

PORT ELIZABETH TRAINING  
PROGRAMME MOVING  
INCLUSIVE EDUCATION  
FORWARD  
Scholastic Assessment

**Assessment of reading**



# Meta-cognitive reading interview p 49

- **Meta –cognition:** awareness and understanding of one's own thought processes - thinking about thinking, knowing about knowing
- Provides information about the learner's reading habits and skills.



# Purpose of a reading interview

To determine the learner's:

- understanding of what reading is,
- attitude towards reading,
- skills or strategies used
- reading habits,
- reading material that interests the learner
- their knowledge of books and of alternative reading media.

# Reading Interview

- In pairs – one person is the child (9 yrs old)
- Choose and ask the child 5 questions.
- Teacher must record child's responses
- You will write a short report about child's attitude to reading
- Now in your groups complete page 12 in your green assignment books

# Observation of reading skills p51

**Posture** (body language, book distance and head/eye movements )

**Fluency** (Pronunciation, recognizing and identifying of words and punctuation marks)

**Decoding Skills** (guesses or substitute words, omits or inserts words, use picture clues , sounding and blending)

**Attention** (loses focus, can't keep the place in the story, restless)

**Attitude / Confidence** (no confidence, quiet voice with no expression, shows little interest, enjoyment or enthusiasm, see reading as a difficult and intimidating)

**Understanding** (can't identify the main message, can't record the details, or sequence the events or extract more abstract and inferential meanings from text)

## **Checklists for reading assessment p52**

- Checklists provide a way to do a guided observation
- Checklists must be designed with criteria appropriate for the age and the grade of the learners.

## **Rating scales for reading assessment p52-53**

- Another form of guided observation
- Provides graded information that is more descriptive and specific than a checklist
- When designing a rating scale use statements and not questions.

## **Anecdotal records for reading assessment p 53**

- Short narrative phrases or notes about the learner's reading behaviour, skills and attitude.

# Curriculum based assessment of reading p54- 55

- Based on the reading material which is available in the classroom and which is familiar to the learner.
- Information obtained :-
  - ❖ *accuracy*
  - ❖ *comprehension*
  - ❖ *speed*

## Selecting the reading material

- ❖ Relevant to the learner's age, interests, culture, reading knowledge and past reading levels.
- ❖ Begin with a passage approximately two grades below learner's present schooling level
- ❖ Reading passage should not be too long
- ❖ Have a variety of reading materials available.
- ❖ Ensure that the material is challenging enough for the learner to make errors, but not so difficult that it causes frustration or distress.

# Reading levels p55

- **Independent:-**

- ❖ Reads 97-100% of the words with ease
- ❖ Comprehends 80-90% of the passage
- ❖ Free from tension (frowning, stammering, repeating words, mispronouncing words or sub-vocalising).
- ❖ The reading is rhythmical, in a conversational tone, and follows the correct punctuation.
- ❖ Reading for pleasure

- **Instructional:-**

- ❖ Reads 90-97% of the words with ease (of 100 words pronounce 90 accurately and makes mistakes on 10 words)
- ❖ Comprehends 60-80% of the passage. (asks 10 comprehension questions and answers 7 of them correctly=70%)
- ❖ Oral reading is mostly rhythmical, correctly interpreted and free from body tension
- ❖ For the purposes of teaching reading



## • Frustrational: -

- ❖ Reads below 90% of the words accurately
- ❖ Comprehends less than 60% as oral reading to poor.
- ❖ This reading is considered non-productive.
- ❖ Defensive behaviour such as withdrawal, crying, distraction or refusal to read is observed.
- ❖ Reading should be discontinued at this level. Choose an easier book.



# Preparation for the assessment

## p56

- ❖ Choose several short passages for the learner to read, keeping in mind the reading level and interests of the learner.
- ❖ Have 2 copies of each passage
- ❖ Educator has a photocopy of the selected material on which to record the miscues.
- ❖ Make up a set of comprehension questions on the passage (characters , plot , setting , theme )

# Miscue symbols p60

- Look at the miscue symbols on page 60 to record the different errors the child makes while reading
- Examples of this on P62

# Practise recording reading miscues

- Get into pairs -look at the miscue abbreviations.
- Choose a passage from the assessment module manual.
- Take turns reading and recording miscues. One person is the child reading and making errors while the other is the teacher recording the miscues made.
- Then swap roles around.

# Video observation

- Look at the interaction between the therapist and the child
- How does he talk to the child?
- Look at the seating
- How he gives instructions?
- How does he assist the child?
- How does he make notes?
- How does he observe the errors?

# During the assessment

- Create a comfortable and relaxed atmosphere so that a rapport with the learner can be developed.
- Time the learner during the reading session using a stopwatch.
- Listen to the learner while reading and record the miscues on the copy of the passage.
- Once the learner has completed the passage, ask the pre-set comprehension questions and record the answers.

## After the reading assessment

- Score the reading passage. Start with the time taken to read the passage. Keep the score in seconds.
- Mark the comprehension questions and score the result.
- Do an **error, or miscue analysis** on the reading passage
- Interpret the learner's reading, noting strengths as well as weaknesses.

# Types of miscues or errors

- **Mispronunciations:** The reader does not read it accurately (may read it phonetically).  
e.g. His mother scrubbed and pounded the clothes. (pondy / puty)
- **Substitutions:** The reader replaces a word in the text with another word.  
e.g. Blow your nose into the tissue. (with)
- **Abandoning a correct response:** The reader first reads the word accurately but then changes to an incorrect response.  
e.g. He left home to make his fortune (future).
- **Omissions:** The reader omits a word that is printed in the text.  
e.g. I will make you some hot tea. (I will make you some tea).
- **Partial omissions:** The reader omits part of a word.  
e.g. The boys played in the tree-house. (The boy play in the tree).



- **Refusal to read a word**: Should a learner make no attempt to read a word after 3 seconds, the tester says the word and records it as a refusal.
- **Insertions**: The reader adds an unprinted word into the text.  
e.g. **Take the tractor for a ride. (Take the big tractor for a long ride).**
- **Reversals**: Two words are swapped around, or a word or a letter is read backwards.  
e.g. **He saw the cat. (He was the cat) ;**  
**No, said Susan. (No, Susan said) ;**  
**The bed was big. (The ded was dig).**



# Diagnostic analysis of miscues.

## (Do not count them as errors)

- **Correction:** The reader goes back and corrects the word that was incorrectly read.  
e.g. I saw Claire when I was working in my office.  
I saw Claire when I was walking – (~~working~~) in my office.
- **Repeating:** The reader repeats a word or phrase not for the purpose of correcting . Often a reader does not know a word and repeats the previous word while trying to decode the next word (in order to process the word).  
e.g. He has had enough food. He has (had had had) enough food.
- **Pausing:** The reader pauses significantly between words. This can also be an inability to decode the next word.  
e.g. The educator said they may play. The \_\_\_\_ educator said they  
may play.
- **Word for word reading:** The reader reads each word separately, with no flow between the words, and no fluency or phrasing.  
e.g. He went to the zoo on Saturday. He / went / to / the / zoo / on / Saturday.