

Assessing, Evaluating, and Reporting Student Progress

Supporting English Language Arts

In effective learning environments, assessment and instruction are inexorably linked (Spandel & Stiggins, 1990, p. ix).

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Assessment and Evaluation Defined

Assessment is the act of gathering information on a daily basis in order to understand individual student's learning and needs.

Evaluation is the culminating act of interpreting the information gathered for the purpose of making decisions or judgements about student's learning and needs, often at reporting time.

Assessment and evaluation are integral components of the teaching-learning cycle. The main purposes are to guide and improve learning and instruction. Effectively planned assessment and evaluation can promote learning, build confidence, and develop students' understanding of themselves as learners.

Assessment and evaluation data assist the teacher in planning and adapting further instruction. As well, teachers can enhance students' understanding of their own progress by involving them in gathering their own data and by sharing teacher-gathered data with students. Such participation makes it possible for students to identify personal learning goals.

This support material advocates assessment and evaluation procedures that correspond with curriculum outcomes and instructional practices, and that are sensitive to the developmental levels of the students. Observation, conferencing, journals, inventories, performance tasks, oral, written, and other products, and folders and portfolios may be used to gather information about student progress.

Guiding Principles

The following principles are intended to assist teachers in planning for student assessment and evaluation:

- Assessment and evaluation are essential and integral aspects of the teaching-learning process. They should be **planned**, continuous activities that are derived from curriculum outcomes and consistent with the instructional and learning strategies.
- A **variety** of assessment and evaluation techniques should be used, and they need to be selected for their appropriateness to both students' learning styles and to the intended purposes. Students should be given opportunities to demonstrate the extent of their knowledge and abilities in a variety of ways.
- Teachers should **communicate** assessment and evaluation strategies and plans in advance, informing the students of the outcomes and the assessment procedures relative to the outcomes. Students should have opportunities for input into the evaluation process.

- Assessment and evaluation practices should be **fair** and **equitable**. They should be sensitive to family, classroom, school, and community situations, and to culture or gender; such practices should be free of bias.
- Assessment and evaluation practices should **help students**. They should provide positive feedback and encourage students to participate actively in their own assessment in order to foster lifelong learning and to enable them to transfer knowledge and abilities to life experiences.
- Assessment and evaluation techniques should be considerate of students with **diverse needs**, documenting and helping to plan for growth and development.
- Assessment and evaluation data and results should be **communicated** to students and parents/guardians regularly in meaningful ways.

Using a variety of techniques and tools, the Middle Level teacher collects assessment information about students' language development and their growth in viewing, listening, reading, representing, speaking, and writing knowledge and abilities. The data gathered during assessment becomes the basis for an evaluation. Comparing assessment information to curriculum outcomes allows the teacher to make a judgement regarding the progress of a student's learning.

Types of Evaluation

There are three types of evaluation that occur regularly throughout the school year: **diagnostic** (assessment *for* learning) **formative** (assessment *as* learning), and **summative** (assessment *of* learning).

1. **Diagnostic evaluation** usually occurs at the beginning of the school year, before each unit of study, and during each lesson. The purposes are to determine students' knowledge and skills, their learning needs, and the motivational and interest levels. By examining the results of diagnostic evaluation, teachers can determine where to begin instruction and what concepts, skills, or strategies to emphasize. Diagnostic evaluation provides information essential to teachers in selecting relevant learning outcomes and in designing

appropriate learning experiences for all students, individually and as group members. Keeping assessment instruments for comparison and further reference enables teachers and students to determine progress and future direction. Assessment tools include informal inventories, miscue analysis, and individual and group viewing, listening, reading, representing, speaking, and writing tasks.

2. **Formative evaluation** focuses on the processes and products of learning. Assessment is continuous and is meant to inform the student, the parent/ guardian, and the teacher of the student's progress toward achieving the curriculum outcomes. Such assessments provide information upon which instructional decisions and adaptations can be made. Assessment tools include observations, checklists, conferences, interviews, learning logs, inventories, peer and self-assessments, and focused responses and tasks.
3. **Summative evaluation** measures the products of learning. The main purposes are to determine knowledge, skills, abilities, and attitudes that have developed over a given period of time; to summarize student progress; and to report this progress to students, parents/guardians, and teachers. This type of evaluation occurs most often at the end of a series of learning activities, experiences, and inquiries, at the end of a unit of instruction, and at term or year-end when students are ready to demonstrate achievement of curriculum outcomes.

Summative judgements are based upon criteria derived from curriculum outcomes. By sharing these outcomes with the students and, at times, involving students in designing the assessment criteria, teachers enable students to understand and to internalize the criteria by which their progress will be determined.

Often assessment data provide information for both formative and summative evaluation purposes. For example, summative evaluation can be used formatively to make decisions about changes to instructional strategies. Similarly, formative evaluation assists teachers in making summative judgements about student progress and determining where further instruction is necessary for individuals or groups. The suggested assessment techniques included in various sections of this guide may be used for each type of evaluation.

Assessment and Evaluation Process

As key decision makers, teachers strive to make a close match among curriculum outcomes, instructional methods, and assessment and evaluation techniques. The evaluation process is carried out parallel to instruction and, like instruction, is cyclical. The process involves preparation, assessment, evaluation, and reflection.

In the **preparation phase**, teachers decide what is to be assessed and evaluated, the type of assessment and evaluation to be used (diagnostic, formative, or summative), the criteria upon which student learning outcomes will be judged, and the most appropriate techniques for gathering information on student progress. Teachers may make these decisions in collaboration with students.

During the **assessment phase**, teachers select appropriate tools and techniques, then collect and collate information on student progress. Teachers must determine where, when, and how assessments will be conducted, and students must be consulted and informed.

During the **evaluation phase**, teachers interpret the assessment information and make judgements about student progress. These judgements (or evaluation) provide information upon which teachers base decisions about student learning and report progress to students, parents/guardians, and others. Students are encouraged to monitor their own learning by evaluating their achievements on a regular basis. Encouraging students to participate in evaluation nurtures gradual acceptance of responsibility for their own progress and helps them to understand and to appreciate their growth as language learners.

The **reflection phase** allows teachers to consider the extent to which the previous phases in the evaluation process have been successful. Specifically, teachers evaluate the utility, equity, and appropriateness of the assessment techniques used. Such reflection assists teachers in making decisions concerning improvements or adaptations to subsequent instruction and evaluation.

Self-assessment promotes students' abilities to assume more responsibility for their own learning by encouraging self-reflection and encouraging them to identify where they believe they have been successful and where they believe they require assistance. If students are to be successful in self-assessment, they must have teacher guidance and coaching as well as assistance in determining appropriate focuses and criteria for self-assessment. Discussing students' self-assessments with students allows the teacher to see how they value their own work and to ask questions that encourage students to reflect upon their experiences and set goals for new learning.

Peer assessment allows students to collaborate and to learn from others. Through discussions with peers, Middle Level students can verbalize their concerns and ideas in a way that helps clarify thoughts and decide in which direction to proceed.

The instruments for peer and self-assessment should be collaboratively constructed by teachers and students. It is important for teachers to discuss learning outcomes with the students. Together, they can develop assessment and evaluation criteria relevant to the outcomes, as well as to students' individual and group needs.

Student Assessment and Evaluation Techniques

Assessment data can be collected and recorded by both the teacher and the students in a variety of ways. Through observation of students, and in interviews or conferences with students, teachers can discover much about their students' knowledge, abilities, interests, and needs. As well, teachers can collect samples of students' work in portfolios and conduct performance assessments within the context of classroom activities. When a number of assessment tools are used in conjunction with one another, richer and more in-depth data collection results. Whatever method of data collection is used, teachers should:

- meet with students regularly to discuss their progress
- adjust rating criteria as learners change and progress.

Effective evaluators of Middle Level students are astute observers who use a variety of techniques to collect information about students' language competencies. Well-organized, concise, and accessible records accommodate the large quantities of data likely to be collected, and assist teachers' decision making and reporting. The data collected on assessment forms can be used to evaluate students' progress.

Sample Techniques

Assessment Techniques	Description	Evaluation
Observations, Checklists, and Anecdotal Records	Teacher observes students for interests, responses, and interactions.	Judgements are based on collected information.
Conversations, Conferences, and Interviews	Teacher talks with students.	Judgements are based on conference data.
Inventories and Running Records	Teacher documents what students say and do as they read, listen, or view.	Teacher often scores or analyzes for miscues and comprehension.
Retellings and Journals	Teacher asks students to retell main ideas, details, or story, or to give responses.	Judgements are based on data collected with rubrics, rating scales, or checklists.
Performance Tasks, Projects, and Demonstrations; Rating Scales and Rubrics; Quizzes and Examinations	Teacher and students assess responses and products.	Judgements are based on performance, rubrics, rating scales, or exams.
Folders and Portfolios	Teacher and students assess portfolio contents.	Judgements are based on items chosen from portfolios.

Observations

Observations can occur during students' daily viewing, listening, reading, representing, speaking, and writing experiences. Observations are an unobtrusive means by which teachers (and students) can determine progress during learning. Observations can be recorded on checklists or rating scales and as anecdotal notes. When teachers attach the data collection sheets to a hand-held clipboard, data can be recorded immediately and with little interruption to the student. Alternatively, adhesive note papers can be used to record data quickly and unobtrusively. In addition, electronic recording methods can be used.

Checklists

Observation checklists, usually completed while students are engaged in specific activities or processes, are lists of specific criteria that teachers focus on at a particular time or during a particular process. Checklists are used to record whether students have acquired specific knowledge, skills, processes, abilities, and attitudes. Such data inform teachers about where their instruction has been successful and where students need assistance or further instruction. Formats for checklists should be varied and easy to use.

Guidelines for using checklists include the following:

- Determine the observation criteria from curriculum unit and lesson outcomes.
- Review specific criteria with students before beginning the observation.
- Involve students in developing some or all of the criteria whenever it is beneficial to do so.

- Choose criteria that are easily observed to increase objectivity and prevent vagueness.
- Use jargon-free language to describe criteria so that data can be used in conferences with students and parents/guardians.
- Make the observation manageable by keeping the number of criteria to less than eight and by limiting the number of students observed to a few at one time.
- Have students construct and use checklists for peer and self-assessments.
- Summarize checklist data regularly.
- Use yes-no checklists to identify whether a specific action has been completed or if a particular quality is present.
- Use tally checklists to note the frequency of the action observed or recorded.
- Write the notes on recipe cards and then file these alphabetically.
- Use adhesive note papers that can be attached to the student's pages or recipe card files.
- Design structured forms for collection of specific data.
- Record data electronically.
- Use a combination of the above suggestions.

Teachers may choose to keep running written observations for each student or use a more structured approach, constructing charts that focus each observation on the collection of specific data. A combination of open-ended notes and structured forms may also be used. It is important to date all observations recorded.

Conversations, Conferences, and Interviews

Teacher-student conversations, conferences, and interviews are productive means of assessing individual achievement and needs. During these discussions, teachers can discover students' perceptions of their own processes and products of learning. Brief conferences can occur while students are viewing, listening, reading, representing, speaking, and writing; extended interviews about their processes and products can be structured into each class period. When teachers ask questions that promote students' reflection upon what they understand and how they work and learn, the rich data collected can support instructional decisions. Interview questions can be developed to meet the needs of specific students and to gather information about student attainment of curriculum outcomes.

Examples of questions that help students reflect upon their viewing, listening, and reading experiences include the following:

- In which viewing, listening, and reading activities did you participate this week?
- Which did you enjoy/dislike? Why?
- Which activities did you find most difficult? Why? Did you solve the difficulties? How?

Anecdotal Records

Anecdotal records are notes written by the teacher regarding student language, behaviour, or learning. They document and describe significant daily events and relevant aspects of student activity and progress. These notes can be taken during student activities or at the end of the day. Formats for collection should be flexible and easy to use.

Guidelines for use include the following:

- Record the observation and the circumstance in which the learning experience occurs. Take time to analyze notes at another time, perhaps at the end of the day, or after several observations about one student have been accumulated. Electronic tools can also be useful (e.g., cellphone, flip video) for collecting and recording observations.
- Make the task of daily notetaking manageable by focusing on clearly defined outcomes or purposes, and by identifying only a few students to observe during a designated period of time.
- Record data on loose-leaf sheets and keep these in a three-ring binder with a page designated for each student and organized alphabetically by students' last names or by class. This format allows the teacher to add pages as necessary.

- In which viewing, listening, and reading activity do you think you did your best? What makes you think so?
- What type of viewing, listening, and reading activities would you like to learn to do better?

Examples of questions to ask during a student's representing, speaking, and writing process include the following:

- How did you go about preparing this piece?
- What problems did you encounter? Did you solve the problems? How?
- What goals did you set for yourself in this piece? How well did you accomplish them?
- What are your goals for your next piece?

Inventories and Other Qualitative Assessments

Inventories, formal tests, and other sources of data can help teachers determine what students know and can do in the various strands of the language arts and with the language cues and conventions. Criterion-referenced assessment and evaluation compare a student's language competencies and achievements to the curriculum outcomes. The students perform a task or demonstrate a language skill or strategy. Norm-referenced assessment and evaluation compare a student's language competencies and achievements to a group standard including provincial scoring scales and exemplars.

Representing, speaking, and writing assessments of the students' oral, written, and other texts usually begin with a prompt and focus on the actual language and strategies that the student uses. Samples are collected and analyzed to diagnose and respond to the students' needs in communicating their ideas and using language and other aspects of communication. The students' specific behaviours are noted.

In **viewing**, comprehension checks, Think Aloud Assessments, Viewing Response Assessments, Vocabulary Knowledge Assessments, and Prediction Knowledge Relationship Assessments (PKR) (Kaganoff & Spencer in Olson, 2003) can also be created and used to determine students' viewing skills and strategies.

In **listening**, Informal Listening Inventories (ILIs) can be used to assess students' listening comprehension levels. Passages from graded narrative and information texts can be read to students and followed by aided and unaided recall. Often passages from informal reading inventories are used for this purpose. If a student responds correctly to 70% or more of the comprehension questions associated with these passages, the text is considered to be at the student's instructional level for both listening and reading. Informal Listening Inventories are usually used with individuals, but they can be given to a group of students if a teacher wishes to assess the appropriateness of a text for the class or to collect baseline data regarding each student. Teachers can also use text retelling records to determine what the students have understood and can recall from a listening experience.

Reading Records (accuracy checks), Informal Reading Inventories (IRIs) (individual oral and group or individual silent reading records followed by a comprehension check), Cloze Checks, Think Aloud Assessments, and Prediction-Knowledge Relationship Assessments (PKR) (Kaganoff & Spencer in Olson, 2003) can give English language arts teachers insight into students' reading.

Performance Tasks, Projects, and Demonstrations

Criteria should be developed and/or discussed with students at the outset of activities such as oral presentations, written reports, visual representations, or projects that combine more than one aspect of language use and understanding. Teachers may assess the attitudes, skill development, knowledge, or learning processes demonstrated by students as they engage in language activities. Data gathered during student activities can be recorded as anecdotal notes; on checklists, rating scales, or video recordings; or by using a combination of these.

Rating Scales and Rubrics

Rating scales can be used to record the extent to which specific criteria have been achieved by the student or are present in the student's work. Rating scales can also be used to record the quality of the student's performance at a given time or within a

given process. Rating scales are similar to checklists, and teachers can often convert checklists into rating scales by assigning number values to the various criteria listed. Rating scales can be designed as number lines or as holistic scales or rubrics.

Rubrics include criteria that describe each level of the rating scale and are used to determine student progress in comparison to these expectations.

Guidelines for use include the following:

- Determine specific assessment criteria from curriculum outcomes, components of a particular activity, and student needs.
- Discuss or develop the specific criteria with students before beginning the assessment.
- Choose criteria that are easily observed in order to prevent vagueness and increase objectivity.
- Select criteria that students have had the opportunity to practise. These criteria may differ from student to student, depending upon their strengths and needs.
- Use jargon-free language to describe criteria so that data can be used effectively in conferences with students and parents/guardians.
- Make the assessment manageable by keeping the number of criteria to less than eight and by limiting the number of students observed to a few at one time.
- Use numbered continuums to measure the degree to which students are successful at accomplishing a skill or activity.
- Use rubrics when the observation calls for a holistic rating scale. Rubrics describe the attributes of student knowledge or achievements on a numbered continuum of possibilities.

Rating scales and rubrics are powerful tools for teaching and learning, and for assessing and evaluating for the following reasons:

- they contain the criteria required for a given task
- they can be used to improve student performance as well as monitor it
- they make clear the teacher's expectations regarding quality.

When students are learning the skills and strategies associated with a new task (formative evaluation), teachers should focus only on selected criteria.

When students have had a chance to practise, make mistakes, and get helpful feedback, they can be evaluated against all of the criteria (summative evaluation).

Exemplars are as critical as rubrics. In order to help students become clear about what the criteria mean, teachers should use samples of students' work anchored to the levels.

When shared with students, parents/guardians, and administrators, rubrics become powerful statements about the expectations required of students.

Constructing Rubrics

To construct rubrics for classroom use, teachers need to know the outcomes for instruction, decide on the structure of the rubric, ascertain the levels of performance that constitute achievement, and explain the rubric to students prior to its use.

Step One: Identify the learning outcomes based on the outcomes (i.e., what will students need to know, be able to do, and understand) and any appropriate standards of performance that the rubric is to assess and evaluate.

Step Two: Define or identify important elements or categories (criterion or traits) that are to be included in the rubric.

Step Three: Determine the number of levels (e.g., 3, 4, 5, or 6) to be included and write the descriptors or indicators for each element or category.

Step Four: Field test and revise the descriptors or indicators with examples of student work.

Step Five: Review and revise.

Holistic rubrics focus on the overall performance of students. Teachers consider the overall success of the product, not the specific elements or weaknesses and strengths. A general or whole impression of a language product is formed and the teacher decides, according to this general impression (e.g., very good, acceptable, unacceptable), a level (e.g., 5=very good, 3=acceptable, 1=unacceptable), a numerical score, or letter grade.

Sample Holistic Rubric for the Language Skill of Presenting Ideas

Level 5:	Clearly and insightfully communicates ideas and provides rich, vivid, and powerful support for main ideas
Level 4:	Clearly and effectively communicates ideas and provides appropriate and well-organized support for main ideas
Level 3:	Clearly communicates the main ideas and provides suitable support and detail
Level 2:	Communicates important information but not in a clear or organized manner
Level 1:	Communicates information as isolated pieces in a random fashion
N/S:	Not scorable

Analytic rubrics are used to assess particular skills, traits, factors, or aspects of a language product. Each of these individual traits is considered for its merit and point values are assigned (e.g., Message Quality: Level 1, 2, 3, 4, or 5). Using such a grade scale ensures a fair weighting of all the elements that create the final grade for the product. The content of the product (i.e., message quality) is usually given the most weight.

Quizzes and Examinations

Quizzes and examinations are most often used for assessing students' knowledge of content; they may, however, be used to assess processes, skills, and attitudes. Tests, whether they are oral, written, or other representations, must indicate students' achievements as accurately as possible. Formats for test items should be varied; each type is most effective at assessing and evaluating student progress when used in conjunction with the other types.

Guidelines for use include the following:

- Construct test items to accommodate the different ways that students learn and demonstrate what they have learned or can do.
- Ensure that test items measure curriculum outcomes accurately and fairly.
- Use a variety of test formats (e.g., performance items, open-response questions, short-answer), ensuring that they are appropriate to the outcome(s) being measured.
- State test items clearly and precisely so that students know what it is they are to do.
- Construct test items that allow students to demonstrate and apply what they have learned.
- Build scaffolds so students can demonstrate successfully their knowledge and abilities.
- Use oral assessment when written responses are not feasible or in situations where criteria can best be assessed through oral responses.
- Use performance test items when students are required to demonstrate competence directly (e.g., giving a speech).
- Construct open-ended response items when it is appropriate for students to respond in personal ways (e.g., to present beliefs, to demonstrate powers of persuasion).
- Ask students to demonstrate their learning using progress checks; students demonstrate what they know about a specific topic or theme by writing, drawing, or using diagrams and graphic organizers.
- Ask short-answer questions when students are required to supply a specific answer to a specific question. These types of questions are most often used to assess how well students have internalized content. Short-answer questions can also be used to assess students' abilities to analyze and evaluate or to assess attitude.

End of Unit/Term Evaluation

Evaluation at the end of the unit or term is facilitated by continuous assessment. One way that summative evaluation may be determined is by assigning a percentage to each of the language processes. The percentages may vary from one unit to the next, depending upon which of the processes is being emphasized. It is important to make students aware of the final evaluation weighting prior to beginning the unit or term and, if it is appropriate, to involve them in determining such weighting.

Folders and Portfolios

Folders and portfolios are collections of students' work that exhibit the individual student's efforts, progress, and achievements in one or more areas. The collection must include student participation in selecting the contents, determining the criteria for judging merit, and providing evidence of students' self-reflection (Paulson & Paulson, 1991, p. 60). Portfolios can be placed in three-ring binders or folders, and students can have regular scheduled times to update portfolios.

Folders and portfolios can be an important part of the assessment and evaluation process. These tools also help students become more accountable, more independent, and more responsible for their learning. Folders and portfolios can assist in reporting, and can be used as a basis for conversation between the teacher, the student, and the parent/guardian.

