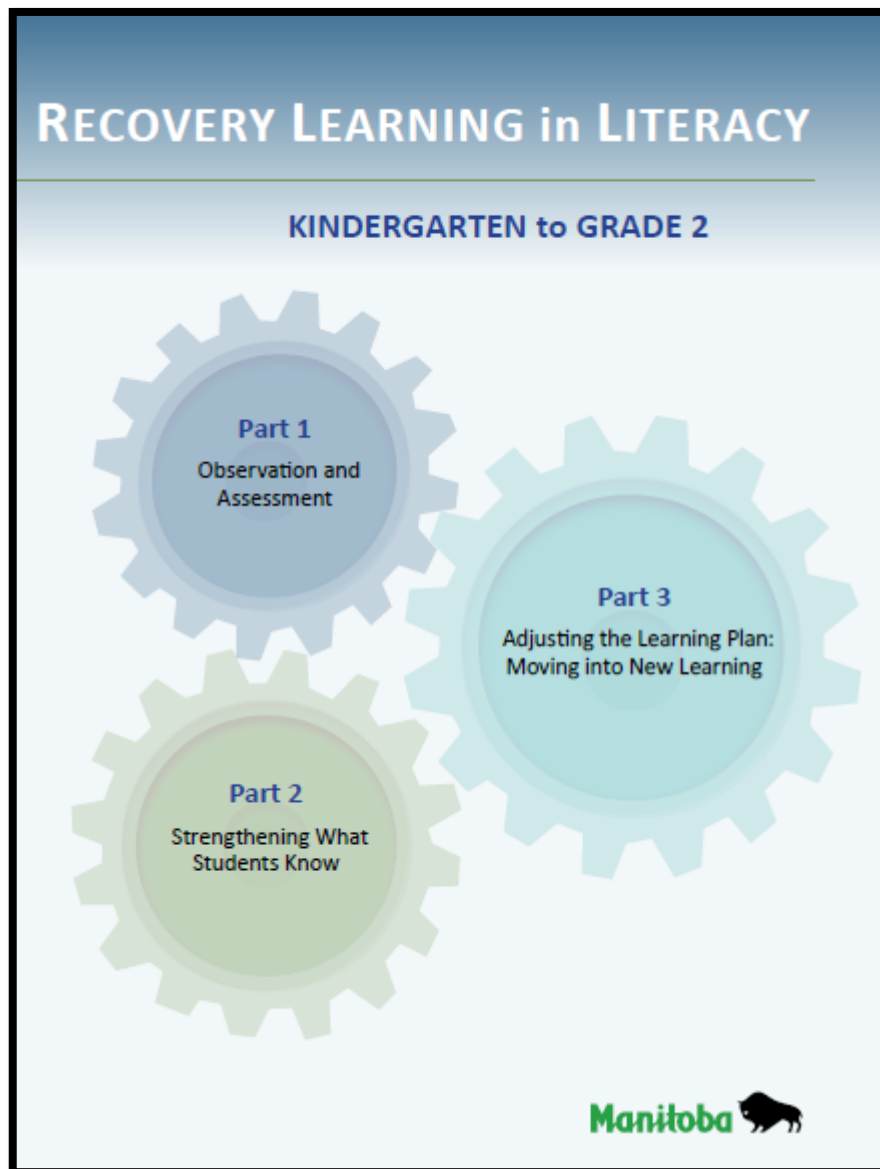


## Guiding Questions for Assessment and Observation

### An accompanying Guide to



[https://www.edu.gov.mb.ca/k12/cur/ela/docs/recovery\\_learn\\_lit.html](https://www.edu.gov.mb.ca/k12/cur/ela/docs/recovery_learn_lit.html)

The attached 4- page document accompanies the guidelines for Recovery Learning in Literacy K – 2.

The intent of this document is to provide support to teachers as they settle into their classrooms and begin to observe children’s oral language, writing and reading.

While this is essential in the month of September,  
the questions may provide ongoing assessments,  
and as school teams begin to meet and discuss student progress.

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## Guiding Questions for Oral Language Observation

### General Observation

Consider the following guidance provided for Kindergarten as provided in *Listening and Speaking: First Steps into Literacy*, p. 53.

