



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 Conferencing 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

- Data patterns from reader's school and classroom library patronage
- 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*
 - Rate of change relative to established benchmarks to gauge whether readers are making progress
 - 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