Students can also take time to reflect on what they have achieved, what they are including in their portfolios, and the goals set for themselves. Folders and portfolios can include a number of work samples that reflect the outcomes of the curriculum, the students' processes and products, and self-evaluations (including personal achievements and goals). After a parent-student-teacher conference, parent/guardian comments can be added.

Typically, a Middle Level folder or portfolio might include:

- skill and strategy checklists
- teacher observations and anecdotal comments
- student reflections and self-assessments

- personal goal sheets
- reading surveys, responses, logs, and journal entries
- writing samples, surveys, reports, and inquiry/research projects
- audiotapes or videotapes, or CDs of oral activities and presentations
- graphic organizers and other representations
- conference sheets and contracts
- group and self-evaluation records
- unit tests, quizzes, and other products
- pre- and post-term goal sheets.

In addition, the folder or portfolio might include additional assessment forms (e.g., rubrics, checklists, rating scales) and reflections about the portfolio samples such as the following:

Name:

Date:

Title of Assignment:

Subject:

Comments on Sample:

- I chose this sample because ...
- This sample shows ...
- My goal now is to ...

Teacher, student, and parents/guardians can use portfolios as a continuous review of students' progress. Portfolios can help everyone see what the students know and can do, what they have learned, and what they need to learn. Having students keep a table of contents and planning time for them to use and review their portfolios regularly (e.g., every week) ensures that students develop the habit of evaluating their own work and making decisions about how to move forward. Samples and reflections accumulated over a certain period help build a shared vision of progress.

Guidelines for use include the following:

- Brainstorm with students to discover what they already know about portfolios.
- Share samples of portfolios with students. (Teachers may need to create samples if student ones are not available; however, samples should be as authentic as possible.)
- Provide students with an overview of their portfolio assessment prior to beginning their collections.
- Collaborate with students to set up guidelines for the content of portfolios and establish evaluation criteria for portfolio collections. Consider the following:
 - What is the purpose of the portfolio? (Is it the primary focus of evaluation or is it supplemental? Will it be used to determine a mark or will it simply be used to inform students, teachers, and parents about student progress?)
 - Who will be the audience(s) for the portfolio?
 - What will be included in the portfolio (e.g., writing samples only, samples of all language processes)?
 - What are the criteria for selecting a piece of work for inclusion? When should those selections be made?
 - Who will determine what items are included in the portfolio (e.g., the student, the teacher, the student and teacher in consultation)?
 - When should items be added or removed?
 - How should the contents be organized and documented? Where will the portfolios be stored?
 - What form will feedback to the students take (e.g., written summaries, oral interviews/ conferences)?
 - How will the portfolio be evaluated (e.g., list of criteria)?
- Assemble examples of work that represent a wide range of students' developing abilities, knowledge, and attitudes including samples of work from viewing, listening, reading, representing, speaking, and writing experiences.
- Date all items for effective organization and reference.
- Inform parents/guardians about the use and purposes of portfolios (e.g., send letters home describing portfolios, display sample portfolios on meet-the-teacher evening to introduce parents to the concept).
- Consider the following for inclusion:
 - criteria for content selection
 - table of contents or captioned labels that briefly outline or identify the contents
 - samples of student writing (e.g., pre-writing, multiple drafts, final drafts, published pieces)
 - sample reading logs
 - samples of a variety of responses from reader response journals (originals or photocopies of originals)
 - evidence of student self-reflection (e.g., summaries, structured reflection sheets)
 - audiotapes and videotapes of student work
 - photographs
 - collaborative projects
 - compact discs.

Formats for portfolio assembly should be easily organized, stored, and accessed. Some possibilities include the following:

- Keep file folders or accordion folders in classroom filing cabinet drawers, cupboards, or boxes.
- Use three-ring binders for ease of adding and removing items as students progress.
- Store scrapbooks in boxes or crates.

Evaluating Student Portfolios

At the end of the term/semester/year when the portfolio is submitted for summative evaluation, it is useful to review the contents as a whole and record data using the previously set criteria. One method of recording data is to prepare a grid with the criteria listed down one side and the checklist or rating scale across the top. If there is a need to assign a numerical grade, designate numbers to each set of criteria on the checklist/rating scale and convert the evaluation into a number grade. Some examples of portfolio assessment and recording forms are found in this guide. The teacher can adapt these sample forms or create new ones. Teachers and students may also explore the use of electronic portfolios.

Sample Assessment Forms

Creating a Language Profile for a Class or Individual Student

Using the outcomes and several different language assessment techniques, teachers can build language profiles of their class, of particular groups of students, or of individuals. These profiles can be used to identify what students know and can do with language, what they still need to learn, and to set priorities for planning and teaching. Sample forms provided in this section include:

- Sample Language Ledger, page 16.
- Sample Language Profile page 17.

Additional sample assessment forms provided in this section include viewing, listening, reading, representing, speaking, writing and portfolios.

Viewing Forms

- Sample K-12 Viewing Continuum Checklist, page 18
- Sample Checklist and Observations of Viewing Skills and Strategies, page 20
- Sample Observations of Students' Use of Language Cues and Conventions in Viewing, page 21
- Sample Analytic Scoring Rubric for Viewing, page 22
- Sample Assessment Summary for Viewing, page 23

Listening Forms

- Sample K-12 Listening Continuum Checklist, page 25
- Sample Listening Strategies Questionnaire, page 27
- Sample Self-assessment Listening Inventory, page 28
- Sample Checklist and Observations of Listening Skills and Strategies, page 29
- Sample Observations of Students' Use of Language Cues and Conventions in Listening, page 30
- Sample Listener Self-assessment for Oral Reading, page 31
- Sample Analytic Scoring Rubric for Listening, page 32
- Sample Assessment Summary for Listening, page 33

Reading Forms

- Sample K-12 Reading Continuum Checklist, page 35
- Sample Reading Interest/Attitude Inventory, page 37
- Sample Reading Strategies Questionnaire, page 40
- Sample Checklist and Observations of Reading Skills and Strategies, page 41
- Sample Observations of Students' Use of Language Cues and Conventions in Reading, page 42
- Sample Proficient Reader Protocol: Anecdotal Notes, page 43
- Sample Reading Inventory and Miscue Analysis Guidelines, page 44
- Sample Analytical and Informal Reading Inventory Recordkeeping Chart, page 46
- Sample Chart for Recording Students' Use of Comprehension Processes and Reading Strategies, page 47

- Sample Chart for Analysis of Students' Retelling and Response, page 48
- Sample Observation Checklist: Metacognitive Strategies, page 49
- Sample Analytic Scoring Rubric for Reading, page 50
- Sample Assessment Summary for Reading, page 51

Representing Forms

- Sample K-12 Representing Continuum Checklist, page 53
- Sample Checklist and Observations of Representing Skills and Strategies, page 55
- Sample Observations of Students' Use of Language Cues and Conventions in Representing, page 56
- Sample Holistic Representing Rubric, page 57
- Sample Analytic Rubric for Representing and Presenting page 58
- Sample Assessment Summary for Representing, page 60

Speaking Forms

- Sample K-12 Speaking Continuum Checklist, page 63
- Sample Checklist and Observations of Speaking Skills and Strategies, page 65
- Sample Observations of Students' Use of Language Cues and Conventions in Speaking, page 66
- Sample Self-assessment for Individual Contributions to Group Discussion, page 67
- Sample Assessment Form for Discussion Group Performance, page 68
- Sample Anecdotal Record Form for Small Group Learning, page 69
- Sample Storytelling Process Assessment, page 70
- Sample Oral Reading Assessment, page 71
- Sample Peer Assessment for Oral Reports, page 72
- Sample Student Learning Log Entry for Oral Reporting, page 73
- Sample Teacher Assessment of Oral Report, page 74
- Sample Analytic Scoring Rubric for an Oral Presentation, page 75
- Sample Interest Talk Assessment, page 76
- Sample Direction-giving Assessment: Anecdotal Notes, page 77
- Sample Assessment for Introducing a Speaker, page 78
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Language Ledger and Language Profile

The English language is at the heart of the English language arts curriculum. Middle Level students must learn to use language in a variety of meaningful ways in order to communicate effectively in a variety of situations for a variety of purposes. They need to be “empowered language users” who are able to switch dialects and discourses and use language to fit their purpose and audience (Meeks & Austin, 2003, p. 22). To help students become effective and empowered language users, English language arts teachers must learn about and attend to their “students’ primary language discourses while helping them acquire secondary discourses through which they can gain power and control in their lives” (Meeks & Austin, 2003, p. 21). Teachers must help students understand and adjust their use of spoken, written, and visual language to communicate effectively with a variety of audiences and for a variety of purposes in a variety of discourse communities (NCTE/IRA, 1996, Standard 4).

In order to empower students and to help them learn about and through language, teachers need to assess what students know, understand, and can do with both the language conventions and cueing systems (see Sample Language Ledger on the following page) and with the language strands and their associated strategies (see Sample Language Profile on the page following the Language Ledger). By taking stock of student strengths and their needs, Middle Level ELA teachers can set priorities for their teaching.

Sample Language Ledger

Name: _____

Date: _____

Language Conventions and Cueing Systems	Strengths	Elements That Need Attention
<p>Pragmatic Does student consider the appropriateness of language to the social situation, audience, and purpose? Does student recognize and use the appropriate register and tone? Does student recognize and use appropriate nonverbal cues including gestures, pitch, stress, and intonation?</p>		
<p>Textual Does student recognize and use a variety of oral, written, and other text types and formats appropriate for intended purpose? Does student recognize what makes a particular text unique? Does student recognize and use the organizational structures within a text (e.g. sequence, cause and effect, problem-solution)? Does student recognize and use "signal words" (e.g., first, as follows, consequently) within a text?</p>		
<p>Syntactical Does student recognize and use correctly structured sentences? Does student recognize when a sentence is not structured correctly (e.g., fragments, run-ons) or when words are not used correctly within a sentence (e.g., unclear antecedents, verb tense shifts)? Does student recognize and use correct punctuation including periods, commas, and semicolons in a sentence? Does student recognize and use a variety of sentence structures? Does student use a variety of sentence lengths (i.e., number of words)?</p>		
<p>Semantic/Lexical Does student use words appropriately and correctly? Does student recognize the associated meanings of words by their context? Does student recognize and comprehend the different forms of words (e.g., contractions, root words, compound words)? Does student have word attack strategies? Does student correctly spell the words used and needed in writing?</p>		
<p>Graphophonic Does student recognize the sound-symbol relationships (i.e., do letters match sounds)? Does student know how to pronounce, blend, decipher, and spell words using associated sound-symbol relationships?</p>		
<p>Other Does student print and write legibly and at a comfortable and appropriate rate? Does student use appropriate font, formatting, layout, and visual conventions (e.g., underlining, bolding, graphic organizers, graphics)?</p>		

Viewing Forms

Sample K-12 Viewing Continuum Checklist

It is anticipated that teachers will use the criteria from this continuum to develop assessment forms to gather appropriate data regarding students' needs and strengths.

Emerging Phase (K-1)	Early Developing Phase (Grade 1)	Developing Phase (Grades 1-5)
<p>Student knows:</p> <ul style="list-style-type: none"> • drawings and pictures can tell a story • charts and illustrations can communicate information • visuals convey meaning. 	<p>Student knows:</p> <ul style="list-style-type: none"> • information and events can be shared visually • visual representations are created by people for a reason. 	<p>Student knows:</p> <ul style="list-style-type: none"> • particular visuals are presented for particular purposes (e.g., a commercial sells a product) • visual elements (e.g., line, colour) are used for effect.
<p>Student:</p> <ul style="list-style-type: none"> ___ shows interest in pictures and illustrations ___ locates a specific item in a picture or in sequenced illustrations ___ recognizes symbols and logos in environment <p>Notes:</p>	<p>Student:</p> <ul style="list-style-type: none"> ___ interprets and responds to a variety of symbols and logos ___ makes predictions from pictures or visuals presented (e.g., What will happen next?) ___ draws on prior knowledge in viewing visuals ___ sequences correctly a series of pictures about events after viewing a story or narrative presentation ___ retells the main ideas or components after viewing a visual presentation ___ distinguishes between sense and nonsense, fiction and reality ___ expresses personal response to visuals (e.g., "I liked that because ...," "I felt sad because ...") <p>Notes:</p>	<p>Student:</p> <ul style="list-style-type: none"> ___ identifies visual elements such as colour, shape, and line in various forms including picture books, posters, signs, illustrations, and displays ___ compares stories or events expressed in various visual formats ___ distinguishes between fact and fantasy in visual texts ___ retells most important information found in visual texts ___ views with a purpose ___ recognizes the intent and meaning conveyed visually ___ retells, paraphrases, and explains what has been presented visually ___ asks thoughtful questions about visuals ___ makes judgements before, during, and after viewing visuals about the following: reality of situation, reality of the character's depiction, effectiveness of the techniques used in the visual ___ recognizes the presence of bias (e.g., stereotyping) in visual texts ___ locates and gathers information and ideas from a range of visual texts (e.g., charts, diagrams, Internet, videos) <p>Notes:</p>

Sample Viewing Continuum Checklist (continued)

Extending Phase (Grades 6-9)	Specialized Phase (Grades 10-12)
Student knows: <ul style="list-style-type: none"> • visual forms and images provide opportunities for alternative ways of understanding • an effective viewer uses strategies before, during, and after viewing • each medium has its own visual forms and conventions. 	Student knows: <ul style="list-style-type: none"> • visual texts combine clarity with artistry • visual texts are organized and constructed to make meaning and have an impact on viewers • visual texts construct reality; audiences negotiate/construct meaning • all visual texts contain ideological and value messages.
Student: <ul style="list-style-type: none"> _ interprets meaning and potential impact from visual texts _ recognizes audience(s) targeted by visuals and considers potential impact _ identifies explicit and some implicit messages in visual texts _ practises the behaviors of effective viewers including: <ul style="list-style-type: none"> _ previewing and setting purpose for viewing _ making and confirming predictions _ making connections to prior knowledge and experiences _ monitoring understanding _ recognizing main ideas and relevant supporting details _ reflecting on and assessing understanding _ re-viewing _ evaluating _ expresses personal reactions and opinions _ recognizes how the visual is organized and presented for effect _ recognizes how the visual has been constructed, shaped, and produced _ recognizes how the images or other elements capture and hold attention _ distinguishes between fact and perspective _ recognizes stereotyping _ recognizes emotional persuasion _ uses critical thinking skills to identify bias _ recognizes common advertising approaches _ understands and evaluates various kinds of visual texts including journalistic media (newspaper and magazines), images (photographs, posters, advertisements, cartoons), and electronic media (radio, television, film, Internet) _ reflects on viewing habits _ identifies strengths and areas for improvement in viewing Notes:	Student: <ul style="list-style-type: none"> _ identifies the purpose(s), intended audience(s), and implicit and explicit message(s) within visual texts _ considers context for viewing _ actively (versus passively) interprets visual texts _ practises the behaviors of effective viewers including: <ul style="list-style-type: none"> _ anticipating message and setting purpose for viewing _ seeking and checking understanding by making connections _ making and confirming predictions and inferences _ interpreting and summarizing _ analyzing and evaluating _ infers whose point of view, values, biases, and assumptions are implicit in visual texts _ recognizes the techniques, conventions, and aesthetic elements (e.g., light, angle, colour, focus, composition, shape), and psychological appeals used in visual texts _ explains how visual text combines with oral, print, and other media to convey meaning _ evaluates critically the message or information obtained by viewing _ assesses the relevance and reliability of visual information presented _ understands how visual text supports argument or case being made _ distinguishes fictional from factual reality in visual texts _ recognizes any propaganda techniques used _ compares visual texts across genres _ recognizes style and intent of creator or producer _ identifies strengths and areas for improvement in viewing Notes:

Sample Checklist and Observations of Viewing Skills and Strategies

Name: _____

Date: _____

Before	Observations
<p>What does the student do before viewing?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Thinks about why he/she is viewing <input type="checkbox"/> Thinks about what he/she already knows and needs to know about the topic <input type="checkbox"/> Considers additional background knowledge <input type="checkbox"/> Asks questions <input type="checkbox"/> Anticipates message <input type="checkbox"/> Sets purposes <input type="checkbox"/> Considers a viewing strategy <input type="checkbox"/> Other: 	
During	
<p>What does the student do during viewing to construct meaning?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Focuses <input type="checkbox"/> Makes connections to prior experiences and other texts <input type="checkbox"/> Uses the cueing systems <input type="checkbox"/> Makes and confirms predictions <input type="checkbox"/> Makes and confirms inferences <input type="checkbox"/> Makes and confirms interpretations <input type="checkbox"/> Notes key ideas (main messages/themes) and what supports them <input type="checkbox"/> Determines purposes of images used <input type="checkbox"/> Identifies underlying messages or assumptions <input type="checkbox"/> Draws conclusions and makes judgements <input type="checkbox"/> Makes notes <input type="checkbox"/> Detects opinions and biases <input type="checkbox"/> Other: 	
After	
<p>What does the student do after viewing?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recalls, retells, and reviews <input type="checkbox"/> Responds <input type="checkbox"/> Considers preferred response from intended audience (e.g., buy, laugh ...) <input type="checkbox"/> Discusses <input type="checkbox"/> Summarizes and paraphrases <input type="checkbox"/> Evaluates <input type="checkbox"/> Asks questions <input type="checkbox"/> Considers elements, techniques, and overall effect <input type="checkbox"/> Views again (if possible) to deepen understanding or pleasure <input type="checkbox"/> Builds on and extends what was seen (e.g., posing new questions, writing, drawing, dramatizing, researching) <input type="checkbox"/> Other: 	

Sample Observations of Students' Use of Language Cues and Conventions in Viewing

Class: _____

Date: _____

Language Cues and Conventions	Observations
<p>Pragmatic</p> <ul style="list-style-type: none"> _ Identifies the purpose (intent) and potential audience (intended viewers) for the visual text _ Identifies the "tone" of the visual text _ Identifies "point of view" of the visual text _ Other: 	
<p>Textual Cues and Conventions</p> <ul style="list-style-type: none"> _ Recognizes the organizational framework of the visual text _ Recognizes the organizational patterns within the visual text (e.g., cause and effect, comparison/contrast, chronological sequence) _ Recognizes and identifies the techniques and special effects used to enhance the visual text _ Other: 	
<p>Other Cues and Conventions</p> <ul style="list-style-type: none"> _ Recognizes and interprets the visual (e.g., graphs, charts, tables, diagrams, photographs) and multimedia (e.g., video clip) techniques and aids used to portray particular experiences, events, or people _ Other: 	

Sample Analytic Scoring Rubric for Viewing

Criteria	Level 4	Level 3	Level 2	Level 1
Viewing Skills and Strategies	<ul style="list-style-type: none"> Consistently and ably uses a range of strategies before, during, and after the viewing process. 	<ul style="list-style-type: none"> Uses a range of strategies before, during, and after the viewing process. 	<ul style="list-style-type: none"> Uses some basic strategies before, during, and after the viewing process. 	<ul style="list-style-type: none"> Uses few strategies before, during, and after the viewing process.
Comprehension	<ul style="list-style-type: none"> Demonstrates thorough and insightful understanding of ideas, information, concepts, and/or themes in visuals. 	<ul style="list-style-type: none"> Demonstrates clear understanding of ideas, information, concepts, and/or themes in visuals. 	<ul style="list-style-type: none"> Demonstrates some understanding of ideas, information, concepts, and/or themes in visuals. 	<ul style="list-style-type: none"> Demonstrates limited understanding of ideas, information, concepts, and/or themes in visuals.
	<ul style="list-style-type: none"> Explains the relationship between the explicit and implicit messages in the visual text. 	<ul style="list-style-type: none"> Identifies the explicit and implicit messages in the visual text. 	<ul style="list-style-type: none"> Identifies the explicit and some of the implicit messages in the visual text. 	<ul style="list-style-type: none"> Identifies explicit messages but has difficulty identifying the implicit messages in the visual text.
	<ul style="list-style-type: none"> Explains in a thorough and insightful way how ideas are portrayed and how key visual elements/ techniques have been used for effect. 	<ul style="list-style-type: none"> Explains how ideas are portrayed and how visual elements/ techniques have been used to achieve particular effects. 	<ul style="list-style-type: none"> Explains in a simple way how ideas are portrayed and how visual elements/ techniques have been used to achieve particular effects. 	<ul style="list-style-type: none"> Has difficulty explaining how ideas are portrayed and how visual elements/ techniques have been used for effect.
Response	<ul style="list-style-type: none"> Responds critically and thoughtfully to visual text. 	<ul style="list-style-type: none"> Responds personally and thoughtfully to visual text. 	<ul style="list-style-type: none"> May need assistance to respond from personal viewpoint. 	<ul style="list-style-type: none"> Needs assistance and prompting to respond from personal viewpoint.
	<ul style="list-style-type: none"> Responds personally with a high degree of detail and effectiveness. 	<ul style="list-style-type: none"> Responds personally with considerable detail and support. 	<ul style="list-style-type: none"> Responds personally with some detail and support. 	<ul style="list-style-type: none"> Responds personally with limited detail and support.
	<ul style="list-style-type: none"> Responds critically with a high degree of analysis and effectiveness. 	<ul style="list-style-type: none"> Responds critically with considerable analysis and support. 	<ul style="list-style-type: none"> Responds critically with some analysis and support. 	<ul style="list-style-type: none"> Responds critically with limited analysis and support.
	<ul style="list-style-type: none"> Makes connections with other texts with a high degree of understanding. 	<ul style="list-style-type: none"> Makes connections with other texts with considerable understanding. 	<ul style="list-style-type: none"> Makes connections with other texts with some understanding. 	<ul style="list-style-type: none"> Makes connections with other texts with limited understanding.
	<ul style="list-style-type: none"> Identifies and explains overt and covert bias; avoids and actively challenges bias in visual texts. 	<ul style="list-style-type: none"> Identifies and explains overt bias in visual texts. 	<ul style="list-style-type: none"> Identifies personal bias only. 	<ul style="list-style-type: none"> Shows a limited awareness of personal bias in visual texts.

