Before we begin, please complete a reading self-assessment online!

This url will take you there: https://tinyurl.com/y78ft73z

Reading Self-Assessment
Promoting Student Ownership of Reading Progress in Two Languages

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OBJECTIVES:

Attendees will explore...

...how to incorporate student data that goes beyond informing instruction.

...various self-assessment tools and strategies that empower students to take ownership of their reading.

AGENDA:

★ Using Data
★ Inquiry
★ Reading Curriculum
★ Self-Assessment Routines
★ Reader Identity Self-Assessment Series
★ Reader Identity Self-Assessment Artifacts
★ Reading Logs
★ Growth Data
★ Workshop Activity
★ Closing

At UCLA CS teachers assess students’ reading, analyze their reading data, and plan instruction.

➔ Teachers assess our students 2x a year using
  ◆ the Fountas and Pinnell Benchmark Assessment System in Spanish (gr K-3) and English (gr K-5)
  ◆ the evaluación de lectura en español (ELE) in Spanish (gr 3-5)

➔ Teachers use this reading data to plan instruction, form reading groups, intervention...
Inquiry

UCLA CS partners with UCLA to solve real-world problems. Our partnership was interested in exploring reading. The following questions guided our inquiry:

1. What self-assessment routines do we need to incorporate to cultivate student ownership of their Spanish and English reading behaviors and growth?

2. What reading lessons do we need to implement to support students in their reading self-assessments?

3. To what extent do our self-assessment routines support reading growth in Spanish and English?

<table>
<thead>
<tr>
<th>Self-Assessment Routines: Reading Data Analyzed By Students</th>
</tr>
</thead>
</table>
**Reading Self-Assessment Artifacts - DEN 2 & 3**

**DEN 2**

“My goal is to read 90 minutes.”

“Yes, (I improved my English reading) because I always measure my volume. Also, it’s because I write in my own reading log and because I practice at home and at UCLA for 1 or 30 minutes. Another reason is I am interested in nonfiction or fiction books.”

<table>
<thead>
<tr>
<th>Setting Reading Goals</th>
<th>Creating Bar Graphs</th>
<th>Analyzing Data &amp; Bi/Multilingual Reader Identity</th>
<th>Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>“I choose to practice volume because I want to keep track [of] how much I read [and] stretch how much I read little by little.”</td>
<td><img src="image" alt="Bar Graphs" /></td>
<td><img src="image" alt="Data Analysis" /></td>
<td>“I read in English and Spanish. [Reading in two languages] helps me communicate better with my dad and mom and my brother…and it helps me in life. I want to be the kind of reader who makes it to [level] Z and [a] bilingual reader that learns to be a writer maybe…[Reading] is just natural for me.”</td>
</tr>
</tbody>
</table>

**DEN 3**

“Reading Log Use

Stamina

Volume

Reading Widely

**Core Reading Curriculum:**

As part of our reading workshop, we teach the following mini-lessons:

- Reading Log Use
- Stamina
- Volume
- Reading Widely
Core Reading Curriculum: Additional Minilessons

Teaching to Help Students Set Clear, Achievable Reading Goals

- Fine tune goals beyond “I want to go to Level R”
- Use reading behaviors so goals are quantifiable
- Help students make connection between strong reading behaviors and deepening reading comprehension
- Explicitly support goal-setting and reflection with reading logs

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Reading Logs

Reading logs can:

- Collect data
- Manage reading goals
- Track reading behaviors such as *stamina*, *volume*, and *reading widely* (i.e., genres and languages read)
- Document interest in reading
- Provide evidence of students’ reading engagement
- Support reader’s identity.
### The Reading Log #1

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<thead>
<tr>
<th>Date</th>
<th>Began Reading</th>
<th>Ended Reading</th>
<th>Title</th>
<th>Level</th>
<th>Interest</th>
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<td>1 2 3 4 5</td>
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</table>

### Reading Log #2

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<th>Title</th>
<th>Genre</th>
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<td>1 2 3 4 5</td>
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</tbody>
</table>
Log Reflection

What did you learn about yourself as a reader?

I learned

How can your book log help you to become a better reader?

My book log can help me become a better reader by

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Den 2 Reading Growth in Spanish and English

<table>
<thead>
<tr>
<th>Dual Reading Proficiency Bands</th>
<th>2013 Fall</th>
<th>2014 Spring</th>
<th>Percent Point Growth</th>
<th>2014 Fall</th>
<th>2015 Spring</th>
<th>Percent Point Growth</th>
<th>2015 Fall</th>
<th>2016 Spring</th>
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<tbody>
<tr>
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| 23 | 24 | 22 | 22 | 17 | 17 | 19 | 20 |
Den 3 Reading Growth in Spanish and English

Looking At Student Data

- Look at student data.
- Think about what you notice about how they are thinking about their reading.
- Pair Share your thoughts.
- What implications does this have for your site and/or your instruction?
<table>
<thead>
<tr>
<th>Thoughts/Questions/Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Materials available on sched.com</td>
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<tr>
<td>● Evaluation:</td>
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<td>● Exit Gallery Walk</td>
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