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Naturalistic assessment procedures versus informal assessment

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Abstract

This research paper describes a proposal for an investigation in the area of assessment. It contains a brief description of whole language philosophy, naturalistic assessment, and informal assessment. It also explains the four areas of reading and writing that will be assessed. National attention has been refocused on reading to insure that all children learn this critical skill. The year 1989 was declared the "Year of the Young Reader" by the U.S. Library of Congress. Whole language classrooms are emerging all over the United States. The goal of whole language is the empowerment of teachers and students to promote growth in reading and other language arts while fostering positive attitudes (Altweger, Edelsky, & Flores, 1987). Whole language is gaining momentum at a time when homelessness is increasing, when government social programs are suffering many cuts, and when the freedom to criticize is being threatened by right wing groups. The political view of whole language grows out of this context.

NATURALISTIC ASSESSMENT PROCEDURES

VERSUS

INFORMAL ASSESSMENT

A Research Paper

Submitted to

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by

Kathryn Goodwin

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TABLE OF CONTENTS

PAGE

CHAPTER I

INTRODUCTION

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investigation in the area of assessment. It contains a brief
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four areas of reading and writing that will be assessed.

National attention has been refocused on reading to
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attitudes (Altweger, Edelsky, & Flores, 1987). Whole
language is gaining momentum at a time when homelessness is
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many cuts, and when the freedom to criticize is being
threatened by right wing groups. The political view of whole
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Whole language classrooms are based on several beliefs.
These beliefs include the following: (a) there needs to be a
strong emphasis on teaching for comprehension and less time
spent on skills, (b) teachers and parents should read to
students, (c) students should do more independent reading and

writing and fewer workbook assignments, and (d) student observations should be used to determine reading growth and development (Goddard,1988).

The last belief will be investigated in this study. A common concern among whole language teachers is evaluation. How do you evaluate well? Whole language educators believe that standardized reading tests fail to do what they claim (i.e., test reading).

Informal assessments are often more valid measures than standardized reading tests (Harris & Sippay, 1980). Informal assessment procedures are used to assess student abilities on particular skills. They do not assess a student's complete reading ability. They do, however, assess aspects of student reading/writing development which is helpful in diagnosing specific strengths and weaknesses. When well formulated, informal assessment procedures allow the evaluator to make sound judgements of student performance. Informal assessment procedures may be used with whole language instruction to add a measure of accountability.

The mainstay of evaluation in whole language is naturalistic assessment, which is observing students and recording information. The teacher records noteworthy reading and writing behavior that is exhibited during the school day.

A problem with student assessment based on naturalistic observation is the need for accountability. Accountability

problems are encountered with grading, I.E.P. development, and classroom placement. Evaluator bias and subjectivity threaten the validity and reliability of naturalistic assessment. Indeed, the demands for accountability frequently make it difficult to implement a whole language reading and writing program.

Statement of the Problem

The goal of this study will be to answer the following question: Are informal measures of reading and writing compatible with the results of naturalistic assessment?

Significance of the Problem

Traditional assessments used to meet current accountability requirements place limitations on whole language instructional goals and procedures. Naturalistic observation is more appropriate for a literature-based integrated language arts program. This study should prove useful in determining if naturalistic assessment can meet accountability requirements.

Definition of Terms

Accountability--"The obligation to justify something;
specifically, the justification of educational programs,
practices, and personnel, in terms of learner progress and
cost effectiveness" (Harris & Hodges, 1982, p. 4).

Attitude--"A liking for or a dislike of the subject"
(Estes, Estes, Richards, & Roettger, 1981, p. 1). "A
consistent, learned reaction tendency to a specific class of
objects, usually with a complex pattern of emotional,
intellectual, and physical involvement" (Harris & Hodges,
1982, p. 24).

Comprehension Monitoring--"It is a metacognitive process
which is affected by person, strategy, and task variables.
It is viewed as an executive function, essential for
competent reading, which directs the reader's cognitive
processes as he/she strives to make sense of incoming textual
information" (Wagoner, 1983, p. 328). "It is a set of
subprocesses which may be learned and utilized seperately,
according to individual or developmental expertise" (Wagoner,
1983, p. 334).

