

## Reading & Writing Formative Assessments

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Anecdotal Records</b>	On-going	On-going	On-going	On-going	On-going	On-going
<b>Conference Notes</b>	On-going	On-going	On-going	On-going	On-going	On-going
<b>Informal Running Records</b>	If developmentally appropriate	On-going for emergent, early & transitional readers	On-going for emergent, early & transitional readers	On-going for emergent, early & transitional readers	On-going for emergent, early & transitional readers	On-going for emergent, early & transitional readers
<b>Rubrics</b>	On-going	On-going	On-going	On-going	On-going	On-going
<b>Teacher-made Assessments</b>	On-going	On-going	On-going	On-going	On-going	On-going

### Formative Assessments

All teachers will document formative assessments of student reading and writing. The information gained will be used to **inform instruction** and make flexible grouping decisions for students.

**Anecdotal Records** are teacher narratives that record student's behavior when working alone or with other students.

**Conference Notes** are taken during conversations to inform the teacher of the student's strategic behaviors in reading and writing.

**Informal Running Records** are methods to record a student's oral reading. Checks (√) are used for each word read accurately and codes are used for other miscues. Accuracy rate, self-correction rate and the student's use of reading strategies can be determined by analyzing the running record. *For self-extending and advanced readers, informal running records are typically used on an "as needed" basis to gather evidence of instructional needs.*

**Rubrics** are a set of performance criteria identified by the teacher and shared with the student prior to engaging in activities. These criteria should identify the qualities that are expected, and should be set along a continuum or scale.

**Teacher-made assessments** are used to assess student understanding and **inform instruction**.