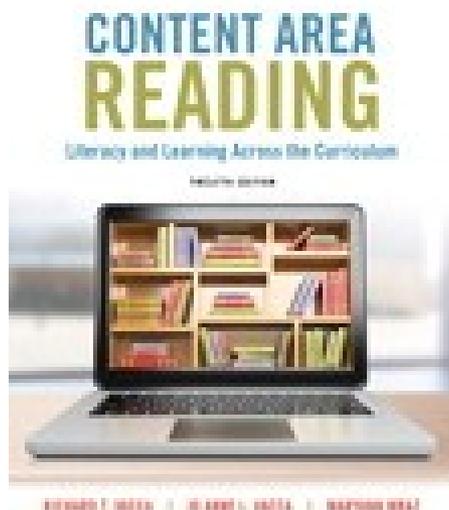


# Content Area Reading: Literacy and Learning Across the Curriculum

12<sup>th</sup> edition

Vacca, Vacca, and Mraz



## Chapter 4 Assessing Students and Text

Developed by:  
Jean Vintinner, Ph.D.  
UNC Charlotte

# Organizing Principle

- Instructional assessment is a process of gathering and using multiple sources of relevant information about students for instructional purposes.

# Frame of Mind

- How does assessment help us set instructional goals?
- How does a formal, high-stakes approach differ from an informal, authentic approach?
- How have state and federal policies affected assessment and student achievement?
- What are some of the informal assessment strategies teachers use in the context of their classrooms?

# Frame of Mind

- How can content area teachers involve students in the electronic portfolio process?
- How might teachers analyze the complexity of texts?

# Key Terms

- Accountability
- Authentic assessment
- Checklists and Interviews
- Content Area Reading Inventory (CARI)
- Grade-equivalent scores
- High-stakes testing
- Lexile levels
- Norms
- Observation
- Percentile score
- Portfolios
- Raw score
- Readability
- Reliability
- Rubrics and self-assessments
- Standardized
- Stanine score
- Text Complexity
- Triangulation
- Validity

# Comparison of Two Approaches to Assessment

	<b>High-Stakes</b>	<b>Authentic</b>
<b>Orientation</b>	Formal	Informal
<b>Administration</b>	Testing one-time performance	Continuously evolving
<b>Methods</b>	Objective; standardized	Classroom-based
<b>Uses</b>	Compare groups of students; align curriculum	Make qualitative judgments about individual students
<b>Feedback format</b>	Reports; printouts	Notes; portfolios

# Legislation and Standards

- No Child Left Behind (2002)
- Race to the Top (2009)
- Common Core State Standards

# High-Stakes Testing: Issues and Concerns

- Narrowing of school curriculum
- Time spent preparing for assessment
- Students' lowered sense of self-efficacy

# Standardized Testing

- Norms
  - Representativeness
- Percentile scores
- Stanine scores
- Grade-equivalent scores
- Reliability
- Validity

# The Teacher's Role in an Authentic Approach

In a high-stakes approach to assessment, the TEST is the major tool.

In an authentic approach, the TEACHER is the major tool.

# Forms of Authentic Assessment

- Observations
- Interviews
- Anecdotal records
- Student-selected performances and products organized into student portfolios

# Purposes of Portfolios and Their Assessment

- Provide and organize information about the students' work and achievements.
- Encourage student management of learning and expectations.
- Involve students in reflecting on their capabilities.
- Use the holistic nature of instruction to consider attitudes.

# Purposes of Portfolios and Their Assessment

- Assist in the planning of appropriate instruction.
- Showcase work.
- Reveal diverse and special needs and talents.
- Incorporate literacies and technologies outside the classroom.

# Purposes of Portfolios and Their Assessment

- Display many artifacts over time.
- Integrate assessment into daily instruction.
- Expand quality and quantity of evidence.
- Provide an alternative to standard assessment routines.

# Steps in the Implementation of Portfolios

- Discuss with your students the notion of portfolios as an interactive vehicle for assessment.
- Specify your assessment model.
- Decide what types of requirements will be used, approximately how many items will be included, and what format will be appropriate for the portfolio.
- Consider which contributions are appropriate for your content area.

# Types of Interviews

- Formally structured and semistructured
- Informal
- Retrospective

# Types of Rubrics

- Holistic (or basic) rubric
- Analytic rubric
- Weighted trait rubric

# Assessing Text Complexity

- Content Area Reading Inventory (CARI)
- Readability
- Lexile level