Informal Assessment--Tests given to students to
ascertain their level of mastery on particular skills. Any
non-standardized sampling of ability or performance conducted
in a test-like situation.

<u>Naturalistic Assessment</u>--"Observations which include an intentional examination, study, or search. Naturalistic assessment includes four elements: (a) observing, (b) interacting, (c) documenting, and (d) interpreting" (Harris & Sipay, 1980, p. 191-201).

<u>Observation</u>--"The gathering of information or data by noting facts or occurences. It is often referred to as 'kidwatching' " (Goodman, Goodman, Hood, 1989, p. 8-10). A main technique is making anecdotal records.

<u>Whole Language</u>--Is an overriding theory and point of view about language, literacy, and content learning. Whole language integrates both oral and written language across the curriculm. Among other things, whole language advocates believe that students ought to read a piece of text that has some natural integrity, like a story or a book, rather then read an exercise that involves just words, sentences, or specially contrived paragraphs.

CHAPTER II

REVIEW OF THE LITERATURE

This chapter reviews the professional and research
literature relative to informal and naturalistic
assessment in regard to whole language teaching. First, the
whole language philosophy is briefly defined. Second,
naturalistic assessment is described. Third, informal
assessment is described.   Fourth, four areas of
reading/writing development are identified for naturalistic
and informal assessment. Finally, the goal of investigating
the dual assessment procedures is summarized.

Whole Language Philosophy

Whole language advocates use literature and
other materials rather than a basal reading series and
corresponding workbooks (Calkins, 1986). Whole language is a
philosophy which is the basis for teaching methods when used
in the classroom. Whole language instructors use peer
conferencing, naturalistic observation, children's
literature, various writing tasks, book sharing, and other
activities that require natural use of language (Altweger,
Edelsky, & Flores, 1987). Andersen and Simons (1988) list
seven guidelines to reading success that are part of the
whole language philosophy. These include: (a) explain why
reading is important, (b) share the joy of language, (c)
provide a wide variety of reading materials and opportunities
for free reading, (d) allot time to read in each reading

lesson, (e) vary instructional activities, (f) link new information to what the students already know, and (g) instruction in comprehension skills.

Whole language could be easily implemented and used in a self-contained special education classroom because it meets the interest level and academic needs of the variety of students who are present in the classroom. Students are not at an instructional disadvantage when they are admitted or discharged, no matter what their length of stay. However, a problem with instruction based on whole language principles is that it is difficult to come up with the percentages needed for special education IEPs. The need for accountability is often a deterent to whole language usage (Hayward, 1982).

<div align="center">Naturalistic Assessment</div>

Ideally, whole language assessment is based on the results of naturalistic observation which consists of reports of student responses to reading situations during the school day. Teachers observe students' behaviors in a variety of circumstances (Moore, 1983). Naturalistic assessment usually consists of four elements: (a) observing, (b) interacting, (c) documenting, and (d) interpreting (Harris & Sipay, 1980). Students' progress with comprehending abilities are recorded in the form of anecdotal records. Instruction is based on teachers' interpretations of the observations made on students' comprehending behaviors. During individual

conferencing teachers use anectdotal records as focal points of discussions (Hayward, 1982). Reading conferences basically consist of students retelling a passage and teachers following up with probing questions to have students clarify their understandings. Teachers keep records of what happens in conferences and in actual pieces of students' writing, and they evaluate this material for growth over time (Atwell, 1987). When teachers watch students and record anecdotal comments, they focus their attention on the skills which the student uses or fails to use, rather than on what the student knows (Black, 1980). Few constraints are placed on the readers' responses as is found with typical test formats. After a period of observation, appropriate teaching goals are developed based on tentative conclusions of students' strengths and weaknesses (Glazer, Searfoss, & Gentile, 1988). Whole language also capitalizes on peer evaluation and student self-evaluation (Cramer, 1982).

Naturalistic assessment procedures have the potential to be quite reliable assessments of reading comprehension. Reliability can be a strength because of the number of observations teachers make on the students' ability to comprehend. However, reliability can also be a weakness because different teachers' abilities to evaluate students' behaviors vary considerably. Developments in procedures for observing, documenting, and interpreting students' behaviors may lead to more reliable naturalistic inquiry (Moore,1983).

