

## ASSIGNMENT: LITERACY DATA COLLECTION

### Instructions:

Following are three instruments designed to collect information on various aspects of literacy (i.e., A Home Literacy Questionnaire, A Classroom Literacy Questionnaire, A Checklist Record of Classroom Observation on the Student's Reading).

Collect as much literacy data as possible on your case-study student throughout the remainder of this course using these instruments. This information will assist you in developing an integrated lesson plan which is the assignment in Section VIII.



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## HOME LITERACY QUESTIONNAIRE

- ① Does the family receive a daily newspaper? If so, in what language?
- ② To what magazines does the family subscribe? (Note language)
- ③ Does the child receive any periodicals under his/her own name? (Name, language of periodical).
- ④ How often per week is the child read to? In what language?
- ⑤ How often per week does the child observe the parents reading? For what purposes (functional – to find an apartment, cook, fix a car, informational – stay current with local, state, national, international events; for educational purposes, or recreational – pleasure reading). In what languages?
- ⑥ How often does the child read per week? For what purposes? In what language(s)?
- ⑦ Approximately how many books does the family own? [(10, 50, 100, 200, 300; language(s)?]
- ⑧ How many books does the child own? [language(s)?]
- ⑨ How often and for what purposes do the parents write? (personal correspondence for business, for educational or professional purposes, incidental) [e.g., notes, lists and reminders. Note language(s)]
- ⑩ How often and for what purposes does the child write? [Note language(s)]
- ⑪ If the child reads regularly for pleasure, what are the child's current interests?
- ⑫ Does the child need assistance with printing or handwriting? (Is writing fluid, legible?)

### Other comments:

\*Note: Do not ask any questions you believe are too personal or would offend parents in any way.

### Source:

Cloud, N. (1989). *Multisystem: Systematic instructional planning for exceptional bilingual students*. New York, NY: Teachers College, Columbia University, p. 64. Reprinted with permission.



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## CLASSROOM LITERACY QUESTIONNAIRE

1. Describe the print available in the classroom: (newspapers, magazines, newsletters, readers, textbooks, stories, novels, poetry, etc. ):
2. How many minutes per day is the student read to? [in which language(s)?]
3. How many minutes per day does the student read? (Explain if silent or aloud [Note language]
4. Is reading being formally taught? By what method(s)? In what language(s)?
5. For what purposes does the student read in the classroom? [personal, informational, educational, for pleasure)
6. Does the class use the library? For what purposes? How often?
7. Describe the writing activities in which the student engages (copying, completing sentences, answering questions, writing journals, essays, reports, etc.)
8. How many minutes per day does the student write?
9. Is writing being formally taught? By what method? In what language(s)?
10. What is the student's attitude toward reading? Toward writing? (positive, confident, eager, negative, self-conscious, tentative, etc.)
11. How do you, as the child's instructor, view the child as a writer?

Other comments:

\*Note: Do not ask any questions you believe are too personal or would offend the classroom teacher(s) in any way.

**Source:**

Cloud, N. (1989). *Multisystem: Systematic instructional planning for exceptional bilingual students*. New York, NY Teachers College, Columbia University, p. 65. Reprinted with permission.



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*Teacher Observation as a Assessment Technique*

## **CHECKLIST RECORD OF CLASSROOM OBSERVATION ON STUDENT'S READING**

Name \_\_\_\_\_ Grade \_\_\_\_\_ Teacher \_\_\_\_\_

Directions: Tally significant observations day by day. Space at bottom of each situation can be used for noting specific errors, interpretations, general impressions, evidence of progress, and recommendations.