#### Conversation:

- Initiate, maintain, and close a one-to-one conversation with a variety of partners.
- Use language appropriately to gain information, to get things, to direct others, to comment on the world, and to have fun.
- Follow a sequence of three-or-more-step directions.
- Verbally participates in group discussions appropriately and spontaneously.

#### Grammar:

- Spontaneously produce a wide variety of grammatically simple and complex sentences.
- Consistently responds appropriately to questions and directives.
- Demonstrate a wide variety of word-building concepts.

#### Phonology:

- Creatively play with the sounds of language.
- Speak intelligibly.

#### Vocabulary:

- Recognize and use subject area/topic/theme vocabulary.
- Recognize and use words to describe concepts and/or ideas.
- Explain same, similar, and/or different.
- Recognize, name, and describe categories.

### Specific Literacy Observation

- Story Retelling Task (see Recording Sheet):
- Find the types of sentences (language structures) a particular child can produce. Consider the child's use of: questions, imperatives, negatives, verb tenses, prepositional phrases, and sentence length.
- Can the child use the language of the book when retelling familiar stories?
- What is his longest utterance?

### More Extensive Literacy Assessment

- *Record of Oral Language: Observing Changes in the Acquisition of Language Structures* (Clay, Gill, Glynn, McNaughton, & Salmon, 2015).

This assessment is a sentence repetition task. The assessment is for children aged 4 to 7 years of age with English as a first language and for 5 years after children begin to learn English as an additional language.

(Note: If you are not familiar with this task and would like training, contact Allyson Matczuk

## Guiding Questions for Writing Observation

### General Observation

Take **three** samples of the child's written stories on consecutive days or over a couple of weeks. One sample is not sufficiently reliable. Rate them for:

<b>1. Language level:</b> Pictures; pictures and scribbles; letters only; any recognizable word; any two-word phrase; any simple sentence; two or more sentences with punctuation; a story with paragraphs (two themes).	<b>2. Message quality:</b> Uses letters, invents letters, uses punctuation; a concept that a message is conveyed; a message is copied; makes repetitive use of sentence patterns; attempts to record his own ideas; produces a successful composition.	<b>3. Directional principles:</b> No evidence of directional knowledge; part of the directional pattern is known; reversal of directional pattern; correct directional pattern; correct directional pattern and spaces between words; extended text without any difficulties of arrangement and spacing of text.
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(See An Observation Survey for Early Literacy Achievement, Clay, 2019, p. 103).

### Specific Literacy Observation

As a child writes, take notes or a recording of the short, but genuine conversation prior to writing.

<ul style="list-style-type: none"> <li>• Who initiated the topic of conversation?</li> <li>• Was the conversation topic engaging to the child?</li> <li>• How did the conversation start?</li> </ul>	<ul style="list-style-type: none"> <li>• How many turns of conversation were necessary to get to a composition?</li> <li>• Did anyone dominate the conversation?</li> </ul>
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### Think about the message that was composed:

- Describe the complexity of the composition in terms of: meaning, language structures, and vocabulary
- Was there need for input from the teacher? Where? How? Could the child go with the suggested change?

### Analysis of independence:

<ul style="list-style-type: none"> <li>• Where did the child initiate writing or solving a word?</li> <li>• Does the child seek help? Does the child try again?</li> <li>• Where did the teacher need to prompt (and possibly demonstrate)?</li> </ul>	<ul style="list-style-type: none"> <li>• Where did the teacher write in something beyond this child's capabilities at this point in time? <i>Was the child able to contribute in any way?</i></li> </ul>
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### Analysis of word solving:

<ul style="list-style-type: none"> <li>• Did the child use a word in his or her writing vocabulary?</li> <li>• What did the child add to his or her writing vocabulary?</li> <li>• Was something partially known written more quickly or with more certainty?</li> <li>• Did the child use something the child knew to get to another word? Initiated by the child or prompted by the teacher?</li> </ul>	<ul style="list-style-type: none"> <li>• Did the child do an analysis of sounds in words (Hearing and Recording Sounds in Words)               <ul style="list-style-type: none"> <li>- <i>How much and what kind of support was provided to the child?</i></li> <li>- <i>What could the child hear? Does the child articulate difficult words slowly? Can the child isolate the first sound of a word that the child has heard? Was any support required for the child to hear the sounds?</i></li> <li>- <i>What could the child record? Did the child build a consonant framework? Does the child know that vowels are difficult and work at them? Was any support required for the child to record it?</i></li> </ul> </li> </ul>
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### Problem solving activity