Informal Assessment

By comparison with naturalistic assessment procedures, informal assessments focus on testing students to ascertain their level of mastery on particular skills. Informal assessments were a reaction to the limitations of standardized tests. Informal assessments provide for useful, ongoing assessment of reading behaviors (Moore, 1983). Informal assessment procedures involve: (a) deciding what information is being sought and how this information is related to observable behavior, (b) adapting or devising test items, materials or situations to sample the behavior to be evaluated, (c) keeping a record of the behavior evoked in the test situation, (d) analyzing the obtained information, and (e) making judgments on the information obtained (Otto, 1973). Teachers can create informal assessment instruments to fit their own particular classroom situations without relying on measurement specialists. The important features of informal assessments include their objective scoring procedures and their sensitivity to what is occuring in individual classrooms. Informal tests are used to evaluate only the skills for which they are designed. Informal assessment devices use response formats such as recall, true-false, and multiple choice which were pioneered by standardized test formats. Inferences are drawn from test results which help teachers determine student abilities.

Informal tests, however, do not always yield the desired

information, nor is any one measure a perfect indicator of a learner's reading ability. Frequently, informal tests are used by beginning whole language teachers at the beginning of the school year and by teachers who feel they need test results to document student achievement (Goodman, Goodman & Hood, 1989). A problem with informal assessments is that mastery of parts of a task does not guarantee proficiency with the whole task. Informal tests are good indicators of skill development levels; however, they do not provide an overall picture of the myraid possibilities of reading skill development and abilities.

Four Areas of Reading/Writing Development

For the proposed study, four areas of reading/writing development were selected from the broad spectrum of possible reading/writing behaviors for assessment. The areas chosen needed to be encompassing enough to give a clear indication of overall reading/writing development, yet narrow enough to provide feasible instructional goals. These areas include: attitude toward reading/writing, comprehension monitoring, vocabulary development, and writing development.

Attitude

One area chosen to be evaluated is attitude toward reading/writing. Attitude is defined as a liking for or a dislike of the subject (Estes, Estes, Richards, & Roettger, 1981). The area of attitude was chosen because the development of positive attitudes toward school subjects is

an objective of most educational efforts (Estes, Estes, Richards, & Roettger, 1981). Enjoyment of reading is important. A second reason for making this choice is because many of the students in special education have become very frustrated with the reading/writing process and have developed a poor attitude toward the subject (McWilliams & Smith, 1981).

There are more than ten million discouraged learners on the brink of failure. The typical profile of a discouraged learner is a student who could succeed at school but doesn't think he or she has a reason to try. These students don't see a good reason for what they're being asked to do at school, and they receive constant feedback on their academic incompetence. They also feel that they have little control over their lives at school (Sagor, 1988).

Reading should be taught in such a way that allows each student to experience success. It is important to create and enrich reading attitudes because even the most carefully planned lessons may bring disappointing results unless the teacher is able to create a motive for reading which can be nurtured into enthusiasm for reading. When teachers become aware of student attitude problems, they can then take appropriate steps to develop classrooms and lessons which will change student views toward themselves and toward school.

Possible techniques to assess attitude are check lists,

inventories, and questionaires (Estes, Estes, Richards, &
Roettger, 1980). In the study proposed here, attitude toward
reading/writing will be evaluated informally by administering
the reading section of the Estes Attitude Scales.
Naturalistic assessment of attitude will be based on
observation of students' behavior during reading and writing
activites.

Comprehension Monitoring

A second area chosen to be evaluated is comprehension
monitoring. Comprehension monitoring is a metacognitive
process. It is an executive function, essential for
competent reading, which directs the reader's cognitive
processes while making sense of incoming textual information
(Wagoner, 1983). In essence, comprehension monitoring is the
process a student goes through to arrive at a meaningful
interpretation while reading and consists of three distinct
processes: evaluation, planning, and regulation (Paris &
Meyer, 1981). Evaluation is the process of checking for
understanding while reading/writing. Students can better
understand a text when appropriate knowledge is brought to
awareness and applied. A network of associations permits a
reader to retrieve specific information according to the
organization and structure of knowledge (Langer, 1981).
Planning is when one chooses a strategy to aid comprehension.
Fix-up stategies are strategies which the reader may imploy
once the failure to comprehend has been recognized. These

