

Mackenzzy Ragland  
4/18/22  
EDPD-4330  
Dr.Garcia

**Independent Reading - Elementary**  
Teacher Name: **Mackenzzy Ragland**

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Chooses Appropriate Books</b>	Student chooses a book which she/he has not read before, which is at or above grade level, or has been previously approved by the teacher.	Student chooses a book which s/he has never read before and which is slightly below his/her reading level.	Student chooses a book s/he has read once before that is close to his/her reading level and was approved by the teacher.	Student chooses a book that she has read many times before or which is more than one grade below student\'s reading level.
<b>Understands story elements</b>	Student knows the title of the story as well as the names and descriptions of the important characters. Can tell approximately when and where the story happened.	Student knows the names and descriptions of the important characters and where the story takes place.	Student knows the names OR descriptions of the important characters in the story.	Student has trouble naming and describing the characters in the story.
<b>Thinks about the story/article</b>	Student accurately describes what has happened in the story and tries to predict \"what will happen next.\"	Student accurately describes what has happened in the story.	Student accurately describes most of what happened in the story.	Student has difficulty re-telling the story.
<b>Thinks about the characters</b>	Student describes how different characters might have felt at different points in the story and points out some pictures or words to support his interpretation without being asked.	Student describes how different characters might have felt at different points in the story, but does not provide support for the interpretation unless asked.	Student describes how different characters might have felt at different points in the story, but does NOT provide good support for the interpretation, even when asked	Student cannot describe how different characters might have felt at different points in the story.

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<b>Stays on task</b>	Student reads the entire period. This may be independent reading or done with adult or peer assistance, as assigned.	Student reads almost all (80% or more) of the period.	Student reads some (50% or more) of the time.	Student wastes a lot of reading time.
<b>Tries to understand</b>	Stops reading where it doesn't make sense and reads parts again. Looks up words s/he doesn't know.	Stops reading when it doesn't make sense and tries to use strategies to get through the tricky spots or to figure out new words.	Stops reading when it doesn't make sense and asks for assistance.	Gives up entirely OR plows on without trying to understand the story.

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In this reading assessment students are being tested on their knowledge about their independent reading; they will be showing their progress they are making from their independent reading. From the rubric they will be reading independently a book they have never read before, they will be tested by the teacher over the content of the book and see how much knowledge the student has. Each week the student will be filling out a reading log, answering questions that are on the log to make sure the student is following directions as well as actually reading the story. They will have either a parent or a teacher sign off on their reading so they are proving they have been reading for that certain amount of time and pages that are being asked. Once the student has completed th3e books and their log they will be giving a book report to show they know the characters, the content, making predictions, and lastly show a new vocabulary word they are able to look up and be able to use a dictionary to show they are able to use the basic learning need ofa dictionary.

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Assessment is the systematic basis for making inferences about the learning and development of students. It is the process of defining, selecting, designing, collecting, analyzing, interpreting, and using information to increase students' learning and development. Formulating Statements of Intended Learning Outcomes - statements describing intentions about what students should know, understand, and be able to do with their knowledge when they graduate.

By developing or even by selecting assessment measures we are designing or selecting data gathering measures to assess whether or not our intended learning outcomes have been achieved. This also includes direct assessments like projects, products, papers/theses, exhibitions, performances, case studies, clinical evaluations, portfolios, interviews, and oral exams which ask students to demonstrate what they know or can do with their knowledge. With indirect assessments are self-reports that measure surveys in which respondents share their perceptions about what

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graduates know or can do with their knowledge. Creating experiences leading to outcomes ensures that students have experiences both in and outside their courses that help them achieve the intended learning outcomes. Discussing and using assessment results to improve teaching and learning by using the results to improve individual student performance. When using assessments as feedback for teachers can be powerful. As this power is truly maximized when the assessments are timely, informative, and related to what teachers are actually teaching. There are over six types of assessments used for teachers, but assessment is not only for the students but for teachers as well, it provides teachers feedback on what the students are processing and learning from. Assessment actively involves students in the learning process as it teaches critical thinking skills, problem-solving and encourages students to set achievable goals for themselves and objectively measure their progress.

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