Sample Assessment for Viewing

Student's Name: _____ Date: _____

Task(s): _____

Text(s): _____

Developmental Level: [] Emerging Phase, [] Early Developing Phase, [] Developing Phase, [] Extending Phase, [] Specialized Phase

<p>Viewing Comprehension</p> <ul style="list-style-type: none"> <input type="checkbox"/> Views to understand and to learn <input type="checkbox"/> Demonstrates understanding of presentations 	<p>Overall (Select Performance Level)</p> <p>(5) views carefully and demonstrates a good recall and thorough and insightful understanding of ideas, information, concepts, and/or themes</p> <p>(4) views attentively and demonstrates a good recall and clear understanding of ideas, information, concepts, and/or themes</p> <p>(3) views attentively and demonstrates an adequate recall and some understanding of ideas, information, concepts, and/or themes</p> <p>(2) views but is easily distracted and demonstrates an inadequate recall or limited understanding of ideas, information, concepts, and/or themes</p> <p>(1) views but has difficulty focusing and demonstrates little or no recall or understanding of ideas, information, concepts, and/or themes</p>
<p>Comprehension and Response</p> <ul style="list-style-type: none"> <input type="checkbox"/> Makes connections with text and with prior knowledge, experiences, and other texts <input type="checkbox"/> Recognizes the key ideas and supporting details presented as well as underlying values and biases in a visual text. <input type="checkbox"/> Responds personally <input type="checkbox"/> Responds critically 	<p>Makes Connections (Select Performance Level)</p> <p>(5) makes connections with text and with prior knowledge, experiences, and other texts with a high degree of insight</p> <p>(4) makes connections with text and with prior knowledge, experiences, and other texts with considerable insight</p> <p>(3) makes connections with text and with prior knowledge, experiences, and other texts with some understanding</p> <p>(2) makes connections with text and with prior knowledge, experiences, and other texts with limited understanding</p> <p>(1) does not make connections with text and prior knowledge, experiences, and other texts</p> <p>Comprehends Content and Ideas (Select Performance Level)</p> <p>(5) identifies the overall message and key ideas, and can explain the relationship between the explicit and implicit messages in a text</p> <p>(4) identifies the explicit and implicit messages in a text</p> <p>(3) identifies the explicit and some of the implicit messages in a text</p> <p>(2) identifies explicit messages but has difficulty identifying the implicit messages in a text</p> <p>(1) identifies neither the explicit nor implicit messages in a text</p> <p>Recognizes Elements and Techniques (Select Performance Level)</p> <p>(5) explains in a thorough and insightful way how ideas are portrayed and how elements/techniques are used to achieve overall effect</p> <p>(4) explains how ideas are portrayed and how elements/techniques achieve a particular effect</p> <p>(3) explains in a simple way how ideas are portrayed and how elements/techniques achieve particular effects</p> <p>(2) has difficulty explaining how ideas are portrayed and how elements/techniques are used for effect</p> <p>(1) does not recognize how ideas are portrayed or how elements/techniques are used for effect</p>

	<p>Responds Personally (Select Performance Level)</p> <p>(5) responds personally with a high degree of detail and support (4) responds personally with considerable detail and support (3) responds personally with some detail and support (2) responds personally with limited detail and support (1) does not support personal response</p> <p>Responds Critically (Select Performance Level)</p> <p>(5) responds critically with a high degree of analysis: identifies and explains overt and covert bias; explains and actively challenges bias in text (4) responds critically with considerable analysis and support: identifies and explains overt bias in text (3) responds critically with some analysis and support: identifies personal bias only (2) responds critically with limited analysis and support: shows a limited awareness of personal bias (1) responds with no support or does not respond critically</p>									
<p>Skills and Strategies</p> <ul style="list-style-type: none"> <input type="checkbox"/> Views strategically using appropriate skills and strategies before, during, and after viewing a text <input type="checkbox"/> Uses language and visual cueing systems to build meaning 	<p>Knows and Uses Viewing Skills and Strategies (Select Performance Level)</p> <p>(5) demonstrates mastery of the appropriate before, during, and after viewing skills and strategies (4) demonstrates understanding and consistent use of the appropriate before, during, and after viewing skills and strategies (3) uses with relative ease the important before, during, and after viewing skills and strategies modelled in a lesson (2) uses some of the viewing skills and strategies but not with proficiency (1) makes little or no use of the appropriate viewing skills and strategies</p> <p>Comments:</p>									
<p>Viewing Assessment Task Score(s)</p>	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Task 7	Task 8	Task 9	Task 10
<p>Reflection on Viewing Behaviours</p>	<p>Reflects on Viewing Behaviours and Strategies (Check Appropriate Boxes)</p> <ul style="list-style-type: none"> <input type="checkbox"/> can talk about own strengths and learning targets <input type="checkbox"/> can explain what to do when viewing <input type="checkbox"/> can talk about how visuals were used to affect viewers' responses <input type="checkbox"/> can talk about own strategies for improvement 									
<p>Anecdotal Comments and Consideration of Other Factors (e.g., preferences, habits, attitudes, confidence, involvement)</p>	<p>Comments and Observations</p>									

Listening Forms

Sample K-12 Listening Continuum Checklist

It is anticipated that teachers will use criteria from this continuum to develop assessment forms to gather appropriate data regarding students' needs and strengths.

Emerging Phase (K-1)	Early Developing Phase (Grade 1)	Developing Phase (Grades 1-5)
<p>Student knows:</p> <ul style="list-style-type: none"> • listening is one way to find out and learn about things • listening to stories can be enjoyable • some sounds are the same; others are different. 	<p>Student knows:</p> <ul style="list-style-type: none"> • stories can be remembered and retold • listening is a meaning-making process and the message must make sense • by asking questions, people learn from others. 	<p>Student knows:</p> <ul style="list-style-type: none"> • listening is done for different reasons or purposes • listeners can ask questions to clarify meaning, for direction, and for information • listeners cannot take messages at face value – they need to be evaluated for accuracy and truth.
<p>Student:</p> <ul style="list-style-type: none"> _ understands the words and basic concepts associated with colour, number, size, space, time, body parts, school, actions, clothes, eating, fruits, vegetables, animals, furnishings _ makes auditory discriminations of sound in environment _ shows awareness of sound qualities (e.g., soft/loud, near/ far) _ recognizes and imitates sound sequences (noting first/last/ middle, same/ different) _ enjoys listening to stories and making predictions about them <p>Notes:</p>	<p>Student:</p> <ul style="list-style-type: none"> _ understands when to listen _ listens attentively _ enjoys language games _ distinguishes between sense and nonsense, fact and fantasy _ counts words and claps syllables in spoken words _ identifies rhyming words _ recognizes alliteration _ follows simple conversations _ repeats short sentences _ listens to and enjoys stories read in whole class situations _ makes predictions from pictures or stories read to him/her _ locates a specific item in a picture or sequence of illustrations after hearing a question _ sequences a series of pictures about events after hearing a story or watching a video _ answers questions after hearing a story _ follows two-step directions _ answers detail questions after hearing a story (who, where, when, how, what) _ listens to informational texts and retells important information _ listens attentively and courteously in pairs, small groups, and whole class <p>Notes:</p>	<p>Student:</p> <ul style="list-style-type: none"> _ determines purpose(s) for listening _ listens without interrupting _ follows two- and three-step directions _ listens to narrative passage and retells it by answering who, when, where, how, and why _ listens to informational text and retells major ideas _ listens courteously to peers and works in pairs and small groups _ distinguishes between opinions and facts _ asks thoughtful questions _ makes inferences _ recognizes imagery _ recognizes cause and effect _ recognizes key ideas and pertinent details _ summarizes major ideas and supporting evidence _ responds to the moods and emotions conveyed _ draws conclusions _ retells, paraphrases, and explains what was heard _ makes notes _ makes judgements and evaluates what was heard _ gives a well-considered response <p>Notes:</p>

Sample K-12 Listening Continuum Checklist (continued)

Extending Phase (Grades 6-9)	Specialized Phase (Grades 10-12)
Student knows: <ul style="list-style-type: none"> • listening is different than hearing • effective listeners use different strategies for different purposes (e.g., full comprehension, remember key ideas, personal enjoyment) • effective listeners are respectful • effective listeners assess the validity of the presenter's message. 	Student knows: <ul style="list-style-type: none"> • effective listeners apply a range of strategies to comprehend, interpret, evaluate, and appreciate an oral presentation • effective listeners suspend biases, judgements, and expectations that could interfere with reception of message • effective listeners analyze the message and its underlying assumptions carefully and critically.
Student: <ul style="list-style-type: none"> _ is ready and willing to be attentive _ is prepared to deal with distractions _ is respectful of the speaker _ practises the behaviours of effective listeners including: <ul style="list-style-type: none"> _ anticipating message and setting purpose for listening _ making and confirming predictions _ making connections to prior knowledge and experiences _ monitoring understanding _ recognizing main ideas and relevant supporting details _ reflecting on and assessing understanding _ giving feedback _ is sensitive to body language of speaker _ differentiates between fact and opinion _ differentiates between emotional and rational language _ raises questions when communication is unclear _ uses strategies to remember message _ follows a detailed set of directions _ summarizes an oral presentation _ expresses personal response to message _ evaluates ideas presented in conversation, discussions, interviews, and speeches _ identifies strengths and areas for improvement in listening Notes:	Student: <ul style="list-style-type: none"> _ differentiates among intent (purpose), message, speaker, and style _ uses appropriate strategies when listening for different purposes including: <ul style="list-style-type: none"> _ anticipating the speaker's point(s) _ making connections _ finding meaning _ making and confirming predictions _ making and confirming inferences _ attending to the pragmatic, textual, syntactic, semantic, and graphophonic cues found in texts _ reflecting and evaluating _ paraphrases a speaker's purpose and point of view _ asks relevant questions concerning the speaker's content, delivery, and purpose _ summarizes and draws reasonable conclusions _ identifies organizational patterns in presentation _ makes accurate and useful notes while listening _ analyzes presentations for reliability _ analyzes presentations for logic and emotional appeal _ recognizes underlying values _ recognizes speaker's perspective, biases, and tone _ recognizes logical fallacies and propaganda techniques used by speaker _ understands and appreciates the power of language in oral communication _ critiques constructively on what was presented _ supports conclusions with reference to what was presented _ identifies strengths and areas for improvement in listening Notes:

Sample Listening Strategies Questionnaire

Name: _____ Date: _____

1. When I have difficulty hearing, I:

2. When I have difficulty understanding what a speaker means, I:

3. When I agree with a speaker's message, I usually:

4. When I disagree with a speaker's message, I usually:

5. My responsibility as a listener in any situation is:

6. As I listen to someone speak, I do the following things to help myself understand the message:

7. The most important thing that I know about listening is:

Sample Self-assessment Listening Inventory

Name: _____

Date: _____

Check the appropriate column	Yes	No	Sometimes
Learning How to Listen			
• Do I pay attention?			
• Do noises in the room interrupt my careful listening?			
• Am I willing to judge the speaker's ideas without letting my own ideas get in the way?			
• Do I find the speaker's personal habits distracting (e.g., clearing the throat constantly)?			
Listening for Information			
• Can I organize in my mind what I hear so that I can remember it?			
• Can I think of questions to ask the speaker about ideas that I do not understand?			
• Do I learn the meaning of unknown words from the rest of what the speaker says?			
Listening Critically			
• Can I separate facts from explanations or from opinions?			
• Can I tell the difference between important and unimportant details?			
• Can I pick out unsupported points that a speaker makes?			
• Am I able to accept points of view that differ from my own?			
Listening Creatively			
• Am I able to identify specific words or phrases that impress me as I listen?			
• Do I get caught up in the poem, story, or play so that I believe the action is truly taking place?			
• Am I able to put what I hear into my own words so that I can describe it to others?			
Comments			

Note: These criteria apply to a variety of listening situations. Teachers and students may design their own listening inventory using some of these examples as a starting point.

(Adapted from Mowbray & George, 1992, p. 64. Used with permission of Pembroke Publishers.)

Sample Checklist and Observations of Listening Skills and Strategies

Name: _____

Date: _____

Before	Observations
<p>What does the student do before listening?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Thinks about why he/she is listening <input type="checkbox"/> Thinks about what he/she already knows and needs to know about the topic <input type="checkbox"/> Considers additional background knowledge <input type="checkbox"/> Asks questions <input type="checkbox"/> Anticipates message <input type="checkbox"/> Considers vocabulary that might be used <input type="checkbox"/> Sets purposes <input type="checkbox"/> Considers a listening strategy <input type="checkbox"/> Other: 	
<p>During</p>	
<p>What does the student do during listening to construct meaning?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Focuses (e.g., on the topic, the message, listening process) <input type="checkbox"/> Makes connections to presentation, experiences, and other texts <input type="checkbox"/> Uses the cueing systems <input type="checkbox"/> Constructs mental images <input type="checkbox"/> Makes and confirms predictions <input type="checkbox"/> Makes and confirms inferences <input type="checkbox"/> Makes and confirms interpretations <input type="checkbox"/> Notes key ideas (main messages/themes) and what supports them <input type="checkbox"/> Determines speaker's purpose <input type="checkbox"/> Draws conclusions and makes judgements <input type="checkbox"/> Makes notes <input type="checkbox"/> Detects opinions and biases <input type="checkbox"/> Identifies unfamiliar words <input type="checkbox"/> Other: 	
<p>After</p>	
<p>What does the student do after listening?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recalls, retells, and reviews <input type="checkbox"/> Responds <input type="checkbox"/> Discusses <input type="checkbox"/> Summarizes and paraphrases <input type="checkbox"/> Evaluates <input type="checkbox"/> Asks questions <input type="checkbox"/> Considers elements, techniques, and overall effect <input type="checkbox"/> Listens again (if possible) to deepen understanding or pleasure <input type="checkbox"/> Builds on and extends what is heard (e.g., posing new questions, writing, drawing, dramatizing, researching) <input type="checkbox"/> Other: 	

Sample Observations of Students' Use of Language Cues and Conventions in Listening

Class: _____

Date: _____

Before	Observations
<p>Pragmatic Cues and Conventions</p> <ul style="list-style-type: none"> _ Identifies the purpose (intent) and potential audience (intended listeners) of the speaker _ Identifies the “tone” of the speaker _ Identifies “point of view” of the speaker _ Other: 	
<p>Textual Cues and Conventions</p> <ul style="list-style-type: none"> _ Recognizes the organizational framework of the presentation _ Recognizes the organizational patterns within the presentation (e.g., cause and effect, comparison/contrast, chronological sequence) _ Other: 	
<p>Syntactical Cues and Conventions</p> <ul style="list-style-type: none"> _ Uses sentence structure cues _ Recognizes the key words in a sentence (e.g., the verb) _ Recognizes how variations affect the meaning of a sentence _ Recognizes how pause, stress, and juncture affect the meaning of the sentence _ Other: 	
<p>Semantic Cues and Conventions</p> <ul style="list-style-type: none"> _ Recognizes and understands the key words in the text _ Recognizes the meaning of particular words in the context of surrounding words and phrases _ Recognizes and uses word parts (e.g., affixes and root words) to identify unknown words _ Recognizes the connotation of particular words _ Recognizes the images evoked by particular words _ Uses a dictionary to clarify unknown words _ Other: 	
<p>Graphophonic Cues and Conventions</p> <ul style="list-style-type: none"> _ Recognizes familiar words _ Uses sound cues within words to get the pronunciation and possible associations of word to context (and meaning) _ Other: 	
<p>Other Cues and Conventions</p> <ul style="list-style-type: none"> _ Recognizes and interprets the audio (e.g., music and sound effects), visual (e.g., graphs, charts, tables, diagrams, photographs), and multimedia (e.g., video clip) aids used to support and clarify the presentation _ Other: 	

Sample Listener Self-assessment for Oral Reading

This checklist is an example of one that might be used by listeners to assess their own listening progress. It may be adapted for use as a peer or teacher assessment form.

Name: _____

Date: _____

Check "yes" or "no" and state a reason for your answer.

	Yes	No	Reason
1. Was I prepared and willing to listen to the reader?	___	___	
2. Did I think about what was being read?	___	___	
3. Did what I heard make sense to me?	___	___	
4. Did I enjoy listening?	___	___	
5. Was I able to predict some events before they were read aloud?	___	___	
6. Was I able to summarize what was read aloud?	___	___	

Some abilities I have as an effective listener are:

I can improve in the following areas to become a more effective listener:

Teacher Comments:

Sample Analytic Scoring Rubric for Listening

Criteria	Level 4	Level 3	Level 2	Level 1
Listening Skills and Strategies	Consistently and ably uses a range of strategies before, during, and after the listening process.	Uses a range of strategies before, during, and after the listening process.	Uses some basic strategies before, during, and after the listening process.	Uses few strategies before, during, and after the listening process.
Comprehension	Demonstrates thorough and insightful understanding of ideas, information, concepts, and/or themes in text.	Demonstrates clear understanding of ideas, information, concepts, and/or themes in text.	Demonstrates some understanding of ideas, information, concepts, and/or themes in text.	Demonstrates limited understanding of ideas, information, concepts, and/or themes in text.
	Explains the relationship between the explicit and implicit message in the text.	Identifies the explicit and implicit messages in the text.	Identifies the explicit and some of the implicit messages in the text.	Identifies explicit messages but has difficulty identifying the implicit messages in the text.
	Explains in a thorough and insightful way how ideas are organized and how key conventions and elements/techniques have been used for effect.	Explains how ideas are organized and how key conventions and elements/ techniques have been used to achieve particular effects.	Explains in a simple way how ideas are organized and how some key conventions and elements/ techniques have been used to achieve particular effects.	Has difficulty explaining how ideas are organized and how conventions and elements/techniques have been used for effect.
Response	Responds critically and thoughtfully to text.	Responds personally and thoughtfully to text.	May need assistance to respond from personal viewpoint.	Needs assistance and prompting to respond from personal viewpoint.
	Responds personally with a high degree of detail and effectiveness.	Responds personally with considerable detail and evidence.	Responds personally with some detail and support.	Responds personally with prompting or other supports with limited detail and support.
	Responds critically with a high degree of analysis and effectiveness.	Responds critically with considerable analysis and evidence.	Responds with some analysis.	Responds with limited analysis and support, if prompted.
	Makes connections with other texts with a high degree of understanding.	Makes connections with other texts with considerable understanding.	Makes connections with other texts with some understanding.	Makes connections with other texts with limited understanding, when prompted.
	Identifies and explains overt and covert bias; avoids and actively challenges bias in presentations.	Identifies and explains overt bias in presentations.	Identifies personal bias only.	Shows a limited awareness of personal bias in presentations.