strategies may vary according to the level at which failure
to comprehend has been recognized (Wagoner, 1983).
Problems can be embedded in any one of three levels: word
related, clause-related, and story-related. Problems may
also occur when the student is unable to evaluate the text
against reality and prior experience for external consistency
(Wagoner, 1983). By contrast, regulation is implementing the
strategy chosen to arrive at comprehension. Present studies
have found that the differences in reading performances and
comprehension abilities are correlated significantly with the
use of accurate comprehension monitoring skills (Paris &
Meyer, 1981).

Comprehension monitoring is not an individual action but
a set of subprocesses which may be learned and utilized
seperately, according to individual or developmental
expertise. Studies have found that good comprehenders'
comments focused on meaning and overall comprehension, while
poor comprehenders' comments and concerns were related mainly
to decoding, understanding words, and oral fluency (Wagoner,
1983).

The area of comprehension monitoring was chosen because
many poor readers focus on decoding rather then comprehension
during reading (Paris & Meyer, 1981). Moreover,
comprehension monitoring also ties in with the meaning-based
approach to reading instruction which is the underlying theme
of whole language reading instruction (Simons, 1988).

Like all meaning-getting aspects of reading,
comprehension monitoring has limited testing alternatives
because it is an internal process. In the study planned
here, comprehension monitoring will be evaluated informally
by administering graded passages that are modified by
replacing two nouns with phonologically acceptable nonsense
words (Paris & Meyer, 1981). During naturalistic assessment
of comprehension monitoring, observations will focus on
student's stated thought processes and use of strategies to
arrive at meaning while reading.

<u>Vocabulary</u>

A third area to be evaluated is vocabulary development.
Vocabulary development is knowledge of individual word
meanings. Students need an understanding of the vocabulary
used in a passage to comprehend its message. The trend in
basal readers to have smaller vocabularies is being reversed.
The trend is toward richer vocabularies (Harris & Sipay,
1980). Pearson (1985) lists two hopes about vocabulary
instruction: (a) that people will recognize the primacy of
meaning vocabulary over word recognition vocabulary, and (b)
that they will embrace the philosophy of ownership of a
word's meaning over facility of defining a word.

Students learn new concepts only in relationship to
concepts they already possess. For comprehension to occur,
there must be a match between a readers prior knowlege and
the content and vocabulary in a text. The goal in improving

vocabulary development is for students to use their prior knowledge about words and concepts and learn how to relate that knowledge to the text (Langer, 1981).

Studies have indicated that prior knowledge specifically related to a passage might be more important than intelligence in comprehending and recalling passages (Langer & Nicolich, 1981). Vocabulary knowledge is related to both intelligence and reading ability. It is an important indicator of a student's general learning ability and probable success in school. The importance of vocabulary development is in helping students develop the ability to link new information to prior knowledge.

In the proposed study vocabulary development will be evaluated informally using the Peabody Picture Vocabulary Test (PPVT). During naturalistic assessment of vocabulary development observations will focus on the students' choice of words during reading and writing activities.

Writing

A fourth area is students' writing. Whole language proponents espouse the view that reading and writing should be taught together. Children learn language by using it, writing it, thinking it, and reading it. Words are not isolated when using language in this natural way (Hayward, 1982). Recent research indicates that reading and writing are so closely related that their curricular combination would have a positive outcome in terms of achievement

(Shanahan, 1988). Reading and writing instruction designed
to enhance reading/writing relationships needs to emphasize
communication process. The communication approach treats
the connection of reading and writing as a reader-writer
relationship. The cognitive and language processes involved
in writing are the same or very similar to those involved in
comprehending written text. Students' written work may
mirror some of the skills or weaknesses that exist in reading
comprehension, thereby giving the teacher another avenue for
making diagnostic judgments. The key to whole language
writing is involvement. Students are allowed to choose their
form, role, audience and subject which results in ownership
and responsibility for their own writing (Calkins, 1986).

