then the teacher should complete the strategy at least twice as a class to ensure students understand how to carry out the strategy. Teacher should walk around the classroom and ensure students are filling in the 3rd column during the reading and not completing it from memory after the reading. This strategy could also be completed as a homework assignment to ensure proper reading of the textbook.

Description/Application: What I Know Activity (WIKA) is designed to help children: (a) improve their reading and categorization skills; and (b) improve their ability to successfully use books for learning. The rationale behind this strategy is based on the notion that if children consider what they want to learn from reading then they learn how to draw the necessary information while reading. WIKA attempts to improve the way children focus on what they are reading and learn from it.
Name: Working Portfolio
Type: Assessment Technique
Literacy Skill: All Content Areas
Domain: Assessment/Evaluation
Grade Level Uses: K-12
Special Population: N/A
Cognitive Process: N/A
PAR Use: N/A
Researched, Field Tested: Yes
Author/Creator:

Preparation Steps: 1. Throughout preparation, neither the teacher nor the student has screened the samples that are placed in a working portfolio.
2. When choosing the work samples, teachers should use works that the student’s are temporarily finished with.

Application Steps: 1. When constructing the portfolio, the teacher should date and place the temporarily finished piece of work into the portfolio.
2. When additional work on the piece is completed, all subsequent drafts are also dated and filed along with the first draft in the working portfolio.

Differentiation: The working portfolio does not have to be for a specific content area. It can differentiate amongst all areas. It can also be used with any grade level. It does not have to be modified any since it is filled with the work samples of the students.

Things to watch out for: Teachers should be sure that the drafts that they put in the portfolio are incomplete. Students should be able to go back and make more drafts, or simply continue working on that sample. This aspect is what makes the portfolio a working portfolio.

Description/Application: The purpose of this portfolio is to monitor the student’s progress. By looking at early work samples and comparing them to late work samples, the teacher is able to see how much the student has or has not improved.