Sample Assessment Summary for Listening

Student's Name: _____ Date: _____

Task(s): _____

Text(s): _____

Developmental Level: [] Emerging Phase, [] Early Developing Phase, [] Developing Phase, [] Extending Phase, [] Specialized Phase

Listening Comprehension

- Listens to understand
- Demonstrates understanding of presentation

Overall (Select Performance Level)

- (5) listens carefully and with interest and demonstrates a good recall and thorough and insightful understanding of ideas, information, concepts, and/or themes heard
- (4) listens attentively and with interest and demonstrates a good recall and clear understanding of ideas, information, concepts, and/or themes heard
- (3) listens attentively and demonstrates an adequate recall and some understanding of ideas, information, concepts, and/or themes heard
- (2) listens but is easily distracted and demonstrates an inadequate recall or limited understanding of ideas, information, concepts, and/or themes heard
- (1) listens but has difficulty focusing and demonstrates little or no recall or understanding of ideas, information, concepts, and/or themes heard

Comprehension and Response

- Makes connections with text and with prior knowledge, experiences, and other texts
- Comprehends key ideas and supporting details presented in an oral presentation (at both the explicit and implicit levels – literally interpreting what is not stated)
- Recognizes the overall structure of the presentation and the organizational pattern(s) used within the text
- Responds personally
- Responds critically

Makes Connections (Select Performance Level)

- (5) makes connections with text and with prior knowledge, experiences, and other texts with a high degree of insight
- (4) makes connections with text and with prior knowledge, experiences, and other texts with considerable insight
- (3) makes connections with text and with prior knowledge, experiences, and other texts with some understanding
- (2) makes connections with text and with prior knowledge, experiences, and other texts with limited understanding
- (1) makes no connections with text and prior knowledge, experiences, and other texts

Comprehends Content and Ideas (Select Performance Level)

- (5) identifies the overall message and key ideas and can explain the relationship between the explicit and implicit messages in a text
- (4) identifies the overall message and key ideas and can explain the explicit and implicit messages in a text
- (3) identifies the explicit and some of the implicit messages in a text
- (2) identifies the main ideas and some key ideas but has difficulty identifying the implicit messages in a text
- (1) identifies neither the explicit nor implicit messages in a text

Recognizes Organization and Techniques (Select Performance Level)

- (5) explains in a thorough and insightful way how ideas are organized and how key conventions and elements/techniques achieve a particular effect
- (4) explains in a thorough way how ideas are organized and how key conventions and elements/techniques achieve a particular effect
- (3) explains in a clear way how ideas are organized and how some key conventions and elements/techniques achieve particular effects
- (2) explains with difficulty how ideas are organized and how conventions and elements/techniques are used for effect
- (1) explains neither how ideas are organized nor how conventions and elements/techniques are used for effect

Sample Assessment Summary for Listening (continued)

	<p>Responds Personally (Select Performance Level) (5) responds personally with a high degree of detail and support (4) responds personally with considerable detail and support (3) responds personally with some detail and support (2) responds personally with limited detail and support (1) gives little or no response</p>									
	<p>Responds Critically (Select Performance Level) (5) responds critically with a high degree of analysis: identifies and explains overt and covert bias; explains and actively challenges bias in text (4) responds critically with considerable analysis and support: identifies and explains overt bias in text (3) responds critically with some analysis and support: identifies personal bias only (2) responds critically with limited analysis and support: shows a limited awareness of personal bias (1) responds with no support</p>									
<p><input type="checkbox"/> Processes: Listening Comprehension Skills and Strategies</p> <p><input type="checkbox"/> Listens strategically using appropriate skills and strategies before, during, and after hearing a text</p> <p><input type="checkbox"/> Uses language and visual cueing systems to build meaning</p>	<p>Knows and Uses Listening Skills and Strategies (Select Performance Level) (5) demonstrates mastery of the appropriate before, during, and after listening skills and strategies (4) demonstrates understanding and consistent use of the appropriate before, during, and after listening skills and strategies (3) uses with relative ease the important before, during, and after listening skills and strategies modeled in a lesson (2) uses some of the listening skills and strategies but not with proficiency (1) makes little or no use of the appropriate listening skills and strategies</p> <p>Comments:</p>									
Listening Assessment Task Score(s) for each assignment given	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Task 7	Task 8	Task 9	Task 10
Reflection on Listening Behaviours	<p>Reflects on Listening Behaviours and Strategies (Check Appropriate Boxes)</p> <p><input type="checkbox"/> can talk about own strengths and learning targets</p> <p><input type="checkbox"/> can explain what to do when listening</p> <p><input type="checkbox"/> can talk about how presenter used language to affect listeners' responses</p> <p><input type="checkbox"/> can talk about own strategies for improvement</p>									
Anecdotal Comments and Consideration of Other Factors (e.g., preferences, habits, attitudes, confidence, involvement, time management, responsibility)	Comments and Observations									

Reading Forms

Sample K-12 Reading Continuum Checklist

It is anticipated that teachers will use criteria from this continuum to develop assessment forms to gather appropriate data regarding students' needs and strengths.

Emerging Phase (K-1)	Early Developing Phase (Grade 1)	Developing Phase (Grades 1-5)
<p>Student knows:</p> <ul style="list-style-type: none"> • illustrations carry a message that can be "read" • print carries a message • print in the environment carries messages in signs, labels, and logos • stories can be remembered and retold. 	<p>Student knows:</p> <ul style="list-style-type: none"> • what can be said can be written and read • print is read from top to bottom, left to right • words such as "letter", "word", and "sentence" are used to describe print features • texts are written in a variety of formats. 	<p>Student knows:</p> <ul style="list-style-type: none"> • reading is a process of constructing meaning • reading can be done for different reasons or purposes • readers use a variety of strategies.
<p>Student:</p> <ul style="list-style-type: none"> _ shows interest and enjoyment in looking at books and listening to stories _ holds book right-side up and turns pages from right to left _ shows where (physically) the story starts and ends _ imitates reading behaviours (e.g., turning pages and telling a story using the pictures) _ uses "book language" (e.g., Once upon a time ... Then ... The end) _ enjoys hearing favourite stories over and over again _ recognizes some letters or words (e.g., own name, classroom labels, signs, and other environmental print) <p>Notes:</p>	<p>Student:</p> <ul style="list-style-type: none"> _ knows alphabet letters and sounds _ shows interest in the meaning of words in books _ reads back short experience stories written by teacher _ follows a line of print on experience chart as it is read _ follows a line of print in enlarged text _ understands concept of word _ recognizes own name in print and a few high frequency words _ understands the concept of letter (matches capital letters with lower case letters) _ recognizes word families _ uses phonetic skills to decode unknown words _ uses picture cues and context to make meaning _ finger-points when reading independently _ makes meaningful predictions and is able to support them _ participates confidently in shared and guided reading _ responds to reading in a variety of ways _ uses content and knowledge of sentence structure to self-correct _ demonstrates fluency and expression in oral reading <p>Notes:</p>	<p>Student:</p> <ul style="list-style-type: none"> _ reads for a variety of purposes _ relates previous experience and knowledge to what is read _ visualizes what is being read _ predicts and confirms content, events, and outcomes _ makes and confirms inferences _ draws conclusions _ questions and adjusts strategy when meaning is unclear _ recognizes cause and effect _ finds main ideas and specific information _ uses a combination of contextual, structural, and graphophonic clues _ uses other supports (e.g., dictionary) to confirm meaning _ recognizes multiple meaning of words including antonyms, synonyms, and homonyms _ adjusts silent and oral reading rate _ self-selects a variety of reading materials using certain criteria _ uses self-correction strategies during independent reading _ compares texts by various authors _ recognizes similarities and differences among experiences, lifestyles, and cultures represented in texts _ makes use of phrasing and expression in oral reading <p>Notes:</p>

Sample K-12 Reading Continuum Checklist (continued)

Extending Phase (Grades 6-9)	Specialized Phase (Grades 10-12)
<p>Student knows:</p> <ul style="list-style-type: none"> • reading is a means of learning and enjoyment • reading requires different strategies and rates depending on purpose and difficulty of the text. 	<p>Student knows:</p> <ul style="list-style-type: none"> • effective readers use a range of reading strategies before, during, and after interacting with texts to comprehend, interpret, evaluate, and appreciate what is written • reading a range of text – prose fiction and non-fiction, drama and poetry – extends one’s understanding of self and of the world • different texts shape our view of the world and shape us personally.
<p>Student:</p> <ul style="list-style-type: none"> _ reads for information, pleasure, and personal interest _ reads silently for extended periods _ reads narrative and expository texts aloud with correct pacing, intonation, and expressions _ uses key reading strategies with efficiency including: <ul style="list-style-type: none"> _ previewing _ making and confirming predictions _ making connections to prior knowledge and experiences _ attending to the pragmatic, textual, syntactic, semantic, and graphophonic cues _ monitoring understanding and using self-correction strategies _ recognizing main ideas and relevant supporting details _ reflecting on and assessing meaning as understood _ adjusting reading rate according to purpose, familiarity with content, and difficulty _ discerns author’s intent _ comprehends literal and inferential meaning _ synthesizes and summarizes ideas read from multiple passages or paragraphs _ compares (and contrasts) texts _ responds to comprehension questions with appropriate support _ reads and follows written directions _ interprets the denotative and connotative meanings of words _ identifies the literal and figurative meanings of words _ recognizes imagery, including words, phrases, and sentences that express sensory impression, feelings, and emotions _ identifies strengths and areas for improvement in reading <p>Notes:</p>	<p>Student:</p> <ul style="list-style-type: none"> _ reads to clarify and extend own thinking _ reads a wide range of texts to gain insights into personal and social worlds _ reads for pleasure and personal interest _ uses a range of reading strategies including: <ul style="list-style-type: none"> _ making connections _ finding meaning _ making and confirming predictions _ making and confirming inferences _ attending to the pragmatic, textual, syntactic, semantic, and graphophonic cues found in texts _ reflecting and evaluating _ skimming, scanning, or reading closely according to purpose _ relates literary works and authors to universal themes and issues, and to personal experiences _ forms and defends personal judgements about a passage or text _ analyzes and evaluates the effectiveness of a text based on a variety of criteria _ supports important ideas and viewpoints through accurate and detailed reference to the text _ recognizes major forms and techniques in texts _ discerns social comments made in written works _ considers social and historical contexts for authors and their works _ analyzes the ways in which tone, mood, irony, point of view, and author’s style achieve specific purposes _ evaluates the accuracy and usefulness of information and ideas _ outlines, paraphrases, and summarizes ideas _ compares (and contrasts) texts _ draws conclusions and makes generalizations from texts _ gathers, evaluates, and synthesizes data from a range of texts _ identifies strengths and areas for improvement in reading <p>Notes:</p>

Sample Reading Interest/Attitude Inventory

Name: _____

Date: _____

Answer the following questions to help me learn about you and about your reading interests.

A. Some activities that I presently enjoy doing are: (Circle these).

B. Some activities that I am interested in trying or watching are: (Underline these).

- | | | |
|------------------------------|---------------------|--------------------------------------|
| jogging | horseback riding | gardening |
| roller skating/blading | tennis | raising animals |
| board games | sewing | showing dogs |
| drawing/painting | listening to music | swimming |
| archery | gymnastics | diving |
| cross-country skiing | ice skating | dancing |
| fishing/hunting | basketball | attending music concerts/shows/raves |
| writing letters | talking to friends | attending theatre |
| writing poems/stories | soccer | watching television |
| acting in plays | golfing | computers |
| carpentry | reading novels | playing card games |
| photography | video games | visiting museums |
| movies | bowling | water skiing |
| downhill skiing | hockey | playing a musical instrument |
| reading newspapers/magazines | volleyball | skateboarding |
| cheerleading | reading non-fiction | snowshoeing |
| reading poetry | track and field | arts and crafts |
| sculpture/pottery | cooking | martial arts |
| backpacking/hiking | singing | canoeing/boating |
| recording music | building models | playing pool |
| texting | | social networking |

C. Other activities that I enjoy or would like to try are:

D. From the activities listed in sections B and C above, the three I like most, in order of preference are:

1) _____

2) _____

3) _____

Sample Reading Interest/Attitude Inventory (continued)

E. The kinds of books I like to read most are: (Circle your three favourite types).

- | | |
|-------------------------|--------------------|
| poetry | mystery |
| science fiction | fantasy |
| romance | sports |
| non-fiction | science |
| autobiography/biography | historical fiction |
| horror | myths/legends |
| adventure | others _____ |

F. The newspapers I read are:

G. The sections of the newspaper I prefer are: (Check your choices).

sports editorials comics news articles other (list) _____

H. The magazines I read are:

I. Answer each of the following questions briefly.

1) I have pets: Yes No

What kind? _____

2) I collect the following things: _____

3) I own books: Yes No

Approximately how many? _____

I borrow books from the library: Yes No

Approximately how many each week? _____

4) I enjoy having someone read to me: Yes No

5) When asked to read aloud, I feel: _____

Sample Reading Interest/Attitude Inventory (continued)

6) My favourite school subject is: _____

Reason: _____

7) The best book I have ever read is: _____

Reason: _____

8) A book that I would like to own is: _____

J. One thing that I learned about myself from taking this interest/attitude inventory is:

Sample Reading Strategies Questionnaire

Name: _____ Date: _____

1. Do you think that you are a good reader? ___ Yes ___ No Why or why not?

2. What causes you the greatest difficulty when you try to understand what you read?

3. What could you do to be better at understanding what you read?

4. What do you do when you come to a word that you do not understand?

5. What types of reading materials are easiest for you to understand?

6. What might stop you when you are reading?

7. a) When you are reading and you have difficulty, what do you do?

- b) Do you ever repeat what you are reading in your own words? ___ Yes ___ No
- c) Do you ever reread something that does not make sense? ___ Yes ___ No
- d) Do you ever ask yourself questions as you read? ___ Yes ___ No
8. What is the best advice you have ever been given about reading?

Sample Checklist and Observations of Reading Skills and Strategies

Name: _____

Date: _____

Before	Observations
<p>What does the student do before reading?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Activates knowledge <input type="checkbox"/> Builds some background knowledge <input type="checkbox"/> Previews text <input type="checkbox"/> Asks questions <input type="checkbox"/> Anticipates message <input type="checkbox"/> Considers vocabulary that might be used <input type="checkbox"/> Focuses interest and sets purposes <input type="checkbox"/> Considers a reading rate and strategy <input type="checkbox"/> Other: 	
<p>During</p> <p>What does the student do during reading to construct meaning?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Makes connections to text, experiences, and other texts <input type="checkbox"/> Uses the cueing systems <input type="checkbox"/> Constructs mental images <input type="checkbox"/> Makes and confirms predictions <input type="checkbox"/> Makes and confirms inferences <input type="checkbox"/> Makes and confirms interpretations <input type="checkbox"/> Self-monitors and self-corrects <input type="checkbox"/> Adjusts rate or strategy <input type="checkbox"/> Notes key ideas (main messages/themes) and what supports them <input type="checkbox"/> Draws conclusions and makes judgements <input type="checkbox"/> Pauses, thinks, and makes notes <input type="checkbox"/> Detects opinions and biases <input type="checkbox"/> Other: 	
<p>After</p> <p>What does the student do after reading?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recalls, retells, and reviews <input type="checkbox"/> Responds personally <input type="checkbox"/> Discusses ideas and thoughts <input type="checkbox"/> Summarizes and paraphrases <input type="checkbox"/> Evaluates what was read <input type="checkbox"/> Considers elements, techniques, and overall effect <input type="checkbox"/> Reads again to deepen understanding or pleasure <input type="checkbox"/> Builds on and extends what is read (e.g., posing new questions, writing, dramatizing, researching) <input type="checkbox"/> Other: 	

Sample Observations of Students' Use of Language Cues and Conventions in Reading

Class: _____

Date: _____

Language Cues and Conventions	Observations
<p>Pragmatic Cues and Conventions</p> <ul style="list-style-type: none"> _ Identifies the purpose (intent) and potential audience (intended readers) for the text _ Identifies the "tone" of the author or story _ Identifies "point of view" of the author or story _ Other: 	
<p>Textual Cues and Conventions</p> <ul style="list-style-type: none"> _ Recognizes the organizational framework of the text (e.g., title, preface, table of contents, index) _ Recognizes the genre of the text _ Recognizes the unique features of the genre _ Recognizes the organizational patterns within the text (e.g., cause and effect, comparison/contrast, chronological sequence) _ Other: 	
<p>Syntactical Cues and Conventions</p> <ul style="list-style-type: none"> _ Uses sentence structure cues _ Recognizes the key words in a sentence (e.g., the verb) _ Recognizes how variations affect the meaning of a sentence _ Recognizes how punctuation affects the meaning of the sentence _ Other: 	
<p>Semantic Cues and Conventions</p> <ul style="list-style-type: none"> _ Recognizes and understands the key words in the text _ Recognizes the meaning of particular words in the context of surrounding words and phrases _ Recognizes and uses word parts (e.g., affixes and root words) to identify unknown words _ Recognizes the connotation of particular words _ Recognizes the images evoked by particular words _ Uses a dictionary to clarify the meaning of unknown words _ Other: 	
<p>Graphophonic Cues and Conventions</p> <ul style="list-style-type: none"> _ Recognizes familiar words in print _ Uses letter-sound cues to identify unknown words _ Reads fluently and with expression _ Other: 	
<p>Other Cues and Conventions</p> <ul style="list-style-type: none"> _ Recognizes the purpose of and interprets the bolded sections, illustrations, diagrams, charts, and other organizational aspects of text _ Other: 	

Sample Proficient Reader Protocol: Anecdotal Notes

Student: _____

The Reader:	Date and Evidence	Date and Evidence
understands that reading is a sense-making process ___ Yes ___ No		
is able to link prior knowledge to the information in the reading material ___ Yes ___ No		
knows when his or her processing efforts are effective or ineffective ___ Yes ___ No		
demonstrates behaviour that indicates difficulty in processing the structures on the printed page ___ Yes ___ No		
is able to adjust his or her comprehension strategies to fit the diverse demands of a wide variety of reading material ___ Yes ___ No		

Note: Add columns for additional anecdotal notes.

Sample Reading Inventory and Miscue Analysis Guidelines

Both the oral and silent readings of a text can give insights into the students' reading strengths and needs. Using an Informal Reading Inventory (IRI), an Analytic Reading Inventory (ARI), a Qualitative Reading Inventory (QRI), or simply selecting a 100-word passage from material (narrative and non-narrative) that Middle Level students are reading can yield information related to both their oral and silent reading competencies.

1. To assess students' **oral reading** abilities and sight word vocabulary and word recognition skills in context, individually give students an unfamiliar grade-level-designated passage to read orally.
2. Ask each student individually to orally read the passage.
 - Record the types of errors or miscues made on a copy of the passage or use a running record. In particular, note:
 - mispronunciations (record the incorrect response about the word misread)
 - substitutions (record the substituted word above the one missed)
 - omissions (circle the omitted word or words)
 - insertions (caret in the extra word)
 - repetitions (draw a wavy line under repeated words)
 - teacher tells the word (supply the needed word and write "T" if the student pauses for longer than 5 seconds).
3. After reading the passage, ask the student to recall ("retell") the main ideas and important details.
4. Follow the retelling by asking the student questions that measure both the vocabulary and comprehension of what has been read and that address portions of the text that were missed in the retelling.
5. Determine student's **reading level** based on the number of word recognition errors or miscues that inhibit understanding. The student is considered to be reading at his/her independent reading level if s/he scores 96-100% on the word analysis skills in a 100-word passage. If s/he averages two to five errors (90-95%), s/he is considered to be reading at his/her instructional reading level. If s/he scores 95% or less, s/he has reached his/her frustrational reading level.
6. Analyze the student's **word recognition strategies**. The student's word accuracy and analysis skills (including use of context clues, looking for meaningful word parts such as prefixes, suffixes, and root words; making analogies to known words; looking for familiar word patterns and chunks) and the types of miscues being made during oral reading can also be analyzed for their effect on the student's understanding of the text. Miscues can be considered for their:
 - syntactic acceptability (i.e., Do the miscues occur in sentences that are syntactically acceptable and therefore show the student's understanding of the sentence structure and oral language competency?)
 - semantic acceptability (i.e., Do the miscues result in a change of meaning or do the miscues or corrections that the student makes indicate an understanding of the intent of the word?)
 - graphic and sound similarity (i.e., Do the miscues indicate a misreading of parts of words because of similarities in appearance or sound within those words?)
 - intonation or dialect variation (i.e., Do the miscues occur as a result of a change in stress or emphasis within a word or because of a student's dialect differences?).

If a miscue does not change the intended meaning of the text or if there is an attempt to self-correct a miscue, the miscue should be judged acceptable.

To assess a Middle Level student's **silent reading** comprehension, have the student read an unfamiliar grade-level-designated passage silently.

7. Give students the passage to read silently.
8. After the students have read the passage, ask the students to recall (retell) orally or in writing the main ideas and important details.

9. Pose questions prepared to assess students' abilities to understand key vocabulary, to use specific reading strategies, and to comprehend the text in general.
10. Analyze the retelling and the responses to the questions to determine the students' understanding of the text and the strategies employed before, during, and after reading. Do students:
 - preview the text (including title, author)?
 - set a purpose for reading?
 - reflect upon, share, and use prior knowledge?
 - make, confirm, and adjust predictions?
 - make personal connections (including text to self, text to other texts, text to the world)?
 - create mental pictures of what they are reading?
 - determine the key ideas and important supporting details?
 - make and confirm inferences and draw conclusions while reading?
 - ask questions of the text and seek answers to the questions (on the page and off the page)?
 - use the language cues and conventions of the text (e.g., author's intent, text features, graphics or charts provided) to construct and confirm meaning?
 - monitor their understanding and use a variety of "fix-up" strategies (e.g., reread) when their comprehension breaks down?
 - summarize and synthesize periodically what the text has said using mental or written summaries, diagrams, outlines, and other strategies?
 - react to the text by making personal connections to experiences or other texts, give opinions of the text and justify the opinions, ask additional questions, cite specific evidence to support opinions or preferences?
 - retell the content cohesively and completely (including all main ideas and supporting details in a proper sequence)?

Students who read text too slowly, orally or silently, are likely to have difficulty connecting ideas and remembering important details. Students' **reading fluency** and confidence can be determined during oral reading (i.e., rate, accuracy, phrasing, and expression) and during silent reading (i.e., rate). Although fluency rates will differ according to reading purpose and text type, Allington (2001) identifies the "general range of adequate reading rates by grade levels":

- Grade 6: 195-220 Words per Minute (WPM)
- Grade 7: 215-245 Words per Minute (WPM)
- Grade 8: 235-270 Words per Minute (WPM)
- Grade 9: 250-270 Words per Minute (WPM).