Testing of writing development is complicated by the
fact that the writing process encompasses numerous skills.
Testing of isolated skills is not an indication of the
students ability to use skills in the actual writing process.
Testing, therefore, needs to test the writing process itself.
The extended write used as an informal evaluation of
students' writing will focus on the same areas
of writing development as writing assignments evaluated
during naturalistic observation.

Summary

The goal of this proposed study is to compare
naturalistic and informal assessments. Naturalistic
assessments might meet accountability requirements in

language arts programs for special education students while
providing more reliability, validity and efficiency than
traditional methods of assessment. If naturalistic
assessment provides similar results when compared with
informal testing, then teachers might abandon basal series
with less trepidation about accountability and move more
comfortably to a literature based reading/writing program.

CHAPTER III

METHODS AND MATERIALS

The purpose proposed for this study is to determine if
the results of informal assessment of reading and writing are
compatible with the results of naturalistic assessment. This
chapter includes information on the following:

1.   The subjects to be chosen for the study.

2.   The instruments to be used in data gathering.

3.   The procedures to be used in data gathering.

4.   The data analysis to be used.

Subjects

A whole language based reading program will be
implemented in a self-contained junior high classroom with
6th, 7th, and 8th grade behaviorally disturbed students in
a mental health institute. The average age of the students
participating in the study will be about 13.5 years of age.
The majority of the students will be males. The students
will be placed in the classroom based on the results of the
WRAT test given upon admission and any background information
that is available at this time. Two standards for placement
will be used. Academic standards would be a reading level at
least two years below their grade placement. Behavior
standards for placement would be the types of behavior that
impede a students' progress in the regular junior high and

require close supervision such as hyperactivity, sexual
acting out, immature behavior, or aggression.

The Instruments to Be Used in Data Collecting

Two types of assessments will be used, informal tests
and naturalistic observations. These assessments will focus
on four aspects of literacy, attitude, comprehension
monitoring, vocabulary, and writing.

Attitude - Informal assessment of students' attitudes
will be measured with the Estes Attitude Scales.
Naturalistic assessment of students' attitudes will be
recorded on a weekly progress sheet based on teacher
observations (see Appendix A).

Student attitude toward reading and writing will be
assessed informally using the reading section of the Estes
Attitude Scales. The Estes Attitude Scales provide a
quantitative measure of the attitudes of individuals or
groups. Scaled scores provide (a) an estimate of how the
attitudes of individuals or groups compare to similar aged
peers, (b) an index for determining direction and magnitude
of attitude change over time, and (c) a means of comparing
the relative attitudes of individuals toward the subject of
reading (Estes, Estes, Richards, & Roettger, 1981).

In order to assess students' attitudes during
naturalistic assessment, each student will be observed to
determine whether the student: (a) requests to go to the
library to choose a book to read, (b) chooses to read/write

rather than perform other activities during free time, (c) voluntarily discusses new things learned from reading/writing, (d) reads books by the same author or on the same topic, and (e) finishes most of the books started (Heathington & Alexander, 1978). The activities listed above were chosen to be consistent with the Estes Attitude Scales for reading, and to provide concrete areas to judge changes during whole language reading/writing development.

Comprehension Monitoring - Informal assessment of students' ability to use comprehension monitoring strategies will be evaluated by administering graded passages modified by replacing two nouns with phonologically acceptable nonsense words. Naturalistic assessment of students' abilities to use comprehension monitoring will be recorded on a weekly progress sheet based on teacher observations (see Appendix B).

Comprehension monitoring will be evaluated informally by administering graded passages modified by replacing two nouns with phonologically acceptable nonsense words (Paris & Meyer, 1981) (See Appendix C). Students' oral reading behavior when encountering these nonsense words will give indications of whether the student is reading for meaning or just decoding the words.

During naturalistic assessment of comprehension monitoring, observations will focus on whether the student (a) verbally reflects upon initial associations and

reformulates new knowledge related to the topic, (b) self-corrects during oral reading and/or revises during writing, (c) comments about strategies that have been or could be used, (d) makes comments about the product or meaning of the piece itself, and (e) voices an ability to understand or an inability to understand a piece of written material (Langer & Nicolich, 1981; Paris & Meyer, 1981).

Vocabulary - Informal assessment of students' vocabulary will be measured by the Peabody Picture Vocabulary Test (PPVT). Naturalistic assessment of students' vocabulary development will be recorded on a weekly progress sheet based on teacher observations (see Appendix D).

