Reader’s Growth: Guidelines for Collecting, Analyzing, and Sharing Data

The following are powerful ways to document, analyze, and share readers’ growth:

- **Case Studies**
  
  *Include*
  
  - Pictures of the child
  - Inventories of her linguistic and cultural assets and interests
  - Records of the books she’s selected from preview stacks, Bookelicious, or the library
  - Reading logs
  - Comments she’s made about what she’s reading
  - Heartprint books and/or series
  - Teaching points from conferences and small instructional reading groups
  - Examples of self-monitoring and risk-taking (necessary for learning)
    - Speaking up during group discussion
    - Offering an original interpretation of text
    - Reading a wide variety of genre, topics, authors
    - Skipping unknown words and reading deeper into the text to construct meaning
    - Correcting miscues when they interfere with meaning
    - Predicting and confirming outcomes, questioning, drawing inferences, synthesizing
    - Writing in a variety of genres about a range of topics
    - Approximating spelling of unknown words
    - Awareness of self as reader, writer, and learner; setting learning goals for herself
  - Dates, forms, and topics of home communication
  - Parents’ perspectives on her reading life
  - Other data such as running records, miscue analysis, independent reading levels, fluency rates, sight word vocabulary, writing samples, examples of invented spelling

  ➢ Assemble these chronologically and look for cause and effect: note the impact of specific books or series and your teaching on the child’s reading development.

- **Kidwatching and Conferring Records**
  
  *Include*
  
  - Anecdotal notes from classroom observations and conferences
  - Students’ exact language as best you can
  - Recordings of read-alouds and booktalks
  - Recordings of retellings
    - Does the student:
      - Introduce the story?
- Include information about the setting, characters, plot, and more?
- Describe the characters and their motives?
- Identify themes, problems and solutions?
- Understand the main point of the story?
- Notice literary devices in the crafting of the story?

**Recording of Book Study Groups**

**Student:**
- Completes reading on time
- Comes prepared to discuss and participate actively
- Reflects evidence of deep engagement with the book

➢ Record the actions you’ve taken based on what you’ve gleaned through kidwatching and conferring and note the impact.

**Reading Logs and Ladders**

*Include*

- The reading paths readers have taken from text to text
- Record of text completion and abandonment
- Reading Logs
  - Student writes:
    - Personally significant and expressive logs
    - Entries that reflect the student’s personal response to reading
    - Required number of entries

➢ Note patterns of student reading growth and tastes (likes and dislikes); use to inform your book-matching efforts.

**Students’ Self-reflections, Written and Video**

*Include*

- The reading goals students establish for themselves: monthly, quarterly, across the year
- Their self-analysis of their goals—did they meet their goals? Why or why not?
- Patterns of development as students’ reading plans evolve

➢ Listen carefully to each reader; kids tend to tell us precisely what they need.

**Library Use and Circulation Histories**

*Include*

- Data from your library circulation system
o Data patterns from reader’s school and classroom library patronage
o Student’s ability to use the library and references sources on his own; with help

➢ Note patterns of library patronage and use as an important form of self-advocacy that can be taught and tracked.

• Rates of Growth Relative to District Independent Reading Benchmarks
  Include
  o Rate of change relative to established benchmarks to gauge whether readers are making progress
  o Level movement (understanding that even modest gains can either be evidence of growth or reason for concern if the gap between the student’s level and grade level expectations is widening

➢ Study rates of growth to foster an appropriate sense of urgency around readers’ learning trajectories