The quality and level of the students' response to the text can also be determined. Response can range from the simple identification and recall of information (e.g., who, what, when, where, how) to analysis and synthesis (e.g., What solutions might work here? Or A conclusion that I am drawing is ...), to evaluation (e.g., I like/do not like ... because ... or The most important message is ...), to evaluation of the author's craft and technique (e.g., A "golden" line for me is ... This part stands out for because ... or I like how the author uses ... to show ...). Depending on the type of reading materials and their reading experiences, Middle Level students are able to become objective about a text and their response to it, and are able to compare their own knowledge, experiences, and values to the work being read (Early, 1960).

Sample Observation Checklist: Metacognitive Strategies

Student: _____	DA - Developing Adequately	
Date: _____	NI - Needs Improvement	
	DA	NI
Links prior knowledge before reading		
Develops purpose for reading		
Uses titles or illustrations to preview and predict content/events		
Makes connections to text, experiences, and other texts		
Makes and confirms predictions		
Makes and confirms inferences		
Self-monitors and self-corrects		
Notes main ideas and key supporting details		
Pauses, reflects, and makes notes		
Rereads to deepen understanding		
Summarizes what has been read		
Notices and considers author's craft and techniques		
Evaluates what has been read		
Summary of student abilities and needs:		
Recommendations:		

Sample Analytic Scoring Rubric for Reading

Criteria	Level 4	Level 3	Level 2	Level 1
Reading Skills and Strategies	Consistently and ably uses a range of strategies before, during, and after the reading process.	Uses a range of strategies before, during, and after the reading process.	Uses some basic strategies before, during, and after the reading process.	Uses few strategies before, during, and after the reading process.
Comprehension	Demonstrates thorough and insightful understanding of idea, information, concepts, and/or themes in text.	Demonstrates clear understanding of ideas, information, concepts, and/or themes in text.	Demonstrates some understanding of ideas, information, concepts, and/or themes in text.	Demonstrates limited understanding of ideas, information, concepts, and/or themes in text.
	Explains the relationship between the explicit and implicit messages in the text.	Identifies the explicit and implicit messages in the text.	Identifies the explicit and some of the implicit messages in the text.	Identifies explicit messages but has difficulty identifying the implicit messages in the text.
	Explains in a thorough and insightful way how ideas are organized and how key conventions and elements/ techniques have been used for effect.	Explains how ideas are organized and how key conventions and elements/ techniques have been used to achieve particular effects.	Explains in a simple way how ideas are organized and how key conventions and elements/ techniques have been used to achieve particular effects.	Has difficulty explaining how ideas are organized and how conventions and elements/ techniques have been used for effect.
Response	Responds critically and thoughtfully to text.	Responds personally and thoughtfully to text.	Responds personally to text.	Needs assistance and prompting to respond from personal viewpoint.
	Responds personally with a high degree of detail and effectiveness.	Responds personally with considerable detail and support.	Responds personally with some detail and support.	Responds personally with limited detail and support.
	Responds critically with a high degree of analysis and effectiveness.	Responds critically with considerable analysis and support.	Responds critically with some analysis and support, when prompted.	Responds critically with limited analysis and support, when assisted.
	Makes connections with other texts with a high degree of understanding.	Makes connections with other texts with considerable understanding.	Makes connections with other texts with some understanding.	Makes connections with other texts with limited understanding.
	Identifies and explains overt and covert bias; avoids and actively challenges bias in presentations.	Identifies and explains overt bias in presentations.	Identifies personal bias only.	Shows a limited awareness of personal bias in presentations.

Sample Assessment Summary for Reading

Student's Name: _____ Date: _____

Task(s): _____

Text(s): _____

Developmental Level: [] Emerging Phase, [] Early Developing Phase, [] Developing Phase, [] Extending Phase, [] Specialized Phase

<input type="checkbox"/> Reading Comprehension <input type="checkbox"/> Reads to understand <input type="checkbox"/> Demonstrates understanding of text	<p>Overall (Select Performance Level)</p> <p>(5) comprehends almost all of what is read and demonstrates a good recall and thorough and insightful understanding of ideas, information, concepts, and/or themes</p> <p>(4) comprehends most of what is read and demonstrates a good recall and clear understanding of ideas, information, concepts, and/or themes</p> <p>(3) comprehends most of what is read and demonstrates an adequate recall and some understanding of ideas, information, concepts, and/or themes</p> <p>(2) comprehends some of what is read and demonstrates an inadequate recall or limited understanding of ideas, information, concepts, and/or themes</p> <p>(1) comprehends little or nothing of what is read and demonstrates no recall or understanding of ideas, information, concepts, and/or themes</p>
<p>Comprehension and Response</p> <input type="checkbox"/> Makes connections with text and with prior knowledge, experiences, and other texts <input type="checkbox"/> Comprehends key ideas and supporting details presented in text (both the explicit and implicit) <input type="checkbox"/> Uses language cueing systems to build meaning <input type="checkbox"/> Responds personally <input type="checkbox"/> Responds critically	<p>Makes Connections (Select Performance Level)</p> <p>(5) makes connections with text and with prior knowledge, experiences, and other texts with a high degree of insight</p> <p>(4) makes connections with text and with prior knowledge, experiences, and other texts with considerable insight</p> <p>(3) makes connections with text and with prior knowledge, experiences, and other texts with some understanding</p> <p>(2) makes connections with text and with prior knowledge, experiences, and other texts with limited understanding</p> <p>(1) makes no connections with text and prior knowledge, experiences, and other texts</p> <p>Comprehends Content and Ideas (Select Performance Level)</p> <p>(5) identifies the overall message and key ideas, and can explain the relationship between the explicit and implicit messages in a text</p> <p>(4) identifies the overall message and key ideas, and can explain the explicit and implicit messages in a text</p> <p>(3) identifies the explicit and some of the implicit messages in a text</p> <p>(2) identifies the main ideas and some key ideas but has difficulty identifying the implicit messages in a text</p> <p>(1) identifies neither the explicit nor implicit messages in a text</p> <p>Recognizes Organization and Techniques (Select Performance Level)</p> <p>(5) explains in a thorough and insightful way how ideas are organized, and how key conventions and elements/techniques achieve a particular effect</p> <p>(4) explains in a thorough way how ideas are organized, and how key conventions and elements/techniques achieve a particular effect</p> <p>(3) explains in a clear way how ideas are organized, and how key conventions and elements/techniques achieve particular effects</p> <p>(2) explains with difficulty how ideas are organized, and how conventions and elements/techniques are used for effect</p> <p>(1) explains neither how ideas are organized, nor how conventions and elements/ techniques are used for effect</p>

Sample Assessment Summary for Reading (continued)

	<p>Responds Personally (Select Performance Level) (5) responds personally with a high degree of detail and support (4) responds personally with considerable detail and support (3) responds personally with some detail and support (2) responds personally with limited detail and support (1) gives little or no response</p>									
	<p>Responds Critically (Select Performance Level) (5) responds critically with a high degree of analysis: identifies and explains overt and covert bias; explains and actively challenges bias in text (4) responds critically with considerable analysis and support: identifies and explains overt bias in text (3) responds critically with some analysis and support: identifies personal bias only (2) responds critically with limited analysis and support: shows a limited awareness of personal bias (1) responds with no support</p>									
<p>Processes: Reading Comprehension Skills and Strategies</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reads strategically using appropriate skills and strategies before, during, and after reading a text <input type="checkbox"/> Uses language and visual cueing systems to build meaning 	<p>Knows and Uses Reading Skills and Strategies (Select Performance Level) (5) demonstrates mastery of the appropriate before, during, and after reading skills and strategies (4) demonstrates understanding and consistent use of the appropriate before, during, and after reading skills and strategies (3) uses with relative ease the important before, during, and after reading skills and strategies modeled in a lesson (2) uses some of the reading skills and strategies but not with proficiency (1) makes little or no use of the appropriate reading skills and strategies</p> <p>Comments:</p>									
<p>Reading Assessment Task Score(s)</p>	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Task 7	Task 8	Task 9	Task 10
<p>Reflection on Reading Behaviours</p>	<p>Reflects on Reading Behaviours and Strategies (Check Appropriate Boxes)</p> <ul style="list-style-type: none"> <input type="checkbox"/> can talk about own strengths and learning targets <input type="checkbox"/> can explain what to do when reading <input type="checkbox"/> can talk about how author used language to affect readers' responses <input type="checkbox"/> can talk about owns strategies for improvement 									
<p>Anecdotal Comments and Consideration of Other Factors (e.g., preferences, habits, attitudes, confidence, involvement, time management, responsibility)</p>	<p>Comments and Observations</p>									

Representing Forms

Sample K-12 Representing Continuum Checklist

It is anticipated that teachers will use criteria from this continuum to develop assessment forms to gather appropriate data regarding students' needs and strengths.

Emerging Phase (K-1)	Early Developing Phase (Grade 1)	Developing Phase (Grades 1-5)
<p>Student knows:</p> <ul style="list-style-type: none"> ideas can be represented in a variety of forms pictures, illustrations, and other media forms can be used to tell a story. 	<p>Student knows:</p> <ul style="list-style-type: none"> information can be communicated in drama, pictures, sounds, charts, dances, diagrams, models, puppet plays, others ideas and events can be organized in sequence and with detail. 	<p>Student knows:</p> <ul style="list-style-type: none"> information and ideas can be communicated in visual, audio, or electronic forms oral, print, and other media forms can be used for a particular purpose understanding can be represented in a variety of ways.
<p>Student:</p> <ul style="list-style-type: none"> represents by drawing dramatizes ideas from stories and other experiences cuts and pastes paints and creates with a variety of media creates three-dimensional objects represents stories, ideas, and information in a variety of ways <p>Notes:</p>	<p>Student:</p> <ul style="list-style-type: none"> depicts an idea in a new form (e.g., creates a chart) makes choices about the medium that would best represent an idea (e.g., draw with crayons, make a simple graph, create a sound piece) depicts events and stories in a simple way (e.g., dramatizing scenes, creating three-dimensional objects, drawing cartoons) <p>Notes:</p>	<p>Student:</p> <ul style="list-style-type: none"> uses graphic organizers (e.g., story maps) to process and organize thoughts makes choices about the form that will best depict ideas (e.g., construct a model) identifies main idea and important details to be communicated uses a variety of forms and media (e.g., dramas, diagrams) to represent ideas identifies a purpose and determines a format organizes ideas arranges ideas in logical and interesting ways seeks responses and reactions from others to own representations understands audience need for clarity recognizes most and least successful or effective aspects of own representations <p>Notes:</p>

Sample Representing Continuum Checklist (continued)

Extending Phase (Grades 6-9)	Specialized Phase (Grades 10-12)
Student knows: <ul style="list-style-type: none"> • props, movement, visual aids, sound, graphics, and electronic media enhance oral and written presentations • ideas and messages can be represented in a variety of ways. 	Student knows: <ul style="list-style-type: none"> • print, movement, visual, sound, and other media texts are powerful means of representing understanding and ideas • images, sounds, and other effects can enhance the impact and effectiveness of a representation.
Student: <ul style="list-style-type: none"> _ determines purpose, audiences, content, and context for images, sounds, and other effects _ plans and creates a variety of representations (e.g., chart, model, sound bite, poster, pamphlet, photography, demonstration, video clip, music, dramatization, artifacts) to enhance appeal, accuracy, or persuasiveness _ selects appropriate medium for projects and reports _ identifies resources needed to create representation _ decides information, ideas, message that needs to be communicated _ uses various strategies to plan and to organize materials in a way that will be understood _ uses problem-solving strategies while creating and exploring how message might best be represented _ uses post-production strategies to revise, practise, and present _ integrates appropriate media into oral and written representations to enhance or clarify understanding _ ensures that use of graphics, sound, and technology enhances representations _ adapts a work of literature to another form (e.g., a short story to a dramatization, a poem to a sound piece or collage) _ identifies strengths and areas for improvement in representing Notes:	Student: <ul style="list-style-type: none"> _ knows topic and is comfortable with use of medium chosen _ considers and designs a range of oral, print, and other media texts (e.g., charts, tables, pictures, music, slides, photographs, models, art, dramatizations, multimedia presentations) to express key points, evoke a response, or persuade target audience _ understands and uses the representing process including: <ul style="list-style-type: none"> _ pre-production stage (determining purpose and target audiences, deciding on explicit and implicit message(s), assessing resources and equipment, developing a plan) _ production stage (creating and organizing print, images, sound, or other media texts in the most effective way) _ post-production stage (editing, deleting, adding, rearranging, revising visual and audio components, testing, practising, and presenting) _ captures and holds audiences' attention (focusing, directing, and motivating) _ paces presentation of ideas or materials appropriately _ documents all sources of information giving proper credit for all work that is not own _ analyzes the choices made in the design process _ ensures that print, images, sound, and media texts work together to create desired effect _ considers role of colour and lighting, shape, line, symmetry, framing, point of view, and other design features _ experiments to create interest, unique or effective layout, order, or other organizational design features _ identifies strengths and areas for improvement in representing Notes:

Sample Checklist and Observations of Representing Skills and Strategies

Name: _____

Date: _____

Before	Observations
<p>What does the student do before representing?</p> <p>Finds a topic or idea of personal interest or one appropriate for purpose and audience</p> <ul style="list-style-type: none"> _ Generates ideas for representation by using strategies such as brainstorming, questioning, graphic organizers, storyboarding, conferencing, clustering, webbing, discussing, or drawing _ Accesses and gathers additional ideas and information from external sources _ Selects and focuses topic _ Develops a plan or approach _ Chooses a format _ Organizes ideas _ Considers how multiple mediums could enhance representation _ Other: 	
<p>During</p> <p>What does the student do during representing to communicate understanding?</p> <ul style="list-style-type: none"> _ Explores ways to start _ Drafts, shapes, connects, and creates _ Modifies, changes, and problem solves _ Reflects and clarifies _ Other: 	
<p>After</p> <p>What does the student do after representing?</p> <ul style="list-style-type: none"> _ Reviews and edits content _ Reviews and edits form and organization _ Checks representation for clarity, precision, and appropriateness _ Attends to conventions, elements, or techniques _ Confers and discusses _ Shows concern for overall appearance _ Shares _ Other: 	

Sample Observations of Students' Use of Language Cues and Conventions in Representing

Class: _____

Date: _____

Language Cues and Conventions	Observations
<p>Pragmatic Cues and Conventions</p> <ul style="list-style-type: none"> _ Considers the purpose (intent) and potential audience (intended listeners) for the representations _ Uses appropriate register and tone for purpose, audience, and situation _ Other: 	
<p>Textual Cues and Conventions</p> <ul style="list-style-type: none"> _ Uses an appropriate organizational framework for the representation (e.g., sensible order or layout) _ Uses appropriate organizational patterns within the representation (e.g., cause and effect, comparison/contrast, chronological sequence) to help others understand and follow _ Uses a consistent point of view _ Uses appropriate transitions between ideas _ Other: 	
<p>Syntactical Cues and Conventions</p> <ul style="list-style-type: none"> _ Uses complete and clear sentences _ Uses variety in sentence structures _ Uses correct punctuation _ Other: 	
<p>Semantic Cues and Conventions</p> <ul style="list-style-type: none"> _ Uses words suitable to purpose, audience, and situation _ Uses words appropriately for their precision, clarity, and connotative value _ Uses words appropriately for the images (colourfulness) that are evoked _ Other: 	
<p>Graphophonic Cues and Conventions</p> <ul style="list-style-type: none"> _ Pronounces words clearly and accurately _ Spells words correctly _ Uses correct punctuation and capitalization _ Other: 	
<p>Other Cues and Conventions</p> <ul style="list-style-type: none"> _ Uses legible handwriting or appropriate fonts and formatting aids _ Uses audio (e.g., music and sound effects), visual (e.g., graphs, charts, tables, diagrams, photographs), and multimedia (e.g., video clip) aids to represent understanding and ideas clearly _ Other: 	

Sample Holistic Representing Rubric

Note: A “representation” could include oral, print, or other media texts. The overall design might include elements of sound, music, gestures, movement, mime, graphics, illustrations, diagrams, charts, and a variety of technology.

Level 5: An original and insightful representation

The representation demonstrates an effective and confident command over the elements of design. The topic is addressed in an original and insightful manner and its representation is appropriate for the audience and purpose. The representation is well-crafted, consistently and fully developed, and the elements enhance one another. Any errors in language or technique are likely the result of risk taking.

Level 4: A clear and satisfying representation

The representation demonstrates good control over the elements of design. The topic is addressed in a focused and consistent manner and its representation is in keeping with the audience and purpose. The representation is clearly and adequately planned and developed. Errors in more complex or unusual language constructions or in technique do not unduly impede understanding.

Level 3: A straightforward representation

The representation demonstrates adequate control over most of the elements of design. The topic and its representation are appropriate to the purpose, and the details and elements are relevant to and supportive of the main idea or point of the representation. The representation shows evidence of some planning but is unsophisticated. Some errors in the mechanics of language or in technique may impede understanding.

Level 2: A limited or overgeneralized representation

The representation demonstrates uneven/uncertain control over the elements of design. The purpose of the representation is sometimes not clear. The topic has a limited focus and the key ideas and their development are inadequate or poorly presented. The lack of planning makes the focus and development sketchy, incomplete, or inconsistent. Frequent errors in mechanics of language are common and there appears little concern for overall appearance or neatness.

Level 1: An unclear and unfocused representation

The representation demonstrates an uncertain grasp of the basic elements of design relative to the purpose. The purpose of the representation is unclear. The supporting details and elements of design are minimal, unclear, unrelated, disorganized, or missing. Many errors in mechanics, a limited vocabulary, inappropriate language usage, or poor design make the representation difficult to understand.

Level N/S: Unacceptable.

The representation is (1) not complete, (2) planned on a topic other than the one assigned, (3) use inappropriate content, language, or form, (4) illegible or incomprehensible, or (5) has so many language errors that it is incomprehensible.

Sample Analytic Rubric for Representing

Criteria	Strong	Competent	Adequate	Developing	Not Yet
	Level 5	Level 4	Level 3	Level 2	Level 1
	Representation is original and insightful.	Representation is clear and thoughtful.	Representation is adequate.	Representation is limited and overgeneralized.	Representation is unclear and unfocused.
Message Quality (Ideas and Development)	<ul style="list-style-type: none"> Message is clear, focused, and well developed. 	<ul style="list-style-type: none"> Message is clear, focused, and developed. 	<ul style="list-style-type: none"> Message is adequately communicated. 	<ul style="list-style-type: none"> Message is discernible. 	<ul style="list-style-type: none"> Main message or focus is unclear.
	<ul style="list-style-type: none"> Main idea(s) is/ are supported with insightful, original, and interesting details and examples. 	<ul style="list-style-type: none"> Most ideas and details are relevant and appropriate to the message. 	<ul style="list-style-type: none"> Most ideas are supported by relevant details but representation/ presentation would benefit from more details. 	<ul style="list-style-type: none"> More details are needed to support the main idea(s) and/or to give a clear focus to the representation. 	<ul style="list-style-type: none"> Ideas are not supported and sometimes inappropriate or irrelevant details are used.
Organization, Coherence, and Design	<ul style="list-style-type: none"> Representation is well-organized and logically developed. 	<ul style="list-style-type: none"> Representation has a clear central focus (main idea) and a clear sequence. 	<ul style="list-style-type: none"> Representation has a recognizable introduction and conclusion but the central idea is not sufficiently or logically developed. 	<ul style="list-style-type: none"> Representation does not have a clear focus. 	<ul style="list-style-type: none"> Representation makes it hard for the viewer/ listener/reader to determine the main point or purpose.
	<ul style="list-style-type: none"> There is an effective introduction, middle, and conclusion. 	<ul style="list-style-type: none"> The introduction provides direction for the viewer/ listener/ reader and the conclusion is appropriate. 		<ul style="list-style-type: none"> The introduction is weak or unrelated to the body of the representation. The conclusion is weak or inappropriate. Main points are poorly supported. 	<ul style="list-style-type: none"> It lacks organization and structure. The introduction or conclusion is ineffective or non-existent. Ideas are loosely strung together.
	<ul style="list-style-type: none"> Transitions are effective and smooth. 	<ul style="list-style-type: none"> Transitions are clear. 	<ul style="list-style-type: none"> Transitions or connections are evident but not always sufficient or effective. 	<ul style="list-style-type: none"> Transitions have been attempted but are limited. 	<ul style="list-style-type: none"> There are no transitions or connecting elements.
	<ul style="list-style-type: none"> There is evidence of careful planning and preparation. 	<ul style="list-style-type: none"> There is evidence of adequate planning and preparation. 	<ul style="list-style-type: none"> There is evidence of planning and preparation. 	<ul style="list-style-type: none"> Planning seems incomplete or inadequate. 	<ul style="list-style-type: none"> Planning and preparation are not evident.
	<ul style="list-style-type: none"> All elements (e.g., graphics, movement, sound, diagrams, charts, photographs, spacing, colour, lettering) are effective. 	<ul style="list-style-type: none"> Most of the elements (e.g., graphics, movement, sound, diagrams, charts, photographs, spacing, colour, lettering) are effective. 	<ul style="list-style-type: none"> Some of the elements (e.g., graphics, movement, sound, diagrams, charts, photographs, spacing, colour, lettering) are not clear and consistent with the purpose. 	<ul style="list-style-type: none"> Many of the elements (e.g., graphics, movement, sound, diagrams, charts, photographs, spacing, colour, lettering) are not as clear or effective as they could be. 	<ul style="list-style-type: none"> Most elements (e.g., graphics, movement, sound, diagrams, photographs, spacing, colour, lettering) are of limited effectiveness.