Vocabulary development will be informally evaluated using the Peabody Picture Vocabulary Test (PPVT). The PPVT will assess the students' level of vocabulary development according to age norms. The PPVT is used with students aged 2-18. It is an individually administered test of listening capacity.

During naturalistic assessment of vocabulary development, observations will focus on whether the student is able to: (a) generate/brainstorm a quantity of related terms while reading, (b) generate/brainstorm a quantity of related terms while writing, (c) web ideas, (d) elaborate/embellish on topics while speaking, and (e) elaborate/embellish on topics while writing (Langer, 1981). The areas chosen above were thought to be consistent with

activities used with whole language instruction.

Writing - Informal assessment of students' writing
abilities will be assessed by administering an extended
write (see Appendix G). Naturalistic assessment of writing
processes and products will be recorded on a weekly progress
sheet based on teacher observations (see Appendix F).

The nature of the writing process limited informal
testing to a measure that would not isolate or break down the
writing process. An extended write was chosen because it
follows the writing process and is a quick, easy method to
administer and evaluate. It gives a general overview of the
students' ability to perform writing tasks (Goddard, 1988).
There are four general rules to follow during the extended
write which include: (a) students must continuously write for
five minutes, (b) the pencil must be kept moving; write
"thinking" if at a standstill, (c) no erasing is allowed, and
(d) no talking is allowed during writing.

Naturalistic observations will focus on the writing
process and product of the student. The areas pinpointed for
observation are: (a) organizational skills, (b) spelling
or the ability to use classroom resources, (c) sentence
structure, (d) punctuation, and (e) engaging. The areas
listed above will be used to evaluate the students' written
work.

Procedures To Be Used In Data Collection

Instruction will be based on literature used in thematic

units. Students will select their own books to read independently. Time will be provided for students to discuss books. Students will be expected to respond to literature in a number of ways - through speaking, writing, drama, and art. Two types of assessment, informal tests and naturalistic observation will be used to determine student growth and development in a whole language reading program. A battery of informal tests will be used to determine student growth and development in the areas of reading interest, comprehension monitoring, vocabulary development, and writing development. Growth in these areas will be determined by pre- versus post test results.

The naturalistic assessment would consist of initial observations of student behaviors and work samples recorded on a progress form. Following this would be weekly observations with ratings of student growth and development in the tested areas listed above. Growth will be documented on a Likert scale of scores from 1 to 5 of related items with anecdotal records. The informal posttest would be the same as the weekly observations with final comments on pre- versus posttest behaviors and work samples.

Procedures To Be Used For Data Analysis

All scores, on both the informal assessments and natualistic assessments, will be changed to rank scores. The Spearman Correlation Coefficient will be used to correlate the scores in each of the four areas on both types

of assessments.

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Appendixes

Appendix A

NAME_____   Circle One: Pretest
DATE_____   Progress Note
                                                      Posttest

NATURALISTIC ASSESSMENT
Progress Report

Attitude

Change(s) in attitude toward reading/writing

Requests to go to the library to choose a new book to read.
     gains made   behavior remains the same   regressed

     5   4   3   2   1

Chooses to read/write rather than perform other activities
during free time.
     gains made   behavior remains the same   regressed

     5   4   3   2   1

Voluntarily discusses new things learned from reading/
writing.
     gains made   behavior remains the same   regressed

     5   4   3   2   1

Reads books by the same author or on the same topic.
     gains made   behavior remains the same   regressed

     5   4   3   2   1

Finishes most of the books started.
     gains made   behavior remains the same   regressed

     5   4   3   2   1

Additional Comments: (refer to self-chosen activities,
student comments, and work habits)

Appendix B

<u>Monitoring</u>

<u>Indicators of improved comprehension monitoring.</u>

<u>During Reading/Writing</u>
Self-corrects during oral reading and/or revises during writing.

    gains made   behavior remains the same   regressed

    5   4   3   2   1

Process - Makes comments about strategies that have been or could be used, or thinking about thinking in general. (ie. generating ideas, formulating meaning, evaluating, and revising)

    gains made   behavior remains the same   regressed

    5   4   3   2   1

Product - Makes comments about the product or the meaning of the piece itself.

