



Helpful Tools to Determine When to Move Students to a New Guided Reading Group

(originally posted March 5, 2010)

As you work with students in Guided Reading sessions, you will want to use some of the valuable assessment tools provided in *Literacy Place for the Early Years*. These tools allow you to collect data about students' word recognition strategies and comprehension effectively and efficiently. This information helps determine when to move students to a new Guided Reading group. Below are four assessment tools found in your grade level *Reading Guide*.

a) Reading Behaviours to Notice and Support (by Level)

This assessment tool enables you to keep regular, informal observations of individual students' reading behaviours. Each sheet is specific to the level of text a student is reading, explains the characteristics of texts at that level, and outlines the behaviours you should expect students to demonstrate using this level of text.

You need to copy a sheet for each text level that your groups are reading and list students' names across the top of the sheet. During Guided Reading sessions, place a checkmark beside any observed behaviours or alternatively a slash for the first observation and an X when you notice the behaviour demonstrated frequently. Dating observations will help you track a student's progress. If all behaviours are demonstrated consistently on one level, introduction of the next level may be appropriate.

Note — The Reading Behaviours to Notice and Support can be found in the Monitoring Progress section in the *Reading Guide*. The sheets are specific to the range of texts included at each grade level (e.g., Grade 1 — Levels A to K). If you have students who are reading well above or below the text range, check the *Reading Guides* at other grade levels to obtain the appropriate sheets.

b) Quick Rating Scale

To keep ongoing summary observations at the conclusion of each Guided Reading lesson, you may wish to use the Quick Rating Scale (see the Guided Reading section in the *Reading Guide*). This 'thermometer profile' can be filled in quickly to provide information on word recognition and comprehension. You shade in the levels you have observed for each student on a scale from 'limited development' to 'adequate development' to 'strong development'. You might want to shrink this page and put six rating scales on a sheet to give a glimpse of progress over time. Once the student has demonstrated strong ratings in both categories for two books, consider introducing them to a new level of text and/or moving him or her to a new group.

Assessment tools that are specific to collecting information about comprehension include:

c) Fiction and Non-fiction Comprehension Rubrics

To assess a student's understanding of a text, you may use the retell strategy to collect information. LPEY provides a useful comprehension rubric; one for fiction and one for non-fiction, to help you record observations of the retell. The rubrics are included in the Monitoring Progress section in the *Reading Guide*. Details such as main idea, supporting details, vocabulary usage, connections, and opinions can be highlighted at one of four levels of understanding. The rubric provides valuable information to share with the student to make improvements over time as well as to use for report card comments.

d) Comprehension Strategies Anecdotal Record

Since small group instruction is an optimal time to assess students' comprehension of text through discussion, LPEY provides a quick and efficient anecdotal record for your use. Specific comprehension strategies are highlighted in each Guided Reading teaching plan, so the section on the Anecdotal Record for the highlighted strategy can be used to monitor student progress. For example, when teaching students about inferring, you will want to see how well students are able to apply the strategy using texts at an appropriate level. As a result you will conduct your observations using the prompts and behaviours listed under "Inferring". Behaviours not identified during these sessions become next steps for further instruction.

If you have a question you would like answered, please email your request to: workshops@scholastic.ca.