

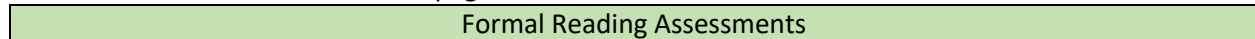
Activity 3.2.1: Is Assessment More than Just a Test?

Directions: With an elbow partner or on your own, identify the two categories (i.e., informal and formal) of assessments and the various types of assessments that fall within each category (i.e., rubrics, diagnostic, cloze, achievement, etc.). Think about the information related to student reading performance that each type of assessment yields. After 5 – 6 minutes, share some of your responses with the whole group.



Informal Reading Assessments	
Type of Assessment Identified	Purpose of Assessment and Information About Reading Performance
<i>Example:</i> <i>Cloze Test</i>	<i>Example:</i> <i>Help teachers identify if/how a student uses context to figure out unknown words (i.e., semantic and syntactic cueing systems)</i>

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Formal Reading Assessments

Type of Assessment Identified	Purpose of Assessment and Information About Reading Performance
<p>Example: <i>Woodcock-Johnson IV Achievement Test</i></p>	<p>Example: <i>Helps teachers identify reading performance in a subset of reading skills (i.e., letter-word recognition, etc.)</i></p>