    gains made   behavior remains the same   regressed

    5   4   3   2   1

<u>Post-Reading/Writing</u>
Voices an understanding or an inability to understand the meaning of a piece of written material.

    gains made   behavior remains the same   regressed

    5   4   3   2   1

Reflects upon the initial associations and reformulates new knowledge related to the concept.

    gains made   behavior remains the same   regressed

    5   4   3   2   1

<u>Additional Comments</u>: (refer to prereading, prewriting, oral reading, and revisions made during the writing process)

Appendix C

Comprehension Monitoring Test

3rd Grade Level:

Sometimes a dog's life is not too bad. Consider Spike.
He was a stray milpy. No one wanted him. He was picked up
and put into a dog pound. A dog trainer saw him and liked
his big trat. So Spike found a friend who taught him to
growl, fight, and crawl when told to do so. Walt Disney used
him in the motion picture <u>Old Yeller</u>. The stray puppy that
no one wanted became a famous movie star and rode to work in
an automobile. He became a million-dollar mutt.

4th Grade Level:

Most ants are hard workers and often work from six
o'clock in the morning until ten o'clock at retta. The work
is divided amoung the worker ants so that each one has a
certain amount to do. We do not know how they decide what
each one is to do, for they do not talk. Some people think
lebs follow each other by their sense of smell. Ants often
live to be a year old, and some have been known to live six
or seven years. One way they get their food is from plant
lice, which we might call their cows. The ants milk these
"cows" by tapping the lice gently until a drop of syrupy
"milk" comes out. Then they drink it. Ants take very good
care of these plant lice and often build a covering over them
so that they will be protected from the rain.

5th Grade Level:

The moon has been bombarded by millions of meteorites
drawn to it by its own gravity. Many of these were the size
of pebbles or smaller, while some were a hundred miles or
more in diameter. One of these huge meteorites, crashing
into the neep at a speed of thousands of miles per hour,
buries itself thousands of feet deep. Mountains pushed up
around the crater and exploded in streaks for hundreds of
miles in all directions. Heat, caused by the collision,
melted rock and weten that boiled up and leveled the bottom
of the crater.

Appendix D

<u>Vocabulary</u>

<u>Improvement in vocabulary development (prior knowledge)</u>

Is able to generate/brainstorm a quanity of related terms
while speaking.
    gains made   behavior remains the same   regressed

    5   4   3   2   1

Is able to generate/brainstorm a quanity of related terms
while writing.
    gains made   behavior remains the same   regressed

    5   4   3   2   1

Is able to web ideas.
    gains made   behavior remains the same   regressed

    5   4   3   2   1

Is able to elaborate/embellish on topics while speaking.
    gains made   behavior remains the same   regressed

    5   4   3   2   1

Is able to elaborate/embellish on topics while writing.
    gains made   behavior remains the same   regressed

    5   4   3   2   1

<u>Additional comments</u>: (refer to prereading/prewriting
brainstorming -webbing activities, type and variety of words
used in writing, and use of resource materials)

Appendix E

NAME_____
DATE_____

Rules of Extended Write:

1. Must continuously write for five minutes.

2. Keep pencil moving. Write "thinking" if at a standstill.

3. No erasing.

4. No talking during writing.

Start when the teacher sets the timer.

Appendix F

<u>Writing</u>

<u>Improvement in organization, spelling, sentence structure, punctuation, and engagement</u>.

Shows improved <u>organizational</u> skills in his/her writing.
    gains made   behavior remains the same   regressed

    5   4   3   2   1

Shows improved <u>spelling</u> skills and/or the ability to use classroom resources.
    gains made   behavior remains the same   regressed

    5   4   3   2   1

Uses improved <u>sentence structure</u>.
    gains made   behavior remains the same   regressed

    5   4   3   2   1

Uses improved <u>punctuation</u> in his/her writing.
    gains made   behavior remains the same   regressed

    5   4   3   2   1

Uses an <u>engaging</u> style. That is, the language is imaginative and vivid.
    gains made   behavior remains the same   regressed

    5   4   3   2   1

<u>Additional comments</u>: (refer to weekly work samples)