	Strong	Competent	Adequate	Developing	Not Yet
	Level 5	Level 4	Level 3	Level 2	Level 1
Language Cues and Conventions	<ul style="list-style-type: none"> Language, tone, and point of view are appropriate to the purpose and audience. 	<ul style="list-style-type: none"> Language and tone keep with the purpose and audience. 	<ul style="list-style-type: none"> Language and tone are appropriate. 	<ul style="list-style-type: none"> Language and tone are acceptable but language is mechanical. 	<ul style="list-style-type: none"> Language and tone may be inappropriate. Writer does not consider the audience or purpose.
	<ul style="list-style-type: none"> All spoken or written sentences are clear, correct, and varied. 	<ul style="list-style-type: none"> All spoken or written sentences are correct and show variety. 	<ul style="list-style-type: none"> Any spoken or written sentences are generally correct but lack variety in length and structure. 	<ul style="list-style-type: none"> Spoken or written sentences are often not correct and lack variety in length and structure. 	<ul style="list-style-type: none"> Language is unclear and unimaginative. Spoken or written sentences are incomplete, run-on, or simple in structure.
	<ul style="list-style-type: none"> Word choices are interesting and appropriate. 	<ul style="list-style-type: none"> Most word choices are effective. 	<ul style="list-style-type: none"> Most word choices are appropriate and correct but they lack flair and originality. 	<ul style="list-style-type: none"> Word choices are common-place and lack punch. 	<ul style="list-style-type: none"> Word choices are vague or inappropriate.
	<ul style="list-style-type: none"> Most words are spelled correctly. 	<ul style="list-style-type: none"> A couple of words may be misspelled. 	<ul style="list-style-type: none"> Some words may be misspelled. 	<ul style="list-style-type: none"> Several words are misspelled. 	<ul style="list-style-type: none"> Many words are misspelled.
	<ul style="list-style-type: none"> Correct punctuation and capitalization is used. 	<ul style="list-style-type: none"> There may be a couple of punctuation and capitalization errors. 	<ul style="list-style-type: none"> There may be some punctuation and capitalization errors. 	<ul style="list-style-type: none"> There may be several punctuation and capitalization errors. 	<ul style="list-style-type: none"> There are many punctuation and capitalization errors.
	<ul style="list-style-type: none"> Oral language is clear and audible/ handwriting is legible/ formatting is effective. 	<ul style="list-style-type: none"> Oral language is generally clear and audible/ handwriting is legible/ fonts and formatting is appropriate. 	<ul style="list-style-type: none"> Oral language is clear /handwriting is legible/ formatting is adequate. 	<ul style="list-style-type: none"> Oral language is sometimes unclear or inaudible/ handwriting/ formatting needs to be improved. 	<ul style="list-style-type: none"> Message is difficult to understand because of the oral language/ handwriting/ formatting.
Presentation (if applicable)	<ul style="list-style-type: none"> Presentation has an overall appeal to the audience, communicates and complements the ideas, and utilizes the chosen media effectively. 	<ul style="list-style-type: none"> Presentation is clear and focused. The presentation appeals to the audience. 	<ul style="list-style-type: none"> Presentation is satisfactory but is not necessarily polished. 	<ul style="list-style-type: none"> Presentation is uneven and lacks clarity. 	<ul style="list-style-type: none"> Presentation is unsatisfactory, sloppy, or inadequate.
	<ul style="list-style-type: none"> Choice and use of media are effective and appropriate for purpose and audience. 	<ul style="list-style-type: none"> Choice of media and elements are relevant and appropriate to purpose. 	<ul style="list-style-type: none"> Choice and use of media are adequate. 	<ul style="list-style-type: none"> Use of media is uneven or, at times, inappropriate to purpose. 	<ul style="list-style-type: none"> Choice and use of media are limited.
	<ul style="list-style-type: none"> The final presentation is polished and original. 	<ul style="list-style-type: none"> The final presentation demonstrates good control over most of the elements of presentation. 	<ul style="list-style-type: none"> The presentation has some appeal to the audience, communicates the basic message but does not always utilize the media to the best advantage. 	<ul style="list-style-type: none"> The presentation communicates incomplete or inappropriate use of the media. 	<ul style="list-style-type: none"> Technical or conceptual problems interfere with the communication.

Sample Assessment Summary for Representing

Student's Name: _____ Date: _____	
Task(s): _____	
Text(s): _____	
Developmental Level: (1) Emerging Phase, (2) Early Developing Phase, (3) Developing Phase, (4) Extending Phase, (5) Specialized Phase	
Representation	Overall (Select Performance Level) (5) represents understanding confidently and with effect in insightful, clear, and original representation (4) represents with ease in a thoughtful and clear representation (3) represents with relative ease in a straightforward and clear representation (2) represents with difficulty in a limited or overgeneralized representation (1) represents with difficulty in a minimal, unclear, disorganized or unsatisfactory representation
Content: Ideas and Organization of a Representation <input type="checkbox"/> Suitable for representation <input type="checkbox"/> Content is well- arranged and appropriate to purpose and audience <input type="checkbox"/> Overall design and elements (i.e., music, graphics, mime, illustrations, movement, diagrams, gestures, charts, timing, spacing, shape, colour, lettering) are focused, consistent with purpose	Ideas (Select Performance Level) (5) well-focused, insightful, original, interesting (4) focused, thoughtful, clear (3) adequate focus and clear (2) vague focus and limited but discernible support (1) confused focus and irrelevant or inappropriate content Organization and Development (Select Performance Level) (5) well-organized and developed (4) clearly and logically organized and developed (3) adequately organized but formulaic or repetitive (2) unclear or inconsistently organized and inadequately developed (1) confusing organization and ideas not developed
Rating Scale	5 – excellent 4 – good 3 – average 2 – poor 1 – unacceptable

Sample Assessment Summary for Representing (continued)

<p>Process: Representing Skills and Strategies Used to Create and Present (if applicable)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Strategies <input type="checkbox"/> Preparation <input type="checkbox"/> Presentation (if applicable) 	<p>Strategies Can explain what to do when planning Rating Scale: 5 4 3 2 1</p> <p>Preparation Student used appropriate planning, preparation, and rehearsal strategies Rating Scale: 5 4 3 2 1</p> <p>Presentation (if applicable) Attention (Presentation holds audience’s attention) Rating Scale: 5 4 3 2 1</p> <p>Appearance (Appropriate and effective use of elements and techniques in print, visual, multimedia, and other texts) Rating Scale: 5 4 3 2 1</p> <p>Observations:</p>
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Sample Assessment Summary for Representing (continued)

<p>Language and Technique</p> <p><input type="checkbox"/> Suitable for audience, purpose, medium, and situation</p>	<p>Style Uses language and techniques appropriate for the intended audience and purpose Rating Scale: 5 4 3 2 1</p> <p>Uses a register and tone and visuals appropriate to purpose Rating Scale: 5 4 3 2 1</p> <p>Sentence Fluency Uses clear sentence structure (i.e., each sentence makes sense) Rating Scale: 5 4 3 2 1</p> <p>Uses sentences that vary in length and are well-crafted Rating Scale: 5 4 3 2 1</p> <p>Word Choice Uses appropriate word choices (e.g., precise, colourful) Rating Scale: 5 4 3 2 1</p> <p>Mechanics Spells words correctly Rating Scale: 5 4 3 2 1</p> <p>Uses consistent and proper punctuation Rating Scale: 5 4 3 2 1</p> <p>Uses consistent and proper capitalization Rating Scale: 5 4 3 2 1</p> <p>Uses legible print, handwriting, or appropriate fonts and formatting Rating Scale: 5 4 3 2 1</p> <p>Demonstrates concern for overall appearance and neatness Rating Scale: 5 4 3 2 1</p>									
<p>Representing Assessment Task Score(s)</p>	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Task 7	Task 8	Task 9	Task 10
<p>Reflection on Representing Behaviours</p>	<p>Reflects on Representing Behaviours and Strategies (Check Appropriate Boxes)</p> <p><input type="checkbox"/> can talk about own strengths and learning targets</p> <p><input type="checkbox"/> can explain what to do when representing</p> <p><input type="checkbox"/> can talk about own strategies for improvement</p>									
<p>Anecdotal Comments and Consideration of Other Factors (e.g., preferences, habits, attitudes, confidence, involvement, time management, responsibility)</p>	<p>Comments and Observations</p>									

Speaking Forms

Sample K-12 Speaking Continuum Checklist

It is anticipated that teachers will use criteria from this continuum to develop assessment forms to gather appropriate data regarding students' needs and strengths.

Emerging Phase (K-1)	Early Developing Phase (Grade 1)	Developing Phase (Grades 1-5)
<p>Student knows:</p> <ul style="list-style-type: none"> • talk is useful for explaining things not here and now • talk helps tell stories • talk allows speakers to express ideas and feelings. 	<p>Student knows:</p> <ul style="list-style-type: none"> • there is sometimes a difference between the language of home and school • people use talk to tell stories, explain, request, and ask questions. 	<p>Student knows:</p> <ul style="list-style-type: none"> • speakers must make some adaptations to their language to meet the requirements of the audience and situation • speakers must project their voice and speak clearly • speakers must be courteous and supportive in group work and co-operative play.
<p>Student:</p> <ul style="list-style-type: none"> _ names most things in immediate world _ uses simple sentences to inform, make requests, and meet social and emotional needs _ asks questions frequently but is usually satisfied with simple answers _ describes simple events _ shares feelings and experiences _ speaks in complete sentences with some overgeneralizations (e.g., "goed" for went) _ uses all the basic sentence patterns and pronouns (average sentence length is 6.8 words) _ uses present, past, and future tenses _ pronounces sounds including m, n, ng, f, w, p, h, y, b, d, k, and the hard g as well as all vowel sounds (may mispronounce f, l, s, r, th) _ engages in imaginative play talking to self and others _ creates stories about pictures and drawings 	<p>Student:</p> <ul style="list-style-type: none"> _ contributes ideas to sharing time _ tells an interesting individual language experience story _ repeats short sentences _ asks questions about something that is not understood _ gives simple descriptions of past events _ shares feelings about books _ discusses pictures and illustrations _ incorporates words and phrases from books into play _ participates in singing, chanting, and choral speech activities _ creates rhymes and short phrases using alliteration _ gives simple oral directions _ uses simple story structure to tell and retell stories _ participates in role plays _ pronounces t, l, s, th, zh, v, sh, ch, r, z, and j _ recognizes and imitates sound sequences that include repetition and pattern _ speaks in compound and complex sentences (average sentence length of 7.5 words) _ delivers recitations and oral presentations of poems, rhymes, songs, and stories _ speaks appropriately during class discussions _ begins to make some adaptations in language to meet requirements of audience and context (e.g., formal/informal) 	<p>Student:</p> <ul style="list-style-type: none"> _ uses language to develop and clarify thoughts and feelings _ adapts oral language to purpose and audience _ speaks appropriately in social situations _ projects voice and speaks as clearly as possible _ expresses ideas and feelings with clarity, fluency, and sentence variation _ gives and restates three-step directions _ reports on a topic with facts and details _ delivers brief recitations and oral presentations about familiar experiences and topics of interest _ retells stories using a beginning, middle, and end, and includes main characters and setting _ uses descriptive words to tell about people, places, things, and events _ responds sensitively to the ideas and interpretations of others _ describes, shares, and discusses experiences, events, and issues _ participates in dramatic interpretations _ expresses and supports own ideas and opinions in increasingly formal situations

Sample K-12 Speaking Continuum Checklist (continued)

Extending Phase (Grades 6-9)	Specialized Phase (Grades 10-12)
<p>Student knows:</p> <ul style="list-style-type: none"> • effective oral communication requires attention to audience, purpose, and situation • social convention requires different levels of communication (e.g., formal, informal, colloquial) and appropriate tone. 	<p>Student knows:</p> <ul style="list-style-type: none"> • different purposes and audiences require different modes of discourse and registers • effective oral communication requires a sense of personal and social responsibility • the power of the spoken word.
<p>Student:</p> <ul style="list-style-type: none"> _ explores and explains connections between prior knowledge and new information _ engages in exploratory talk to share personal responses and develop own interpretations _ expresses ideas and opinions concisely, clearly, and appropriately _ contributes collaboratively and constructively in group situations _ builds on the ideas of others _ asks questions about topic _ answers questions and supports responses with reasons or evidence _ uses appropriate volume, tone, and diction _ is aware of nonverbal cues and body language _ prepares presentation with purpose, audiences, time, and situation in mind _ plans, practises, and reflects on oral presentations _ uses speech (talk) effectively for exploring possibilities or solutions to a problem _ retells familiar stories and personal experiences in engaging ways _ presents dramatic readings of literary selections (e.g., poems, monologues, scenes from plays, stories) _ presents ideas in a clear and organized manner _ identifies strengths and areas for improvement in speaking 	<p>Student:</p> <ul style="list-style-type: none"> _ considers effects that words will have on listeners _ presents and defends a position in public _ initiates and negotiates social conversation by questioning, restating, paraphrasing, and providing information _ accepts and encourages contributions from others _ leads group discussions _ knows and practises the rules and procedures that govern a meeting _ delivers formal and extemporaneous presentations clearly and effectively _ considers audiences, purpose, time, and place _ decides what to say and how to say it _ assembles sufficient material to support presentations _ structures ideas and arguments in oral talks in coherent and logical fashion _ uses appropriate intonations, gestures, and other nonverbal cues to facilitate communication _ uses logical, ethical, and emotional appeals to enhance a specific purpose _ tries to keep interest and attention of audience _ accepts and responds to questions _ explains or amplifies statements _ is open to constructive audience feedback _ demonstrates tact in resolving disagreements _ is prepared to handle distractions and changes in audience, time, or circumstances _ presents evidence clearly and convincingly _ identifies strengths and areas for improvement in speaking
<p>Notes:</p>	<p>Notes:</p>

Sample Checklist and Observations of Speaking Skills and Strategies

Name: _____

Date: _____

Before	Observations
<p>What does the student do before speaking?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses talk to clarify thinking (e.g., talks it out) <input type="checkbox"/> Shares with others (e.g., speaking up, giving reasons) <input type="checkbox"/> Replies to others (e.g., asking questions, sharing) <input type="checkbox"/> Supports others (e.g., taking turns showing interest, giving others credit) <input type="checkbox"/> Plans and prepares for formal talk situations (e.g., presentations) <input type="checkbox"/> Considers purpose, audience, and place <input type="checkbox"/> Considers what message and specific ideas to share <input type="checkbox"/> Focuses ideas <input type="checkbox"/> Considers how to support ideas, thoughts, feelings, and opinions <input type="checkbox"/> Considers how to organize ideas <input type="checkbox"/> Considers what props or audio-visual aids might enhance message <input type="checkbox"/> Rehearses and practises <input type="checkbox"/> Other: 	
During	
<p>What does the student do during speaking to communicate meaning?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses language that is sincere and appropriate <input type="checkbox"/> Converses easily <input type="checkbox"/> Speaks clearly and confidently <input type="checkbox"/> Uses an audible, clear, and relaxed voice <input type="checkbox"/> Uses expression that is congruent with subject matter and purpose <input type="checkbox"/> Uses appropriate and effective pacing <input type="checkbox"/> Uses appropriate posture, gestures, and eye contact <input type="checkbox"/> Moves smoothly from one point to the next <input type="checkbox"/> Holds listeners' attention <input type="checkbox"/> Other: 	
After	
<p>What does the student do after speaking?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Responds appropriately to questions and feedback <input type="checkbox"/> Listens to ideas and suggestions of others <input type="checkbox"/> Discusses ideas and thoughts <input type="checkbox"/> Other: 	

Sample Observations of Students' Use of Language Cues and Conventions in Speaking

Class: _____ Date: _____

Language Cues and Conventions	Observations
<p>Pragmatic Cues and Conventions</p> <ul style="list-style-type: none"> _ Considers the purpose (intent) and potential audience (intended listeners) for daily talk and formal presentations _ Uses appropriate register and tone for purpose, audience, and situation _ Other: 	
<p>Textual Cues and Conventions</p> <ul style="list-style-type: none"> _ Presents ideas in a sensible order _ Uses appropriate organizational patterns to help listeners understand and follow thinking (e.g., cause and effect, comparison/contrast, chronological sequence) _ Uses a consistent point of view _ Uses appropriate transitions between ideas _ Other: 	
<p>Syntactical Cues and Conventions</p> <ul style="list-style-type: none"> _ Speaks in clear and fluent sentences _ Uses a variety of sentence structures for effect _ Other: 	
<p>Semantic Cues and Conventions</p> <ul style="list-style-type: none"> _ Uses words suitable to purpose, audience, and situation _ Uses words appropriately for their precision, clarity, and connotative value _ Uses words appropriately for the images (colourfulness) that they evoke _ Other: 	
<p>Graphophonic Cues and Conventions</p> <ul style="list-style-type: none"> _ Pronounces words clearly and accurately _ Uses stress, pitch, and juncture to enhance clarity and artistry of presentation _ Other: 	
<p>Other Cues and Conventions</p> <ul style="list-style-type: none"> _ Uses audio (e.g., music and sound effects), visual (e.g., graphs, charts, tables, diagrams, photographs), and multimedia (e.g., video clip) aids to support and clarify the presentation _ Other: 	

Sample Self-assessment for Individual Contributions to Group Discussion

Name: _____

Date: _____

My group was discussing:

Rate each entry as: 1 - Needs Improving 2 - Satisfactory 3 - Very Good

Example

I shared my ideas and offered my suggestions 1 2 3	
I spoke clearly and slowly enough 1 2 3	
I answered others' questions 1 2 3	
I remained on topic and helped the group stay focused 1 2 3	
I encouraged others to participate 1 2 3	
I disagreed without hurting others' feelings 1 2 3	
I summarized or repeated my ideas when necessary 1 2 3	
I gave reasons for my opinions 1 2 3	
I listened courteously and effectively 1 2 3	
I tried to understand and extend others' ideas 1 2 3	

My most important contribution to the discussion was:

My plan for improvement is:

(Adapted from Staab, 1992, p. 61. Used with permission of the copyright holder. All rights reserved.)

Sample Assessment Form for Discussion Group Performance

Names: _____ Date: _____

Group's Discussion Topic or Focus: _____

Check appropriate box. Provide evidence where possible.

Criteria	Yes	No	Sometimes	Evidence
Everyone participated and shared ideas in the discussion process.				
The group was friendly and supportive of each member by encouraging contributions.				
Group members often asked questions for clarification or elaboration.				
The group discussion stayed on topic or on directly related issues and gave reasons for opinions.				
The group members disagreed courteously and sensitively.				

What was the best thing about the way this group worked together? _____

What was one problem the group had? _____

How did you solve it? _____

What else might you have done? _____

What specific plans do you have for improving group discussion? _____

Sample Anecdotal Record Form for Small Group Learning

Identify two or three criteria with which to assess each small group. Observe and comment about the extent to which the group or individual members achieve the criteria. Also note support needed or provided by the teacher or peers.

Sample Criteria:

1. moves into groups quickly and quietly
2. encourages all members to participate in discussion
3. asks questions to clarify meaning

Group Members	Date	Criteria #	Comments

Sample Storytelling Process Assessment

Student's Name: _____ Date: _____

Criteria	Value	Score	Comments
Interest			
Speaker shows genuine interest	5		
Audience response	5		
Expression of voice	5		
Friendly attitude	5		
Total	20		
Voice			
Enunciation, clarity	5		
Volume	5		
Pace	5		
Total	15		
Organization			
Introduction, effectiveness	5		
Sequencing of events	5		
Knowledge of story	5		
Conclusion, effectiveness	5		
Total	20		
Nonverbals			
Hand gestures	5		
Eye contact	5		
Posture	5		
Body movement	5		
Total	20		

Note: Some of the items listed above (e.g., eye contact, pace, expression) can vary across cultures and in accordance with the situation. Teachers should also be aware of second language and dialectal differences that can be present in students' speech and adapt assessment instruments accordingly.

Sample Oral Reading Assessment

Name of Reader: _____ Date: _____

The following rating scale is an example of one that might be used by peers or by the teacher to assess students' oral reading abilities and progress. Five represents the highest mark on the scale. Circle the number in each case and briefly comment on your decision.

Criteria	Rating	Comments
Were all words pronounced distinctly?	1 2 3 4 5	
Could all words be heard clearly?	1 2 3 4 5	
Were key words emphasized?	1 2 3 4 5	
Was mood or feeling conveyed effectively?	1 2 3 4 5	
Was volume used effectively?	1 2 3 4 5	
Was pitch used effectively?	1 2 3 4 5	
Was the selection read at an appropriate rate for audience and purpose?	1 2 3 4 5	
Were phrases read effectively as complete units?	1 2 3 4 5	
Did the reader maintain eye contact, as appropriate, with the audience?	1 2 3 4 5	
Were gestures used appropriately?	1 2 3 4 5	
Was punctuation interpreted correctly?	1 2 3 4 5	
Was audience interest captured and sustained?	1 2 3 4 5	
Total (out of 60)		

Note: Some of the items listed above (e.g., eye contact, pronunciation, rate) can vary across cultures and in accordance with the situation. Teachers should also be aware of second language and dialectical differences that can be present in students' speech and adapt assessment instruments accordingly.