### **I. When Giving Oral Reports**

#### Vocabulary

- Rich
- Words mispronounced
- Meager
- Meaningful

#### Speech

- Distinct, clear enunciation
- Inaudible
- Stuttering
- Incorrect sounds
- Monotonous
- Expressive

#### Language Patterns

- Complete sentences
- Simple sentences
- Complex sentences
- Good organization
- Repetition of ideas
- Interpretation of ideas
- Imaginative insights

#### Interests

- Reads at home
- Uses library
- Has own library
- Special collections
- Sports
- Trips with parents
- Science
- Art
- Music
- Shop

#### Reactions of Peers

- Interested
- Uninterested
- Sympathetic
- Friendly
- Critical
- Hostile

#### Emotional Factors

- Poised
- Relaxed and happy
- Tense and anxious
- Self-confident
- Shy and embarrassed
- Antagonistic
- Unhappy



*Teacher Observation as an Assessment Technique Cont'd***II. Oral Reading and Group Instruction Periods**Word Recognitions Skills

- \_\_\_ Basic sight vocabulary
- \_\_\_ Tries to sound words
- \_\_\_ Tries to pronounce by syllables
- \_\_\_ Tries to analyze structure
- \_\_\_ Substitutes another word
- \_\_\_ Makes wild guesses
- \_\_\_ Reverses letters
- \_\_\_ Reverses words
- \_\_\_ Reverses phrases
- \_\_\_ Uses context clues

Comprehension

- \_\_\_ Answers factual questions correctly
- \_\_\_ Gives main ideas
- \_\_\_ Tells whole story accurately
- \_\_\_ Draws conclusions
- \_\_\_ Makes generalizations
- \_\_\_ Follows directions
- \_\_\_ Gives sensible reasons on thought questions
- \_\_\_ Gives fantastic, irrelevant reasons on thoughts questions
- \_\_\_ Relates reading to experiences
- \_\_\_ Unable to relate reading and experiences
- \_\_\_ Expression in reading

Peer Relationships

- \_\_\_ Gets along well with girls
- \_\_\_ Gets along well with boys
- \_\_\_ Respects others
- \_\_\_ Disturbs others
- \_\_\_ Works alone only
- \_\_\_ Works well with one other child

Location of Information

- \_\_\_ Uses index
- \_\_\_ Uses table of contents
- \_\_\_ Uses dictionary
- \_\_\_ Uses maps
- \_\_\_ Uses diagrams
- \_\_\_ Uses encyclopedia

**III. Dramatization of Stories**Reading Skills

- \_\_\_ Reads with expression
- \_\_\_ Interprets behavior of character accurately
- \_\_\_ Shows little understanding of character
- \_\_\_ Interprets sequence accurately
- \_\_\_ Reads too slowly
- \_\_\_ Reads too rapidly

Personal Development

- \_\_\_ Poised
- \_\_\_ Relates character and story to own experience
- \_\_\_ Interest evident
- \_\_\_ No interest
- \_\_\_ Shy, ill at ease



## Teacher Observation as an Assessment Technique Cont'd

#### IV. Silent Reading Situation (Free-Choice Reading or Library Time)

Location of Material

- Finds suitable book quickly
- Follows suggestion of other children
- Has teacher help
- Uses library classification
- Uses table of contents
- Takes useful notes
- Selects too advanced books
- Unable to find any book
- Other interest

Attitude Toward Reading

- Engrossed in book
- Enjoyment evident
- Independent
- Dependent upon others
- Uninterested, resists or avoids reading
- Easily distracted

Reading Level

- Primer
- First
- Second
- Third
- Fourth
- Fifth
- Sixth
- Seventh

Physical Factors

- Holds book up
- Holds books close to face
- Lip movement
- Squints
- Blinks eyes
- Eyes red or watery
- Complaints of headache
- Complaints of dizziness
- Bends over book
- Fatigue posture

Interest

- Animals
- People
- Science
- History
- Adventure
- Fairy tales
- Sports
- Art
- Music
- Cars, planes, trucks, boats
- Rockets
- Armed services
- Other



*Teacher Observation as an Assessment Technique Cont'd*

**V. Listening to Story Read Aloud**

Interest

- \_\_\_ Listens attentively
- \_\_\_ Listens part time
- \_\_\_ Easily distracted
- \_\_\_ Restless and preoccupied

Comprehension

- \_\_\_ Evident appreciation of story - talks about it
- \_\_\_ Asks related questions
- \_\_\_ Responds to humor and excitement
- \_\_\_ Answers factual questions
- \_\_\_ Tells main ideas
- \_\_\_ Tells whole story accurately
- \_\_\_ Relates ideas to own experience

**General impressions and insights:**

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**Adapted from:**

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