

Program Assessment  
Annotated Teacher's Edition

SRA  
OPEN COURT  
READING

# Program Assessment



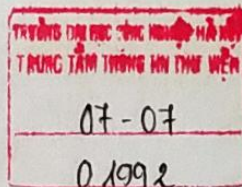
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# SRA OPEN COURT READING

# Program Assessment

Level 2

Teacher's Annotated Edition



A Division of The McGraw-Hill Companies

Columbus, Ohio

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# Open Court Reading Assessment

*Open Court Reading* provides a multidimensional assessment system for evaluating student growth and progress. The assessment components have been planned and developed in accordance with the following principles:

- **Multiple Measures.** Assessment is most meaningful when the teacher uses a variety of resources for measuring student performance, including informal teacher observations, formal assessments, and on-demand reading and writing performance evaluations. This practice provides a comprehensive picture of student growth and progress, and avoids the more limited view of performance that results from basing assessment on just one or two measures. Assessments should appropriately show how well students understand skills and how they apply them in learning.
- **Professional Judgment.** Assessment is most reliable when the teacher's professional judgment is the keystone of the evaluation process. Teacher observations are the single most important source of information about student growth and potential.
- **Self Evaluation.** Assessment is most effective when students become active participants in the evaluation process. Students are ultimately responsible for their own learning, so it is essential that they gain the experience and confidence they need to judge their own performance and progress.
- **Alignment.** Assessment is most relevant when it aligns with teacher instruction and student practice. Skills that are taught and practiced should be assessed to determine student understanding. Assessment should extend instruction and practice.
- **Instructional Implications.** Assessment is most valuable when it leads to changes in classroom instruction. Assessment tasks should reflect classroom practices and the abilities students are expected to acquire. When the results of assessment suggest that students are having a difficult time mastering a skill, the teacher should implement alternate instructional strategies and materials.
- **Ease of Use.** Assessment is most efficient when it is easily administered and scored. Whole-class, small group, and individual assessments should be administered in a reasonable amount of time to provide the most instructional and practice time and the least testing time. Tests should not be laborious to take or to evaluate. Standards, rubrics, and guidelines should be used for consistent scoring.

# Open Court Reading Assessment Opportunities

*Open Court Reading* promotes “continuous formative assessment,” the process by which teachers monitor a student’s progress frequently and consistently. This process diminishes the likelihood that a student will fall behind without the teacher’s being aware of it and having an opportunity to provide further instruction.

## Formal Assessment Opportunities

### Program Assessment:

This program offers a Pretest, Midyear Test, and Posttest to provide entry, progress, and summative assessments to monitor student development over the course of the year. Many of the assessment items are found on all three tests and can be used for tracking cumulative knowledge. **These items are identified by a star in front of the number.**

### Unit Assessment:

- **Lesson Assessments** at the end of each lesson assess comprehension, selection vocabulary, and spelling for each selection.
- **End of Unit Assessments** include short answer, multiple choice, and teacher-directed performance measures that assess comprehension, spelling, vocabulary, language arts skills, oral fluency, listening, and writing, including both on-demand writing and portfolio assessment.

### Diagnostic Assessment:

The *Diagnostic Assessment* helps teachers determine student abilities and plan instruction accordingly. This assessment is especially important for students who are not making appropriate progress.

## Informal Assessment Opportunities

### Teacher’s Edition:

- **Informal Assessment** throughout the *Teacher’s Edition* provides tips for informal assessment on a daily basis for each part of the lesson. These include decoding skills, vocabulary, comprehension, grammar, usage, and mechanics skills, listening, speaking, viewing, and handwriting.
- **Rubrics** through the *Teacher’s Edition* offer teachers a standard for further informal assessments.

### Program Assessment:

- **Teacher’s Observation Log** provides a standard for evaluating student development.