Sample Peer Assessment for Oral Reports

Name of Reporter: _____ Date: _____

Topic: _____

Name of Student Assessor: _____

A rating scale similar to the one below can provide the basis for assessment and discussion following a report. Rate the questions on a 5-point scale.

Scale

1 = not at all 3 = to some extent 5 = outstanding, to a large extent
2 = to a small extent 4 = to a considerable extent

Content

1 2 3 4 5

There was a clear and interesting beginning and ending. _____

The report stayed on topic. _____

The report was well organized and carefully prepared. _____

I understood and learned several things from this report, including:

Presentation

The student spoke clearly. _____

The student spoke enthusiastically. _____

The student used a variety of techniques (e.g., LCD projector, whiteboard, humour, concrete materials). _____

The student used the time frame effectively. _____

The student was able to deliver the report using brief notes or an outline. _____

(Adapted from Graham & George, 1992, p. 68. Used with permission of Pembroke Publishers.)

Sample Student Learning Log Entry for Oral Reporting

Use the following form after giving a report. The responses can help both you and your teacher decide what you have learned and where you can improve in your reporting abilities.

Name: _____ Date: _____

Name of Report: _____

Purpose/Object of Report:

What I did:

What I learned:

How I could improve my reporting skills:

Teacher Comments:

Sample Teacher Assessment of Oral Report

Title of Report: _____

Presenter(s): _____

Date: _____

	Needs Improvement				Superior
Content					
Clarity of purpose	1	2	3	4	
5					
Organization of material	1	2	3	4	
5					
Sufficient supporting information	1	2	3	4	
5					
Accuracy of information	1	2	3	4	
5					
Presentation					
Vocal impact (volume, clear speech)	1	2	3	4	
5					
Appropriate nonverbals (gestures, posture)	1	2	3	4	
5					
Appropriate language	1	2	3	4	
5					

Comments

Sample Analytic Scoring Rubric for an Oral Presentation

Criteria	5 (Strong)	4 (Competent)	3 (Adequate)	2 (Developing)	1 (Not yet)
Message Quality (Ideas and Development)	Message is clear, focused, and well-developed. Ideas and details are relevant, fresh, and appropriate.	Message is focused and developed. Most ideas and details are relevant and appropriate.	Message is communicated but needs a clearer focus or more development of idea(s).	Message is discernible but more details are needed to support the main idea(s).	Unclear focus; no elaboration of ideas; irrelevant or inappropriate content.
Organization and Coherence	Presentation is logically or creatively organized with evidence of detailed preparation.	Presentation has a clear central focus and is logically sequenced with evidence of adequate planning and preparation.	Presentation is organized with a recognizable introduction and conclusion but central idea is not sufficiently or logically developed.	Presentation does not have a clear focus or main idea. The introduction is weak or unrelated to the body of the presentation as is the conclusion. Main points are poorly supported.	Presentation lacks organization and structure. Ideas may be strung together loosely with an ineffective or nonexistent introduction or conclusion; it may be hard to determine main point.
Language	Register and tone are appropriate and hold listeners' attention. Fresh, imaginative language is used to create an image, make a point, or capture audience's interest. Sentences are varied for emphasis or effect. Word choices are precise, interesting, and appropriate.	Register and tone are in keeping with purposes and audience. Language is clear and appropriate. Sentences are clear and show some variety. Most word choices are effective and original.	Register and tone are generally appropriate but not consistent. Sentences are generally clear with some variety in length and structure. Words are adequate and correct but lack flair and originality.	Register and tone are acceptable but language is mechanical, flat, and often unimaginative. Sentences lack variety. Word choices are commonplace and lack punch.	No evidence of awareness of audience. Register and tone are inappropriate. Flat and unimaginative language is used. Sentences are simple, incomplete, or unclear. Word choices are vague and immature.
Delivery	Words are spoken clearly. Voice has effective modulation. Rate of speech is well-paced. Pauses or emphases are effective. Volume is loud enough to be heard easily. Visuals and other props are used effectively.	Words are clear and audible. Rate of speech, pauses, emphases, and volume is appropriate. Visuals and other props are used appropriately.	Some words are not spoken clearly. Rate of speech is at times too quick. Sentences have some inappropriate pauses. Volume is inconsistent. Use of visuals and other props adds to presentation.	Words are sometimes unclear or inaudible. Voice is uncertain. Rate is, at times, uneven or inappropriate. Pauses or emphases are sometimes misplaced.	Many words are not spoken clearly. Voice is monotone. Rate of speech is either too slow or too fast. Pauses or emphases for effect are not evident. Volume is low or inaudible.

Sample Interest Talk Assessment

Name: _____ Date: _____

Circle a mark for each section. Excellent is 10. Considerable Improvement Required is 1.

Introduction

Captured the listener's interest Clearly stated topic									
1	2	3	4	5	6	7	8	9	10

Body

Clearly related to topic Well organized									
1	2	3	4	5	6	7	8	9	10

Conclusion

Clearly related to topic Summarized effectively									
1	2	3	4	5	6	7	8	9	10

Presentation

Effective volume, pace, and tone Effective use of eye contact and other nonverbals									
1	2	3	4	5	6	7	8	9	10

Anecdotal Notes:

Note: Some of the items listed above (e.g., eye contact, pace) can vary across cultures and in accordance with the situation. Teachers should also be aware of second language and dialectical differences that can be present in students' speech and adapt assessment instruments accordingly.

Sample Direction-giving Assessment: Anecdotal Notes

Name: _____ Date: _____

Topic: _____

	Needs Improvement 1	2	3	4	Exceptional 5
Content					
Appropriate sequencing of steps					
Organized and logical					
Use of sufficient supporting description and detail					
Presentation					
Response to audience needs					
Voice: clear and well modulated; appropriate rate of speaking					

General Comments

(Adapted from Graham & George, 1992, p. 38. Used with permission of Pembroke Publishers.)

Sample Assessment for Introducing a Speaker

Name: _____ Date: _____

Circle a score for each section. Excellent is 10. Considerable Improvement Needed is 1.

Was polite and sincere									
1	2	3	4	5	6	7	8	9	10

Shared something interesting and appropriate about the speaker and spoke the speaker's name accurately and clearly									
1	2	3	4	5	6	7	8	9	10

Stated speaker's subject or purpose clearly and precisely									
1	2	3	4	5	6	7	8	9	10

Spoke briefly and comments were well organized									
1	2	3	4	5	6	7	8	9	10

Anecdotal Notes: (strengths and improvement needed)

Sample Interviewer Assessment Rating Scale

Name of Interviewer: _____ Date: _____

Subject: _____

Give each student interviewer a rating on a scale of 1 to 5, with 5 being the highest.

Category	Rating	Example
Showed thorough knowledge of interview topic		
Understood vocabulary of interview topic		
Was aware of current information and controversies on topic		
Included opening remarks which restated purpose of interview		
Asked clear questions that led to informative answers		
Organized interview into introduction, body, and conclusion		
Was sensitive to interviewee's responses and nonverbal cues		
Asked follow-up questions where appropriate		
Summarized when necessary and appropriate		
Maintained polite, friendly, interested attitude		

Comments

(Clark, 1982, p. 79. Used with permission of Glencoe/McGraw-Hill.)

Sample Assessment Summary for Speaking

Student's Name: _____ Date: _____ Task(s): _____ Text(s): _____	
Developmental Level: Developmental Level: [] Emerging Phase, [] Early Developing Phase, [] Developing Phase, [] Extending Phase, [] Specialized Phase	
Speaking <input type="checkbox"/> Speaks to communicate as effectively as possible	Overall (Select Performance Level) (5) speaks confidently and with polish in a sustained, well-prepared presentation (4) speaks with ease in a thoughtful and clear presentation (3) speaks with relative ease in a straightforward presentation (2) speaks with some difficulty in a limited and overgeneralized presentation (1) speaks with difficulty in an unsatisfactory presentation
Content: Ideas and Organization of Oral Presentation <input type="checkbox"/> Focused <input type="checkbox"/> Suitable for audience and purpose <input type="checkbox"/> Effective introduction (hook) <input type="checkbox"/> Content is well-arranged and well-developed <input type="checkbox"/> Effective conclusion <input type="checkbox"/> Presentation is focused	Ideas (Select Performance Level) (5) well-focused, insightful, original, interesting (4) focused, thoughtful, clear (3) adequate focus and clear (2) vague focus and limited but discernible support (1) confused focus and irrelevant or inappropriate content Text Organization and Development (Select Performance Level) (5) well-organized and developed (4) clear and logically organized and developed (3) adequately organized but formulaic or repetitive (2) unclear or inconsistently organized and inadequately developed (1) confused organization and ideas not developed
Rating Scale	5 – excellent 4- good 3 – average 2 – poor 1 – unacceptable

Sample Assessment Summary for Speaking (continued)

<p>Processes: Speaking Skills and Strategies Used to Create and Present</p> <ul style="list-style-type: none"> <input type="checkbox"/> Planning and preparation <input type="checkbox"/> Practising or rehearsing <input type="checkbox"/> Presentation and delivery (attention, voice, expression, pacing, and appearance) 	<p>Planning and Preparation Rating scale: 5 4 3 2 1</p> <p>Practice and Rehearsal Rating scale: 5 4 3 2 1</p> <p>Presentation and Delivery Attention (Presentation held audience's attention) Rating scale: 5 4 3 2 1</p> <p>Voice (Voice was audible, clear, and relaxed) Rating scale: 5 4 3 2 1</p> <p>Expression (Expression was congruent with subject matter and purpose. It was varied for emphasis) Rating scale: 5 4 3 2 1</p> <p>Pacing (Pacing was appropriate and effective) Rating scale: 5 4 3 2 1</p> <p>Appearance (Posture and appearance were appropriate – confident attitude, suitable gestures, eye contact, and correct use of notes, props, and audio-visual) Rating scale: 5 4 3 2 1</p>
<p>Language</p> <ul style="list-style-type: none"> <input type="checkbox"/> Suitable for audience, purpose, and situation <input type="checkbox"/> Fluent and correct sentences <input type="checkbox"/> Clear and suitable word choice <input type="checkbox"/> Mechanics do not impede understanding and enjoyment 	<p>Intent and Style</p> <p>Uses language appropriate for the intended audience and purpose Rating Scale: 5 4 3 2 1</p> <p>Uses a register and tone appropriate to purpose Rating Scale: 5 4 3 2 1</p> <p>Sentence Fluency</p> <p>Uses clear and correct sentence structure (i.e., each sentence makes sense) Rating Scale: 5 4 3 2 1</p> <p>Uses sentences that vary in length and are structurally correct Rating Scale: 5 4 3 2 1</p> <p>Word Choice</p> <p>Uses appropriate word choices (e.g., precise, clear, well-chosen, colourful) Rating Scale: 5 4 3 2 1</p>

Sample Assessment Summary for Speaking (continued)

Speaking Assessment Task Score(s) for each assignment given	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Task 7	Task 8	Task 9	Task 10
Reflection on Speaking Behaviours	Reflects on Speaking Behaviours and Strategies (Check Appropriate Boxes) <ul style="list-style-type: none"> <input type="checkbox"/> uses talk to learn and to communicate <input type="checkbox"/> can talk about own strengths and set learning goals <input type="checkbox"/> can explain what to do when presenting orally <input type="checkbox"/> can talk about own strategies for improvement 									
Anecdotal Comments and Consideration of Other Factors (e.g., preferences, habits, attitudes, confidence, involvement, time management, responsibility)	Comments and Observations									

Writing Forms

Sample K-12 Writing Continuum Checklist

It is anticipated that teachers will use criteria from this continuum to develop assessment forms to gather appropriate data regarding students' needs and strategies.

Emerging Phase (K-1)	Early Developing Phase (Grade 1)	Developing Phase (Grades 1-5)
<p>Student knows:</p> <ul style="list-style-type: none"> • writing has a certain look • print carries a message • pictures and writing can work together to communicate a message. 	<p>Student knows:</p> <ul style="list-style-type: none"> • writing is thought written down • writing is made up of words (that are made up of letters) and sentences • writing makes sense. 	<p>Student knows:</p> <ul style="list-style-type: none"> • writing is a process that begins with a plan and includes drafting and revising • writing serves a variety of purposes and audiences • writing that is to be shared requires careful proofreading.
<p>Student:</p> <ul style="list-style-type: none"> _ colours, cuts, and pastes _ uses writing-like scribble, symbols, and/or letter-like shapes _ uses combinations of scribbling, letter approximations, and letters to write name and other meaningful words _ draws a simple picture _ dictates a story to accompany drawing _ forms letters on lined paper _ shows an awareness of words _ labels features within a drawing _ uses strings of known letters and other symbols to "write" a message _ demonstrates some knowledge of directionality (printing left to right) _ is inconsistent in rereading the "writing" <p>Notes:</p>	<p>Student:</p> <ul style="list-style-type: none"> _ engages in shared writing _ attempts to copy or "write" over teacher's script _ holds a pencil properly _ copies letters and basic sight words _ conveys meaning using manuscript _ uses letter-name strategies (e.g., R=are) _ uses initial sounds to record words _ uses directionality (left to right) _ uses common words _ leaves spaces between words when writing _ rereads own writing _ copies two-, three-, and four-word sentence patterns _ writes a story with a beginning, middle, and ending _ attempts simple written messages _ attempts punctuation and capitalization _ writes three or more complete statements to accompany a picture _ uses a mixture of temporary and conventional spellings _ independently initiates writing activities <p>Notes:</p>	<p>Student:</p> <ul style="list-style-type: none"> _ spells high-frequency words accurately but overgeneralizes some spelling rules _ uses conventional spelling patterns _ incorporates conversation into writing _ writes for a variety of purposes _ writes for a variety of audiences _ uses more complex sentences _ progresses through phases of a writing process (i.e., pre-writing, drafting, and revising successive drafts) _ generates topics and ideas for writing _ explores writing models and patterns _ expresses ideas in sentence form _ relates ideas and links sentences on one topic _ uses paragraphs to organize ideas _ examines language usage and word choice for appropriateness _ proofreads for spelling, punctuation, and capitalization _ writes legibly using cursive writing _ uses a variety of text forms including letters, dialogues, poems, invitations, and description _ shows a well-established knowledge of writing conventions _ shares or displays works in various ways <p>Notes:</p>

Sample K-12 Writing Continuum Checklist (continued)

Extending Phase (Grades 6-9)	Specialized Phase (Grades 10-12)
<p>Student knows:</p> <ul style="list-style-type: none"> • writing helps communicate ideas clearly for different audiences and purposes (e.g., to inform, to ask, to argue, to amuse, to comfort, to cheer) • writing effectively and expressively requires careful attention, effort, and imagination • writing effectively and expressively requires attention to the conventions of language including sentence structure, usage, spelling, and punctuation. 	<p>Student knows:</p> <ul style="list-style-type: none"> • writing is a constructive and recursive process that requires use of pre-writing and planning, drafting, and revising strategies • the elements of language (e.g., tone, register, conventions) and of discourse (purpose, audience, form) help achieve intended effect and comprehension of written ideas • the power of the written word.
<p>Student:</p> <ul style="list-style-type: none"> _ writes for a variety of purposes and audiences _ experiments with a variety of writing forms _ employs a writing process _ uses pre-writing strategies to plan and organize writing _ uses drafting and revising strategies to create and improve compositions _ evaluates, edits, and proofreads own and others' writing _ creates cohesive paragraphs that develop a central idea _ arranges ideas in logical progressions _ writes friendly and business letters _ writes coherent and focused essays that convey well-defined perspective _ employs research techniques and resources in gathering information and ideas for writing tasks _ prepares reports on assigned and chosen topics _ produces independent writing that is understood _ proofreads for use of language and accuracy of meaning conveyed _ writes clear, varied sentences _ employs strategies to spell difficult words correctly _ writes legibly _ appraises own and others' work using pre-established criteria _ identifies strengths and areas for improvement 	<p>Student:</p> <ul style="list-style-type: none"> _ has internalized the phases of the writing process _ uses a variety of pre-writing and planning strategies _ develops ideas into draft form _ considers effects that writing will have on readers _ revises and polishes compositions for clarity, accuracy, organization, cohesion, conciseness, correctness, and impact or effect _ adapts tone and style for a range of audiences and purposes _ organizes information and ideas appropriately and effectively _ elaborates ideas clearly, accurately, and completely _ documents sources using a style sheet format such as MLA or APA _ uses the written conventions of standard English _ writes coherent and focused personal essays that are based on personal experience _ writes coherent and focused formal essays that develop a clear thesis or well-reasoned argument _ writes reviews and essays evaluating a literary work _ writes and documents sources for research papers _ writes job applications and resumés _ communicates creatively and experiments with a variety of forms such as poem, play, story, and parody _ identifies strengths and areas for improvement
<p>Notes:</p>	<p>Notes:</p>

Sample Writing Strategies Questionnaire

Name: _____ Date: _____

Interviewer: _____

1. Do you enjoy writing?

2. How did you learn to put your ideas in writing?

3. a) Who helped you learn how to write?

b) How did that person help you?

4. What is the best advice that you have been given about writing?

5. a) Do you think that you are a good writer?

b) Why or why not?

6. What would you like to do better when you are writing?

7. If you knew someone who was having difficulty when writing, what would you do to help?

8. What might stop you when you are writing?

9. a) When you are writing and you have difficulty, what do you do?

b) Do you ever do anything else? If yes, what else do you do?

Sample Writing Process Assessment Checklist

Student: _____

Date: _____

A = Always U = Usually N = Never 5 marks 3 marks 0 marks	Mark	Comments
When pre-writing, the student:		
uses a variety of pre-writing techniques		
considers the purpose of the piece		
considers the audience for the piece		
considers possible points of view		
considers possible formats appropriate to purpose and audience		
When drafting, the student:		
produces a first, rough draft		
produces subsequent drafts		
confirms point of view		
confirms format appropriate to purpose and audience		
confers with peers and teacher		
revises the draft for content and clarity of meaning		
edits the draft individually and collaboratively		
When post-writing, the student:		
prepares a final, polished draft		
decides if and how the written work will be shared or published		
shares or publishes a variety of written forms		
decides which writing pieces become part of the portfolio		
Throughout the writing process, the student:		
reflects upon the written piece and revises accordingly		
confers willingly with teacher and peers		
consults appropriate reference resources as needed		
monitors continuous progress		

Sample Checklist and Observations of Writing Skills and Strategies

Name: _____

Date: _____

Before	Observations
<p>What does the student do before writing?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Finds a topic or idea of personal interest or one appropriate for purpose and audience <input type="checkbox"/> Generates ideas for writing by using strategies such as brainstorming, questioning, quickwrite, conferencing, clustering, webbing, discussing, or drawing <input type="checkbox"/> Accesses and gathers additional ideas and information from external sources <input type="checkbox"/> Selects and focuses a topic <input type="checkbox"/> Develops a plan or approach <input type="checkbox"/> Chooses a writing format <input type="checkbox"/> Organizes ideas <input type="checkbox"/> Other: 	
<p>During</p> <p>What does the student do during writing to communicate meaning?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explores ways to start <input type="checkbox"/> Puts ideas down on paper <input type="checkbox"/> Drafts, shapes, connects, composes, and creates <input type="checkbox"/> Experiments <input type="checkbox"/> Modifies, changes, and problem solves <input type="checkbox"/> Reflects and clarifies <input type="checkbox"/> Talks over drafts with others <input type="checkbox"/> Other: 	
<p>After</p> <p>What does the student do after writing?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Rereads during and after drafting <input type="checkbox"/> Rethinks what has been written <input type="checkbox"/> Reviews and edits content <input type="checkbox"/> Reviews and edits form and organization <input type="checkbox"/> Checks language for clarity, precision, and appropriateness <input type="checkbox"/> Attends to conventions <input type="checkbox"/> Confers and discusses <input type="checkbox"/> Shows concern for overall appearance <input type="checkbox"/> Shares by reading aloud, reader’s circle, displaying, or “publishing” <input type="checkbox"/> Other: 	

Sample Observations of Students' Use of Language Cues and Conventions in Writing

Class: _____

Date: _____

Language Cues and Conventions	Observations
<p>Pragmatic Cues and Conventions</p> <ul style="list-style-type: none"> _ Considers the purpose (intent) and potential audience (intended readers) for compositions _ Uses appropriate register and tone for purpose, audience, and situation _ Other: 	
<p>Textual Cues and Conventions</p> <ul style="list-style-type: none"> _ Uses an appropriate organizational framework for the compositions _ Uses appropriate organizational patterns within compositions to help readers understand and follow thinking (e.g., cause and effect, comparison/contrast, chronological sequence) _ Uses a consistent point of view _ Uses appropriate transitions between ideas _ Other: 	
<p>Syntactical Cues and Conventions</p> <ul style="list-style-type: none"> _ Uses complete and clear sentences _ Uses sentence structures that vary in length and are well-crafted _ Uses consistent and proper punctuation _ Other: 	
<p>Semantic Cues and Conventions</p> <ul style="list-style-type: none"> _ Uses words suitable to purpose, audience, and situation _ Uses words appropriately for their precision, clarity, and connotative value _ Uses words appropriately for the images (colourfulness) that they evoke _ Other: 	
<p>Graphophonic Cues and Conventions</p> <ul style="list-style-type: none"> _ Spells words correctly _ Uses consistent and proper capitalization and punctuation _ Other: 	
<p>Other Cues and Conventions</p> <ul style="list-style-type: none"> _ Uses legible handwriting or appropriate fonts and formatting aids _ Other: 	

Sample Communication Checklist

Student: Grading Period: 1 2 3 4 5	
<p>Content</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communication is relevant to the selected or assigned topic <input type="checkbox"/> Communication includes sufficient detail <input type="checkbox"/> Communication represents original thinking <input type="checkbox"/> Other: 	<p>Language Cues and Conventions</p> <p>Pragmatic Considerations:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Audience and purpose are considered <input type="checkbox"/> Student has written for the following purposes (list): <input type="checkbox"/> Student has written for the following audiences (list): <p>Textual Considerations:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student expresses ideas in a logical and appropriate sequence <input type="checkbox"/> This term, student has used the following forms (list): <p>Syntactical (Sentence Structure) Considerations:</p> <p>Average Sentence Length (i.e., number of words/number of sentences): _____</p> <p>Sentence Forms (indicate frequency):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Simple: _____ <input type="checkbox"/> Compound: _____ <input type="checkbox"/> Complex: _____ <p>Sentence Functions (indicate frequency):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Declarative: _____ <input type="checkbox"/> Interrogative: _____ <input type="checkbox"/> Imperative: _____ <input type="checkbox"/> Exclamatory: _____ <p>Other Observations (e.g., variety, verb tense, antecedent, fragments, run-ons, punctuation):</p> <p>Semantic/Lexical (Word Choice):</p> <p>Maturity of Vocabulary:</p> <p>Word Usage:</p> <p>Spelling:</p> <p>Other Conventions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Paragraphing <input type="checkbox"/> Punctuation <input type="checkbox"/> Capitalization <input type="checkbox"/> Handwriting <input type="checkbox"/> Neatness
<p>Knowledge and Use of Process</p> <p>Planning:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student considers purpose, audience, and form for communicating <input type="checkbox"/> Student gathers and organizes ideas before communicating <input type="checkbox"/> Other: <p>Drafting:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student creates one or more rough drafts <input type="checkbox"/> Student places a greater emphasis on content rather than on mechanics when drafting <input type="checkbox"/> Student shares drafts with others and seeks ways to clarify thinking and expression <input type="checkbox"/> Other: <p>Revising:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student makes changes to reflect suggestions by peers and the teacher <input type="checkbox"/> Student revises effectively for content and organization <input type="checkbox"/> Student proofreads to identify mechanical errors <input type="checkbox"/> Student prepares a neat final copy <input type="checkbox"/> Other: 	
Overall Communicative Effectiveness:	

(Adapted from Tompkins, 1992, p. 245.)

