

preK-K

Reading Assessment

Measure Progress and Have Fun

Time for reading assessments? Try one of these activities, based on the elements of reading assessment outlined by SEDL (sedl.org).

PUT ON A PUPPET SHOW

MEASURES READING COMPREHENSION.

Invite the child to act out a portion of a story he or she has read or retell it using paper dolls, puppets, or blocks. Encourage the student to describe what he or she is doing while retelling. Check for comprehension by asking inferential questions about the text, such as "What do you think Cinderella did next?"



GUESS THE MYSTERY SONG

MEASURES DECODING SKILLS.

Choose a popular children's song, such as "The Itsy-Bitsy Spider" or "Old McDonald." Write at-level vocabulary words from the lyrics of the song on separate index cards. Have the child read the cards one-by-one, and then challenge him or

her to guess the song. If a child struggles with accuracy or fluency, play the song and try the activity again.

PRETEND TO BE ON TV

MEASURES BACKGROUND KNOWLEDGE.

Interview the child as if he or she was an expert on a television show. Before you begin a unit of study, invite the child to hold a cardboard frame around his or her head to represent the television. Ask the child questions relevant to your unit; for a study of China, for example, you might ask, "Where is China? What language do they speak?" Repeat at the end of the unit to check progress.

SORT BIG FROM SMALL

MEASURES LETTER KNOWLEDGE. Display a gallery of upper- and lowercase letters on an interactive whiteboard. Also display two boxes, one labeled "uppercase" and one labeled "lowercase." Invite children to name each letter and then

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Create a Focused Math Curriculum

By focusing on fewer topics at each grade level, students gain a deeper understanding of mathematical ideas. Learn what a focused curriculum is and how you can bring coherency to your existing math curriculum. These books flesh out the individual focal points described in NCTM's Curriculum Focal Points and provide:

- Strategies
- Sample Student Work
- Activities for the Classroom

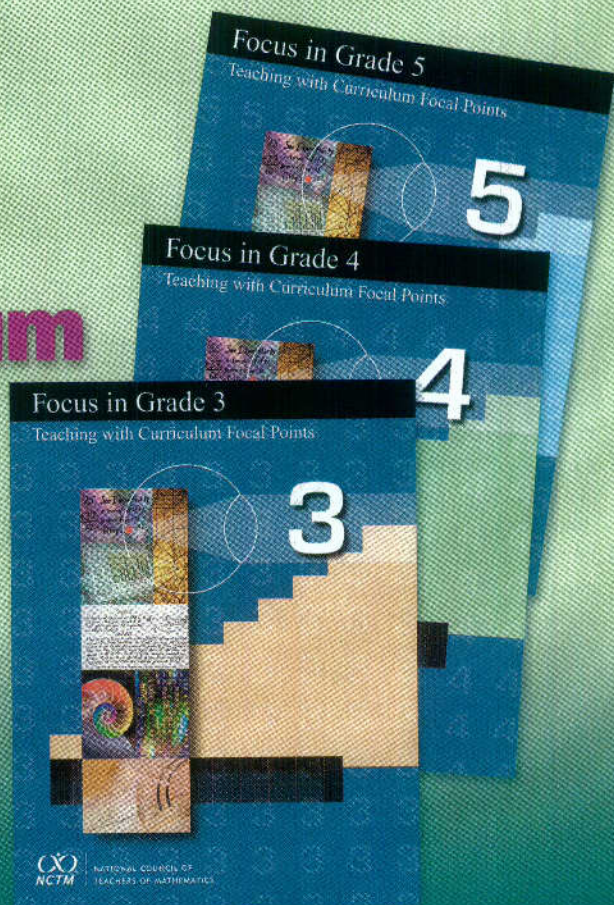
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drag it into the appropriate box. Invite a partner to check the work.

LISTEN TO SILLY WORDS

MEASURES PHONOLOGY SKILLS. Give the child a buzzer borrowed from a board game. Read aloud paired nonsense words that differ by only one phoneme (*gibbit* and *schibbit*, for example). Also occasionally read the same word twice. Have the child sound the buzzer when he or she thinks you read the same word. Then ask children to make up fun meanings for the nonsense words.

READ A MIXED-UP STORY

MEASURES SYNTAX SKILLS. Read aloud a favorite picture book to the child, but change things up by switching the syntax of several sentences to be incorrect. While reading *Sylvester and the Magic Pebble*, for example, you might read "the police went to they" instead of "they went to the police." Ask the child

to raise his or her hand every time you read an incorrect sentence, then challenge them to say the mixed-up sentence in the correct way.

MAKE UP SECRET SPY NAMES

MEASURES PHONEME AWARENESS. Have children come up with secret "spy names" by rearranging the phonemes in their own names. For example, they might put the first phoneme in their name last (so that *Sara* becomes *Aras*), or vice versa (*Ike* becomes *Ki*). Have children each determine the code names for your class roster, and then have a "secret spy snack time" where you use the code names to refer to one another.

PLAN A PICNIC

MEASURES KNOWLEDGE OF THE ALPHABETICAL PRINCIPLE. Ask children to write a packing list for a pretend picnic. Together, discuss what to bring, asking questions such as "What should we have

for dessert?" or "What will we eat off of?" Have children write the list with no input from you. They may spell words incorrectly (e.g., *plat* for *plate*), but their ability to reflect the number of sounds in a word demonstrates knowledge of the alphabetical principle.

PLAY LIBRARIAN

MEASURES KNOWLEDGE OF PRINT. Invite children to take turns serving as both librarians and patrons of your classroom library. Have the "librarian" check out books by writing the title and the name of the borrowing student on a clipboard. The "patrons" can sign their names to show they received the book. Observe how all students handle the books (e.g., holding right-side up, reading from left to right and front and back), as well as their word and letter formation as they write in the clipboard during the checkout process. —*Hannah Trierweiler Hudson* □

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