<ul style="list-style-type: none"> <li>• Punctuating the sentence – <i>visual information to support structure - Who initiated this? Could the child go with suggestions? Are you seeing punctuation that was not evident before?</i></li> <li>• Evidence of self-monitoring? Did the child reread what he has written, carefully?</li> <li>• Did the child self-correct?</li> </ul>	<ul style="list-style-type: none"> <li>• Did the child initiate rereading his story at any point? Was the child prompted?</li> <li>• Searching, finding, and using information (which information?)</li> <li>• Describe how the writer takes action at a challenge.</li> <li>• Describe how the writer takes action when an error has been made.</li> <li>• What is the easiest, most important thing the writer needs to learn to do next?</li> </ul>
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### Use of space

<ul style="list-style-type: none"> <li>• Forming and spacing letters in a word. Does the child write letters easily? Does the child form many letters without copying?</li> <li>• Spacing between words</li> </ul>	<ul style="list-style-type: none"> <li>• Size of print</li> <li>• Message on the page</li> <li>• Return sweep</li> </ul>
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### More Extensive Literacy Assessment for Writing

The following tasks from *An Observation Survey for Early Literacy Achievement*, Clay, 2019:

- Writing Vocabulary task, pp. 105-110
- Hearing and Recording Sounds in Words task, pp. 212-219

## Guiding Questions for Reading Observation

### General Observation

Observe the child reading a book that they are familiar with:

<b>• Language</b> <ul style="list-style-type: none"> <li>- Does the child tell the story that could be in the print?</li> <li>- Does the child have a good memory for text?</li> <li>- Does the child read for the precise message?</li> <li>- Can the child talk about the story read? Was there need for input from the teacher? Where? How?</li> </ul>	<b>• Foundational Learning</b> <ul style="list-style-type: none"> <li>- Does the child control directional movement? Left to right? Top to bottom? Return sweep?</li> <li>- Does the child locate a known letter or word in print?</li> </ul>	<b>• Fluency</b> <ul style="list-style-type: none"> <li>- Does the child read without pointing?</li> <li>- Does the child read word by word? Does the child read in 2 or 3-word phrases? Does the child read with appropriate phrasing?</li> <li>- Does the child use punctuation?</li> <li>- Does the child stress the appropriate words to convey accurate meaning?</li> <li>- Does the child read at a good rate? Not too fast and not too slow.</li> </ul>
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### Specific Literacy Observation

- Deep analysis of the Running Record of continuous text reading.
- Analyze the record considering these questions:

#### Substitutions

- Do the error substitutions make sense with the previous text?
- Does the substitution sound right grammatically up to the point of error?
- Does the reader make use of the visual or print information?

#### Self-Monitoring

- Does the child hesitate/stop at an unknown word?
- Does the child stop and appeal for help? Does the child request help after making several attempts?
- Does the child notice when an attempt does not look right? Sound right? Make sense?
- Does the child reread to confirm reading?

#### Cross-Checking on Information

- Does the child ignore discrepancies? For example, the reading makes sense but doesn't look similar to the print.
- Does the child match oral language with movement across text?
  - Does he check words slowly using the sounds he is saying with the printed letters?
  - Does he try to make it make sense, sound right, and look like the printed text?

#### Behaviour at difficulties

- Does the child seek help? Does the child try again?
- Does the child search for more information? How? *By rereading and taking another look? By taking words apart, articulating letters or parts of words? By problem-solving using known words to get to new words?*

#### Self-Correction

- Does the child reread from the beginning of the line? Or from a few words back? Or does he repeat the word only?
- What parts of a new word does he repeat?

### More Extensive Literacy Assessment

The following tasks from *An Observation Survey for Early Literacy Achievement*, Clay, 2019:

- Running Records of reading continuous text with thorough analysis of texts that are easy, instructional, and hard
- Word Reading task                      Concepts About Print task                      Letter Identification
- And you may consider another word reading test