

LEE 232: Literacy and ECE
ECE Literacy Assessment Directions and Scoring Rubric

What is Assessment?

Assessment is a process of getting to know your students, their families and the community where they live. By performing continuous assessment, ECE professionals are able to find out about their children's language and literacy, reading interests and activities at home, show their progress in learning to read and write and obtain other information helpful to teaching and organizing a responsive ECE learning environment.

How is Assessment Used?

Assessment provides "data," such as scores on tests, oral or written responses, etc. The results of testing are reported in the news and are viewed by the majority of people as the main indicators of educational quality including whether are not a teacher or school is "good." Using assessment results in this manner is limited and not in keeping with the intent of assessment to improve learning and teaching. Moreover individual assessment, where a teacher works one-on-one with a student using an interactive approach, reveal greater insights about a student. Employing "authentic" measures such as a "portfolio" that selectively samples students' actual work as well as teacher observations show how students engage in learning activities and are more productive assessments for understanding and helping learners.

Assessment and English Learners

Standardized testing results may not be valid for English learners. Using informal measures such as teacher-made tests, and assignments. Include items less dependent on verbal skills or reading English are more beneficial. If possible, test in students' home language, use pictures, drawing, etc. and provide more time.

Documentation

An approach from Reggio Emilia Italy, documentation is useful for assessment purposes. It involves making a record or "memory" of learning experiences using video, observational notes, photographs and student work. Documentation may be presented in the form of a display panel, journal or diary, album or blog to share learning with families and others.

Informal Literacy Assessment (20 points)

1. Find a young child to assess, ages 4-8. Obtain written permission from the parent to conduct a literacy assessment.
2. Depending on whether the child is an emergent or beginning reader, conduct the following assessments:

Emergent reader:

Literacy Motivation (Dispositions)

1. Ask child about what he/she likes to read and how often. Ask about favorite books.

2. Ask about who reads to child.
3. Ask child about TV, computer use.

Alphabetic Principle

1. Use flash alphabet cards to determine letter name knowledge.
2. Use flash alphabet cards to determine phonics skills.

Concepts About Print

3. Give child a book and show you title of book, an “illustration” (don’t say picture) and the “words to read.” Have them show you how to read the book.

Comprehension and Vocabulary

4. Read the picture book to child (5-10 pages.)
5. Have the child retell the story in their own words.
6. Ask 2-3 comprehension questions and record responses.

Writing Sample

7. Obtain a writing sample about book you read (can draw, dictate).

Summary

8. Write a brief summary of what you learned about child’s literacy development.
9. Write 2-3 recommendations for parents or teachers to help children to continue to develop literacy skills.

Beginning Reader:

Literacy Motivation (Dispositions)

4. Ask child about what he/she likes to read and how often. Ask about favorite books.
5. Ask child about school, TV, computer use.

Word Recognition Test

1. Administer San Diego Quick Assessment, see Blackboard for a copy of test.

Comprehension and Vocabulary

10. Have child read 1-2 paragraphs you photocopy from a grade level appropriate book (100 words). Stop if the child makes more than 5 errors. Be prepared with easier and harder books if needed.
11. Write down the reading errors on your photocopy.
12. Analyze their errors using miscue analysis, see Blackboard handout.

Comprehension and Vocabulary

13. Have the child retell the paragraph in their own words.
14. Ask 2-3 comprehension questions and record responses.
15. Ask the child what 2-3 of the more difficult words mean or to supply a synonym.

Writing Sample

16. Finish reading the story.
17. Obtain a writing sample by having child write about story.

Summary

18. Write a brief summary of what you learned about child's literacy skills. Write 2-3 recommendations for parents or teachers to help child continue to develop literacy skills.

SCORING RUBRIC

Below is the scoring rubric for the ECE Literacy Assessment. The following factors are utilized to determine the score: accuracy, objectivity, completeness, knowledge and interpretation of scores for the literacy area being assessed.

Background, Literacy Disposition

Points Possible: 5

Score:

Alphabet Principle, Concepts about Print

Points Possible: 5

Score:

San Diego, IRI, Reading Comprehension, Vocabulary, Early Writing

Points Possible: 5

Score:

Recommendations and Summary

Points Possible: 5

Score: