

Terms: Assessment and Diagnostic/Writing, Reading Connection

Concepts About Print (CAP): Assesses the literacy knowledge of kindergarten children and early first graders. Skills assessed: book handling skills, directionality, word-by-word matching, locating words in print, etc. CAP lets teachers know what children understand about print.

Diagnostic Assessment: Assessment that includes tools designed to, before instruction, determine and diagnose student's strengths, weaknesses, knowledge, and skills. This allows the teacher to differentiate curriculum and instruction to meet each student's needs.

Formative Assessment: Assessment that provides teacher with information about student's thinking. Formative assessments, or checking for understanding, are given during the course of the lesson and guide the teacher in making instructional decisions or adjustments as necessary, such as reteaching, trying different instructional approaches, or offering additional opportunities for practice.

Informal Reading Inventory (IRI): An individually administered survey designed to help a teacher determine a student's reading instructional needs.

Leveled Text: Levels of difficulty from the easy books that an emergent reader might begin with to the longer, complex books that advanced readers would need.

Miscue Analysis: Miscue analysis is a way of closely observing, recording, and analyzing oral reading behaviors to assess how the reader is using specific cuing strategies, like the use of syntax, semantic information, and graphophonics. The teacher uses a specific code to record actual reading. Miscue analysis is usually done with an unfamiliar, long text, followed by a taped retelling. Scoring and analysis is more complex than with a running record, and is usually done at a later time. While running records are most often used with beginning readers, miscue analysis can be used for more advanced readers.

Portfolio: Collections of student work that are typically used for an alternative assessment grade in the classroom.

Progress Monitoring: Observing or testing a student's progress and evaluating the instructional techniques. Goals for the student are established and measured on a regular basis and the instruction is adjusted as needed.

Reading Miscue Inventory/Running Records: In reading, a teacher records the child's reading behavior as he or she reads a book. The teacher may note errors, self-corrections, substitutions, and so forth. Also known as reading assessments. Teachers generally use a standard set of symbols for recording what the reader does while reading.

Reliability: Refers to the consistency of the outcomes; how dependable a test is. It is also a prerequisite of validity.

Scoring Rubrics: A rubric is a criterion-based scoring guide that uses a descriptive scale to assess student performance. Rubrics can be teacher-made or purchased; they are used as a tool to assess student performance on specific assignments or projects. Rubrics often list specific descriptors for an assignment with an assigned value or a list of characteristics for each descriptor. Rubrics can provide students with a clear understanding of what is expected and allow teachers to systematically review student work with explicit criteria.

Screening Assessment: Assessment at the beginning of school year to determine a student's reading level.

Spelling Inventory: An individually administered survey designed to help a teacher determine a student's spelling (orthographic) instructional needs.

Summative Assessment: Assessment that is comprehensive in nature. As such, summative assessments provide accountability and are used to check the level of learning at the end of a lesson or unit of study. Summative assessments are also used for grading and/or progress reports.

Validity: The extent to which a test measures what it was intended to measure.