Sample Holistic Rubric for Written Prose

Level 5: The writing is original and insightful.

The composition demonstrates an effective and confident command over the elements of writing. The topic is addressed in an original and insightful manner and is appropriate for the audience and purpose. The composition is well-crafted, consistently and fully developed, and the elements enhance one another. Any errors in mechanics are likely the result of risk taking.

Level 4: The writing is clear and thoughtful.

The composition demonstrates good control over the elements of writing. The topic is addressed in a focused and consistent manner and is in keeping with the audience and purpose. The composition is clearly and adequately planned and developed. Errors in more complex or unusual constructions do not unduly impede understanding.

Level 3: The writing is adequate.

The composition demonstrates adequate control over most of the elements of writing. The topic is addressed and the details are relevant to and supportive of the main idea(s). The composition shows evidence of some planning but is unsophisticated. Some errors in mechanics may impede understanding.

Level 2: The writing is limited or overgeneralized.

The composition demonstrates uneven/uncertain control over the elements of writing. The purpose of the composition is sometimes not clear. The topic has a limited focus and the key ideas and their development are inadequate. The lack of planning makes the focus and development sketchy or inconsistent. Frequent errors in mechanics are common but the paper is readable.

Level 1: The writing is unclear and unfocused.

The composition demonstrates an uncertain grasp of the basic elements of writing relative to the purpose. The purpose is unclear. The supporting details are minimal, unclear, unrelated, disorganized, or missing. Many errors in mechanics, a limited vocabulary, or inappropriate usage make the paper difficult to understand.

Level N/S: Unacceptable.

The paper is (1) blank, (2) written on a topic other than the one assigned, (3) uses inappropriate content, language, or form, (4) illegible, or (5) has so many mechanical errors that it is incomprehensible.

Sample Analytic Rubric for Written Prose

Criteria	Strong	Competent	Adequate	Developing	Not Yet
	Level 5	Level 4	Level 3	Level 2	Level 1
	Composition is original and insightful.	Composition is clear and thoughtful.	Composition is adequate.	Composition is limited and overgeneralized.	Composition is unclear and unfocused.
Message Quality (These criteria evaluate what the writer says and the details provided to support the key message.)	<ul style="list-style-type: none"> Message is clear, focused, and well-developed. Main idea(s) is/are supported with insightful, original, and interesting details. 	<ul style="list-style-type: none"> Message is clear, focused, and developed. Ideas and details are relevant and appropriate to the message. 	<ul style="list-style-type: none"> Message is adequately communicated. Most ideas are supported. Paper would benefit from additional details. 	<ul style="list-style-type: none"> Message is discernible. More details are needed to support the main idea(s) and/or to give a clear focus to the composition. 	<ul style="list-style-type: none"> Main message or focus is unclear. Ideas are not supported, and sometimes inappropriate or irrelevant details are used.
Organization and Coherence (These criteria evaluate the focus, organization, and transitions used in the writing.)	<ul style="list-style-type: none"> Composition is well-organized and logically developed. Composition has an effective introduction, middle, and conclusion. Main ideas and supporting details fit together in a very effective pattern. Transitions and connecting words are effective and smooth. 	<ul style="list-style-type: none"> Composition has a clear central focus and sequence. The introduction provides direction for the reader and the conclusion is appropriate. Main ideas and supporting sentences combine to create one coherent unit of thought. Transitions are clear. 	<ul style="list-style-type: none"> Composition has a recognizable focus and sequence. Introduction and conclusion are evident but the central idea is not sufficiently or logically developed. Main ideas and supporting sentences are related to one unit of thought. Transitions are evident but not always effective. 	<ul style="list-style-type: none"> Composition does not have a clear focus. The introduction is unrelated to the body of the composition. Main points are poorly supported. The conclusion is weak or inappropriate. Limited use of transitions and connecting words. 	<ul style="list-style-type: none"> It is hard for the reader to determine the main point or purpose of the paper or to follow the organization. The introduction or conclusion is ineffective or non-existent. Ideas are unconnected, unrelated, or unclear. Transitions are not evident.

Sample Analytic Rubric for Written Prose (continued)

	Strong	Competent	Adequate	Developing	Not Yet
	Level 5	Level 4	Level 3	Level 2	Level 1
<p>Language Choices</p> <p>(These criteria evaluate the language choices that the writer made to achieve the purpose including the level of language and the tone. Point of view is also considered.)</p>	<ul style="list-style-type: none"> The language, tone, and point of view are appropriate to purpose and audience and maintain the reader's interest. Language is used to capture the reader's interest. 	<ul style="list-style-type: none"> The language and tone are in keeping with the purpose and audience and the point of view is clear and consistent. Language is effective and appropriate. 	<ul style="list-style-type: none"> The language and tone are appropriate and a consistent point of view is used most of the time. Language tends to be more businesslike than straightforward. 	<ul style="list-style-type: none"> The language and tone are acceptable but the point of view is not always clear or maintained. Language is mechanical, flat, and often unimaginative. 	<ul style="list-style-type: none"> The language and tone may be inconsistent or inappropriate and the point of view changes or is unclear. Language is unclear and unimaginative.
<p>Mechanics</p> <p>(These criteria consider the conventions of writing including sentence structure, usage, spelling, punctuation, and capitalization. Legibility and layout are also considered.)</p>	<ul style="list-style-type: none"> The sentences are clear, correct, and varied. Word choices are precise, interesting, and appropriate. Most words are spelled correctly. Correct punctuation and capitalization is used. The handwriting is legible/ the fonts and formatting are effective. (Any errors are the result of risk taking) 	<ul style="list-style-type: none"> The sentences are correct with some variety. Most word choices are effective. A couple of words may be misspelled. There may be a couple of punctuation and capitalization errors. The handwriting is legible/ fonts and formatting are appropriate. (Few errors) 	<ul style="list-style-type: none"> The sentences are generally correct but lack variety in length and structure. Most word choices are appropriate and correct but they lack flair and originality. Some words may be misspelled. There may be some punctuation and capitalization errors. The handwriting is legible/ the fonts and formatting are adequate. (Occasional errors) 	<ul style="list-style-type: none"> The sentences are often not correct and lack variety in length and structure. Word choices are commonplace and lack punch. Several words are misspelled. There may be several punctuation and capitalization errors. The handwriting/ fonts and formatting need to be improved. (Several errors) 	<ul style="list-style-type: none"> The sentences are incomplete, run-on, or simple in structure. Word choices are vague, inappropriate, or immature. Many words are misspelled. There are many punctuation and capitalization errors. The message is difficult to understand because of the handwriting/ fonts and formatting choices. (Many errors)

Sample Analytic Writing Scoring Guide for Students

Student's Name: _____ Date: _____

Title of Composition: _____

Criterion 1: Content	
Strengths _ sticks to main ideas _ clear details and examples _ knows topic, writes from experience	Weaknesses _ rambles from one thought to another _ lacks details, cannot see what is happening _ not believable
Criterion 2: Organization	
Strengths _ introduction makes one want to keep reading _ told in order that makes sense _ details support main ideas _ paper ends well	Weaknesses _ no introduction _ order difficult to figure out _ main points poorly supported _ no ending or conclusion
Criterion 3: Sentences	
Strengths _ complete sentences _ sentence variety (long, short, begin differently) _ easy to read aloud	Weaknesses _ fragments and run-ons _ repetitious sentence patterns _ jarring, awkward, hard to read aloud
Criterion 4: Word Choice	
Strengths _ vivid descriptions _ strong verbs _ specific nouns	Weaknesses _ hard to picture anything _ mostly is, are verbs _ overused words (lots, there)
Criterion 5: Usage	
Strengths _ verbs agree with subjects _ verb tenses are consistent and correct _ double negatives have been avoided	Weaknesses _ verbs do not agree with subjects _ verb tenses are not consistent or correct _ double negatives have been used
Criterion 6: Conventions	
Strengths _ correct spelling _ correct punctuation _ correct capitalization _ paragraphing	Weaknesses _ spelling errors _ punctuation errors _ missing capitalization _ no paragraphing

Sample Student/Teacher Checklist for a Descriptive Paragraph

Name: _____

Date: _____

Criteria	Yes	No	Comments
The paragraph:			
is about one topic			
has an interesting, informative topic sentence			
includes adequate detail in the body and each sentence is about the topic			
includes vivid adjectives and strong verbs			
uses linking words that show clear relationships between the sentences			
has an interesting concluding sentence that relates to the main idea in the topic sentence			
has complete sentences			
is punctuated correctly			
is capitalized correctly			
has all words spelled correctly			

Sample Criteria for Assessing a Short Story

Student: _____

Date: _____

The setting: Where and when does the story take place?

Main characters: Who are the people in the story?

The conflict: What are the problems?

Internal Conflicts:

External Conflicts:

The main character's goal: What does the main character want to do?

The plot: What happens (sequence of events)?

Language: What interesting language has been used to add to the story (e.g., dialogue, imagery, metaphor)?

The resolution: How does it end?

Sample Assessment Summary for Writing

Student's Name: _____ Date: _____

Task(s): _____

Text(s): _____

Developmental Level: Emerging Phase, Early Developing Phase, Developing Phase, Extending Phase,
 Specialized Phase

Written Composition	Overall (Select Performance Level) (5) writes confidently and with effect in a sustained, well-written composition (4) writes with ease in a thoughtful and clear composition (3) writes with relative ease in a straightforward and clear composition (2) writes with difficulty in a limited and overgeneralized composition (1) writes with difficulty in an unsatisfactory composition
Content: Ideas and Organization of a Written Composition <input type="checkbox"/> Focused <input type="checkbox"/> Suitable for audience and purpose <input type="checkbox"/> Effective introduction (hook) <input type="checkbox"/> Content is well-arranged and well-developed <input type="checkbox"/> Effective conclusion	Ideas (Select Performance Level) (5) well-focused, insightful, original, interesting (4) focused, thoughtful, and clear (3) adequate focus and clear (2) vague focus and limited but discernible support (1) confused focus and irrelevant or inappropriate content Text Organization and Development (Select Performance Level) (5) well-organized, and developed (4) clear and logical organization and development (3) adequate organization but formulaic or repetitive (2) unclear or inconsistent organization and inadequate development (1) confused organization and ideas not developed
Rating Scale	5 – excellent 4 – good 3 – average 2 – poor 1 – unacceptable
Process: Writing Skills and Strategies used to Create Composition <input type="checkbox"/> Pre-writing <input type="checkbox"/> Drafting <input type="checkbox"/> Revising	Strategies Used appropriate pre-writing strategies Rating Scale: 5 4 3 2 1 Used appropriate drafting strategies Rating Scale: 5 4 3 2 1 Used appropriate revising strategies Rating Scale: 5 4 3 2 1 Observations

Sample Assessment Summary for Writing (continued)

<p>Language</p> <ul style="list-style-type: none"> <input type="checkbox"/> Suitable for audience, purpose, and situation <input type="checkbox"/> Fluent and correct sentences <input type="checkbox"/> Clear and suitable word choice <input type="checkbox"/> Mechanics do not impede understanding and enjoyment 	<p>Intent and Style Uses language appropriate for the intended audience and purpose Rating Scale: 5 4 3 2 1</p> <p>Uses a register and tone appropriate to purpose Rating Scale: 5 4 3 2 1</p> <p>Sentence Fluency Uses clear sentence structure (i.e., each sentence makes sense) Rating Scale: 5 4 3 2 1</p> <p>Uses sentences that vary in length and are well-crafted Rating Scale: 5 4 3 2 1</p> <p>Word Choice Uses appropriate word choices (e.g., precise, colourful) Rating Scale: 5 4 3 2 1</p> <p>Mechanics Spells words correctly Rating Scale: 5 4 3 2 1</p> <p>Uses correct punctuation Rating Scale: 5 4 3 2 1</p> <p>Uses correct capitalization Rating Scale: 5 4 3 2 1</p> <p>Uses legible handwriting or appropriate fonts and formatting Rating Scale: 5 4 3 2 1</p>									
<p>Writing Assessment Task Score(s)</p>	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Task 7	Task 8	Task 9	Task 10
<p>Reflection on Writing Behaviours</p>	<p>Reflects on Writing Behaviours and Strategies (Check Appropriate Boxes)</p> <ul style="list-style-type: none"> <input type="checkbox"/> can talk about own strengths and learning targets <input type="checkbox"/> can explain what to do when writing and sharing a composition <input type="checkbox"/> can talk about own strategies for improvement 									
<p>Anecdotal Comments and Consideration of Other Factors (e.g., preferences, habits, attitudes, confidence, involvement, time management, responsibility)</p>	<p>Comments and Observations</p>									

Portfolios

Sample Rating Scale for a Portfolio

Student:		Term/Semester/Year:			Date:	
Criteria	Excellent 5	Very Good 4	Good 3	Adequate 2	Needs Much Improvement 1	
Table of contents						
Representative of achievements or progress this reporting period						
Includes a variety of processes across the language strands (e.g., viewing, listening, reading, representing, speaking, writing)						
Includes evidence of student reflection						
Includes evidence of goal setting and readjustment of goals						
Anecdotal Summary Notes						
This student can:						
This student needs:						

Sample Collaborative Assessment Form for Portfolio

Student Name: _____ Date: _____

Project: _____

Student Comments	
Two reasons that I chose this item are	
I want you to notice	
Next time I might	
Other comments	
Teacher Comments	
Two positive things that I noticed are	
One specific area to work on is	
Other comments	

Sample Teacher Self-Reflection Guide

1. Do I know what I am assessing and evaluating, and why?
 - Know the outcomes and language concepts for the course
 - Consider what students can do and what they need to learn
 - Focus the teaching-learning outcome(s) for each lesson
2. Do I know how and when I am assessing and evaluating?
 - Know how students will demonstrate their understanding, skill, or strategy
 - Consider what assessment techniques best evaluate a particular concept, skill, or strategy
 - Identify the criteria that will be used to collect assessment data
 - Identify the best time to assess and evaluate
3. Do I share my expectations with students and allow them to learn and to demonstrate their language knowledge, skills, and strategies?
 - Share expectations (including outcomes, strategies, and criteria) with students in advance
 - Invite students to demonstrate their learning in a variety of ways
 - Provide sufficient opportunity for students to demonstrate their language knowledge, skills, and strategies
4. Do I involve students in opportunities to develop assessment criteria for specific purposes and tasks, and to have input into the evaluation process?
 - Discuss purpose and possible criteria
 - Determine possible gradations and write descriptors for each
 - Give examples of different levels
 - Have students peer and self-assess their work
5. Do I continually use assessment data to make diagnostic and formative judgements about the students' language abilities and instructional needs?
 - Analyze what individuals, and groups of students, need to know and build on what they already know
 - Use information to guide planning and decision making
 - Remember the aim of assessment is to improve performance and help students and teachers reformulate intentions for learning and teaching
6. Do I know how I will summarize my assessments and translate them into a grade?
 - Determine the intended emphasis or weight for each result
 - Justify the weight and emphasis for each result
7. Do I know how I will communicate and report my evaluation to both students and their parents/guardians?
 - Summarize and translate assessments into grades
 - Determine what comments and supporting documentation should accompany a grade
 - Determine the best format to communicate the results
8. Do I help students select and collect portfolio assessment data according to criteria set by me or in collaboration with students?
 - Determine what will be included in a term, year-end, or multi-year portfolio
 - Determine how the portfolio will be evaluated
 - Plan ways for students to reflect on their work and growth
9. Do I use cumulative information from whole classes to reflect upon the language knowledge, skills, strategies, and attitudes of my students collectively in order to plan future instruction?
10. Do I use standardized achievement information wisely to compare with my students' performance in order to highlight areas for possible improvement and celebration?

Reporting Student Progress and Achievement

Report cards are a part of school communication with parents/caregivers. In order to communicate student progress to parents/caregivers, teachers are usually expected to issue report cards at regular intervals during the school year. Although report card formats vary across the province, there is usually space for a number grade, a letter, a check mark, or comments in language arts or particular language arts strands (i.e., viewing, listening, reading, representing, speaking, and writing). These grades or marks are often complemented with anecdotal information (e.g., teacher comments), portfolio samples, and parent-student-teacher interviews. It is essential to use student portfolio collections and teacher assessments in formulating the report card description and assigned mark. Regular reporting can be supported further with regular newsletters to parents that describe the units of study, the activities in which students are involved, and the skills and strategies students are learning.

How teachers determine grades, marks, or comments should be based on curriculum outcomes and reflect the knowledge, process, and product evaluations used throughout a reporting period. A sample student progress report is provided on the following page. Teachers are encouraged to adapt this sample to suit their purposes.

It is important to communicate with parents/ caregivers early in the school term or semester and to continue this communication through regular letters and telephone calls, parent classroom visits, and parent-teacher or student-led parent-teacher interviews. At the beginning of the school year or term, the following can be communicated to parents:

- Continuous assessments, diagnostic and formative, inform and support summative evaluations.
- There are clearly articulated expectations and criteria upon which these summative evaluations are based.
- The evaluation is derived from a balanced assessment of process and product.
- The overall summative evaluation reflects a balance of the viewing, listening, reading, representing, speaking, and writing processes.
- Knowledge, skills, abilities, and attitudes are included in the evaluation.
- Summative grades are consistent with the view of performance that is noted during continuous classroom assessments.

When conducting parent-teacher interviews, it is important to make available to parents/caregivers, and to discuss with them, actual records of their child's performance (e.g., checklists, anecdotal notes, portfolio contents). It can be very effective if students are present to lead the interview and to take part in the discussion of their progress, achievements, and areas of need.

Sample Reporting Student Progress

Reporting Evidence of Learning					
English Language Arts Goals	Outcomes	Strands			Comments (Strengths, Needs, Next Steps)
		Views	Listens	Reads	
Comprehend and Respond (CR)	<ul style="list-style-type: none"> Comprehends key ideas and supporting details presented in text (explicit and implicit) Knows and uses strategies to construct meaning from text. Recognizes organization and techniques employed (cues and conventions) Responds to text providing support from text to justify response. 				
		Represents	Speaks	Writes	
Compose and Create (CC)	<ul style="list-style-type: none"> Knows and uses strategies to compose and create a range of texts. Creates and supports a clear message. Coherently sequences and develops ideas. Uses appropriately the language register and conventions. 				
Assess and Reflect on Learning (AR)	<ul style="list-style-type: none"> Reflects on and assesses comprehending and responding behaviours. Reflects on and assesses composing and creating behaviours. Sets learning targets. 				

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