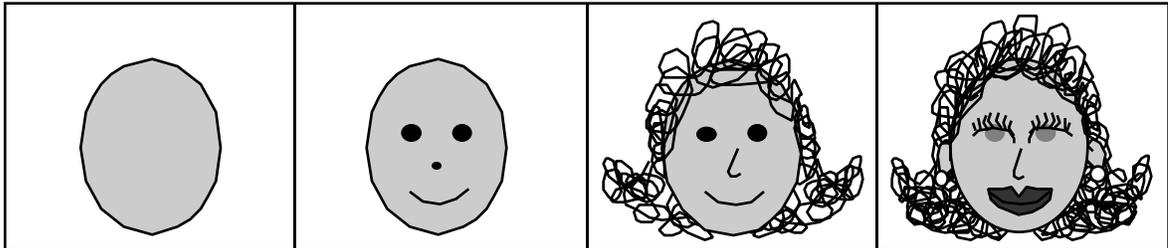


## READING ASSESSMENT FOR ADVANCED READERS

TECHNIQUE	PURPOSE	ADVANCED READERS
<b>Assessment procedures accompanying published grade-level materials</b>	Varies according to publisher	Often inappropriate; seldom geared to advanced readers' levels
<b>Checklists</b>	Guide observations	Identify skill needs & pace
<b>Interest inventories</b>	Determine fiction and nonfiction reading interests	Plan independent reading, learning activities/projects
<b>Literature circles</b>	Assess advanced comprehension, fluency, and level	Prompt depth and complexity of interpretation
<b>Performance Tasks</b>	Integrate multiple skills at appropriate readiness level	Determine transfer and independent application
<b>Portfolio</b>	Document advanced achievement and growth	Prompt advanced-level responses and products
<b>Process interviews or conferences</b>	Gain insight into student's metacognitive processes	Assess independent strategies and achievement
<b>Records of independent reading and writing</b>	Keep track of quantity and quality of reading	Assess student's interests, attitudes, habits, and levels
<b>Responses to literature</b>	Assess comprehension, levels of reading, and use of word recognition strategies	Prompt depth and complexity of interpretation; assess achievement level
<b>Retellings</b>	Assess comprehension and interpretations	Prompt depth and complexity of interpretation
<b>Running records</b>	Assess fluency and transfer of decoding strategies	Identify skill needs
<b>Student self-evaluations</b>	Increase student responsibility for learning; elicit student's perceptions	Enhance motivation for excellence rather than only focusing on a grade
<b>Teacher-selected reading samples</b>	Assess comprehension, word recognition strategies, fluency, and readiness level	Compare growth over time; insure that beyond grade-level growth continues

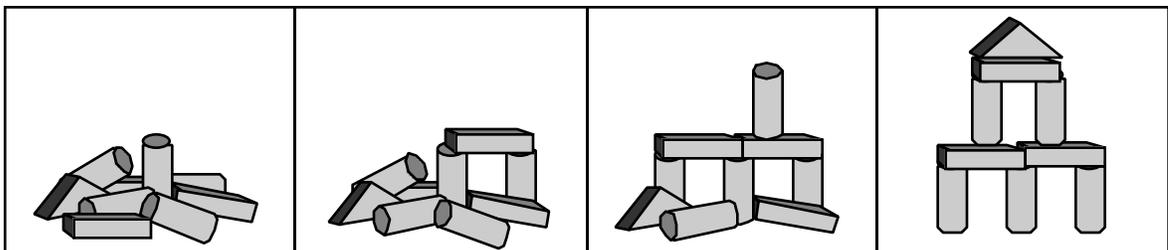
**1. Complete and detailed**



**2. Content and information**

<i>I wro</i>	<i>I wrote a little.</i>	<i>I wrote some. I learned.</i>	<i>I wrote interesting information. I tried to learn more.</i>
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**3. Organization**



**4. Neat and attractive**



Reprinted with permission: Kingore, B. (2002). *Rubrics and More!*  
Austin: Professional Associates Publishing.

## Examples of Portfolio Products

PRODUCT	EXPLANATION	PURPOSE
<b>Art</b>	Art pieces should include the child's natural, creative explorations and interpretations (rather than crafts).	Art reflects developmental levels, interests, graphic talents, abstract thinking, and creativity.
<b>Audio tapes</b>	The child tapes story retellings, explanations of advanced concepts, philosophical viewpoints, musical creations, problem solutions, and ideas.	Audio tapes verify vocabulary, fluency, creativity, high-order thinking, and concept depth.
<b>Computer products</b>	Document computer skills through applications of more sophisticated software, word processing products, and programs created by the child.	Computer-generated products indicate computer literacy, analysis, content-related academic skills, and applied concepts.
<b>Dictations</b>	Write the child's dictated explanation of a product or process. Prompt these dictations with statements such as: "Tell me about your work," or "Tell me how you did that."	Dictations increase adults' understanding of the why and how of what children do. It may indicate advanced vocabulary, high-level thinking, fluency, and content depth.
<b>Graphs or charts</b>	Some children produce graphs or charts to represent relationships, formulate problems, illustrate math solutions, and demonstrate the results of independent investigations.	Graphs or charts demonstrate specific skills or concepts applied in the task, high-level thinking, data recording strategies, and organizational skills.
<b>Photographs</b>	Photograph the child's math patterns, creative projects, dioramas, sculptures, constructions, experiments, models, or organizational systems.	Photographs represent three-dimensional products. They provide a record when no paper product is feasible.
<b>Reading level</b>	Duplicate one or two examples of text the child reads independently. Include the child's reflection of the book to demonstrate analysis skills. Date the product.	Text samples help document reading level and the child's sophistication when interpreting advanced-level material.
<b>Research</b>	Gifted students usually have information and expertise beyond the age-level expectations in one or more areas. Share examples of the independent studies pursued by the child.	Research products reveal specific interests, synthesis, content depth, and complexity of the learner's thinking.
<b>Video tape</b>	Video tapes are wonderful ways to document performing arts, the child's learning process, and oversized products. Limit tape entries to three to five minutes to encourage the child to plan the presentation.	A video presents a significant visual record and integration of skills and behaviors. When recording group interactions, a video can demonstrate interpersonal and leadership skills.
<b>Written products</b>	Provide examples of original works written by the child including stories, reports, scientific observations, poems, or reflections.	Written products may demonstrate advanced language, thinking, organization, meaning construction, concept depth, and complexity.

Adapted from: Kingore, B. (2000). Parent assessment of giftedness: Using portfolios. *Tempo*, XX (2), 6-8