

Independent reading scoring guide

4	<ul style="list-style-type: none">• Always finds materials quickly and gets to work.• Always sits down quietly and reads the whole time without talking or interrupting others.• Records reading on Reading List every day.• Takes a Reading Counts quiz on every book that is finished
3	<ul style="list-style-type: none">• Usually finds materials quickly and gets to work• Usually sits down quietly and reads the whole time; tries not to talk or interrupt others.• Records reading on Reading List almost every day.• Takes a Reading Counts quiz on most books that are finished.
2	<ul style="list-style-type: none">• Finds materials but gets to work slowly.• Wanders around, reads a little; may talk and interrupt others.• Often forgets to record reading on Reading List.• Seldom takes Reading Counts quizzes on books that are finished.
1	<ul style="list-style-type: none">• Often misplaces or loses materials; has trouble getting to work.• Wanders around; talks, interrupts others, and keeps them from reading.• Seldom remembers to record reading on Reading List.• Doesn't finish books; doesn't take Reading Counts quizzes.

1. Assessment of reading should be integrated with reading instruction.
2. Assessment of reading takes planning, time and experience.
3. Assessment of reading should include student attitudes and feelings about reading.
4. Assessment of reading should be done regularly and should be ongoing.
5. Students should be actively involved in their own assessment.
6. Teacher observations of reading should be recorded systematically.
7. Reading progress should be recorded through multiple assessments.
8. Results of reading assessment should be used to inform students and parents about changes in student performance that need to occur. (Adapted from O'Malley & Valdez-Pierce, 1996, pp. 132-133)