



# *Informal Reading Assessments*

*Presented by:*



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# Acknowledgements

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# COOL TOOLS

## Informal Reading Assessments

### PREFACE

Given the national and state goal to have every child reading on grade level by grade 3 (No Child Left Behind Act, Reading First, and Just Read, Florida!) and the significant number of children struggling with learning to read, educators are in need of readily available, scientifically based reading instruction resources to help meet this need. Project CENTRAL is pleased to offer **COOL TOOLS - Informal Reading Assessments** for classroom educators. This product was developed as a companion to *Knowing What Works – Action Research*, also created by Project CENTRAL and designed to serve classroom teachers’ needs for **informal**, sequential measures of student’s reading abilities across the five areas of reading instruction identified by the 2000 report of the National Reading Panel:

- phonological awareness
- phonics
- fluency
- vocabulary
- text comprehension.

The National Reading Panel’s research findings and conclusions have been summarized in the document *Put Reading First: The Research Building Blocks for Teaching Children to Read - Kindergarten through Third Grade*. This document was a collaborative effort between the National Institute for Literacy, the National Institute of Child Health and Human Development, and the U.S. Department of Education to create a guide for teachers written by teachers that explores the specific strategies and skills needed to successfully teach children to read. *Put Reading First* should be considered a companion to this manual. You can download this *Put Reading First* from the National Institute for Literacy website at [www.nifl.gov](http://www.nifl.gov) or find the direct pdf file at: <http://www.nifl.gov/partnershipforreading/publications/Cierra.pdf>.

As a part of the No Child Left Behind Act, Reading First defines reading as a complex system of deriving meaning from print that requires skills and knowledge to understand how phonemes, or speech sounds, are connected to print, the ability to decode unfamiliar words, the ability to read fluently, sufficient background information and vocabulary to foster reading comprehension, the development of appropriate active strategies to construct meaning from print, and development and maintenance of a motivation to read. (Part B, Subpart 1, Reading First, of Title 1, of Public Law 107-110 (2001), pp. 204-205.)

Just Read, Florida! has proposed the following formula to express the larger meaning of the above stated research: 5 + 3 + ii + iii = No Child Left Behind. This refers to the 5 components of reading instruction, 3 types of assessment, strategies for initial instruction, and immediate intensive intervention.

### **Just Read, Florida! Formula 5 + 3 + ii + iii**

5 Components of Reading Instruction	3 Types of Assessment	Strategies for Initial Instruction	Strategies for Immediate Intensive Intervention
<ul style="list-style-type: none"> <li>• Phonological awareness</li> <li>• Phonics</li> <li>• Fluency</li> <li>• Vocabulary</li> <li>• Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• Screening</li> <li>• Diagnostic assessments</li> <li>• Progress monitoring</li> </ul>	Grounded in scientifically based reading research (SBRR) and aligned with the Sunshine State Standards	Identification of students, diagnosis of the nature, Prescription of instruction, Provision of intensive instruction, grounded in SBRR and prescribed in the AIP, and Ongoing progress monitoring and continued support

Project CENTRAL offers these *Cool Tools* for teachers to use as measures of potentially all three types of assessment on an informal level. The data can in turn assist teachers in the planning and delivery of data-based instruction during the action research process. These informal assessments can also be viewed as samples for creating individualized informal assessments based on the specific skill needs of individual students.

*In schools where students are learning to read as well as reading to learn, administrators and teachers must know how every student is progressing in reading at any given time – not just the students who are having difficulties in reading. Assessments that give a global picture of students’ reading achievement are not sufficient to plan instruction, enrichment, or remediation. (McEwan, 2002).*

**COOL TOOLS**  
**Informal Reading Assessments**  
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2. Phonics
3. Fluency
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