
Guidelines for Administering the Reading Apprenticeship Curriculum-Embedded Reading Assessment

This curriculum-embedded reading assessment is designed as a beginning and end of the year assessment of students' subject area reading. The assessment is built around an everyday classroom reading experience and provides a rich picture of students' ability to make sense of text and their awareness of their reading processes.

The assessment takes about 20 minutes (feel free to adjust the time to the needs of your students). First, students read a short text. Next, students respond in writing to a series of prompts about the piece and about their reading processes. You might also want to spend a few minutes after the assessment to debrief the experience.

Text Selection and Preparation

Select a short, self-contained passage of text (about half a page) from a textbook, a supplementary text, or core literature. You might choose the introduction to a chapter in a history or science textbook, a primary source document, a trade journal written for students, or a vignette from a literature anthology, for example. The text should be representative of writing in your discipline and at a level of difficulty that you hope students will be able to learn from during the course of the year. It should be similar to materials you will teach during the year, but should not be a piece that you will teach. (Note that the text may be quite challenging for many students at the beginning of the year.)

Materials

- Copy the text (one per student) with plenty of space around it for notetaking (you may need to use oversized paper and/or turn the paper on its side):

Name:

Date:

Copying the Text

Make sure there is plenty of space around the text for students to make notes, marks, ask questions, write reactions, make comments, etc.



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- Copy the prompts (one per student) on a separate sheet of paper.
- Have available an array of notetaking tools such as pencils, pens and highlighters.

Introducing the Assessment

Explain that this assessment is designed to provide information about students' strengths and needs as readers of (subject area) materials. Reassure students that the piece may seem hard, especially at the beginning of the year, but that the assessment will give you (the teacher) a better sense of how to help students become better readers of content area materials. Explain that the class will do the assessment twice—once at the beginning of the year and again at the end of the year—to help students see the progress they make during the year.

Tell students that the assessment will feel like other reading assignments they will have in class this year. Students will read a short piece, then write about what they read—and their experience reading it.

Step 1: Individual Reading (about 10 minutes)

Have students read the text individually. Because students' reading times will vary, you will want to monitor the class and hand out the written reflection prompts as individual students finish their reading. Have students put their name and the date on both pieces of paper.

Directions: As you read this piece, feel free to make any notes or marks on the page to help you make sense of what you are reading—write in the margins, underline and circle words and phrases, ask questions and make comments and predictions.

Step 2: Written Reflection (about 10 minutes)

After students have finished reading, have them respond to the written prompts.

Directions:

Now I want you to spend a few minutes writing about the piece you just read. I'm interested in knowing not only what you think the piece means, but about any confusions you had and what you did to try to make sense of what you read.



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Debriefing (5-10 minutes)

After students have completed their individual responses, spend a few minutes talking with the class about the assessment. For example, invite students to share:

- what went well with the reading (and why);
- what was hard about the reading (and why); and
- any questions they have.

Wrap things up by reiterating that you will spend time this year helping students improve their ability to read and understand similar kinds of reading materials.



Name:

Date:

Please tell me about your reading.

1. In your own words, write a short (one or two sentences) summary of this piece.
2. What kinds of things were happening in your mind as you read this?
3. What did you do that helped you to understand the reading?
4. What questions or problems do you still have with this piece?
5. How easy or difficult was this piece for you? (circle one)
easy not too hard too hard
6. How well would you say you understood this piece?

