

Middle Grades Reading Assessment



Second Edition

ACKNOWLEDGMENTS

Sincere appreciation is extended to those who reviewed this publication and made suggestions and comments. Thanks to:

Sally Bagby, Evansville-Vanderburgh School Corporation
Karen Braeckel, Hoosier State Press Association
Linda Cornwell, Scholastic
Marge Cox, Noblesville Schools
Ruth Cullen, Middle Grades Reading Network
Laura DeMasie, South Wayne Junior High School
Laura Fortson, Boston Middle School
Betty Goerss, Indiana University East
Earlene Holland, Oakland City University
Diane Maletta, Purdue University North Central
Linda Snyder, Professor Emeriti, Franklin College
Jeanette Spees, Girls and Boys Town Reading Center
Joanne Weddle, Monroe County Community School Corporation
Mary Williams, Gary Community School Corporation

Middle Grades Reading Network
University of Evansville
1800 Lincoln Avenue
Evansville, IN 47722
(812) 423-5570
www2.evansville.edu/mgrnweb

Copyright © 2005

Funded by the Lilly Endowment Inc.

Middle Grades Reading Assessment



Second Edition

**Jack W. Humphrey
Middle Grades Reading Network**

**University of Evansville
1800 Lincoln Avenue
Evansville, Indiana 47722**

2005



READING BILL OF RIGHTS

for Young Adolescents

All young adolescents need access to the kinds of reading opportunities that will allow them to grow up to be successful members of a literate community. It is the responsibility of the entire community to offer support for providing these opportunities. Our ultimate goal is the creation of **Communities of Readers** where each young adolescent will be able to fulfill his or her potential as a reader.

To that end, we believe that young adolescents deserve:

1. **Access to Books** *Access to current, appealing, high-interest, and useful books and other reading materials in their classrooms, homes, public and school libraries, and other locations within the community.*
2. **Encouragement to Value Reading** *Schools that feature an environment where reading is valued, promoted, and encouraged.*
3. **Time to Read** *Dedicated time during the school day to read for a variety of purposes - for pleasure, information, and exploration.*
4. **Skilled Reading Leaders** *Teachers and school librarians who continually seek to renew their skills and excitement in sharing reading with young people through participation in diverse professional development activities.*
5. **Public Library Support** *Public libraries that provide services specifically designed to engage young people's interest in reading.*
6. **Community Agency Support** *Community-based programs that encourage them in all aspects of their reading development.*
7. **Family Support** *Opportunities for reading at home and support from schools, public libraries, and community agencies to families with young adolescents to encourage family reading activities.*
8. **Reading Role Models** *Communities of Readers in which all adults - in school, at home, and across the community - serve as role models and provide guidance to ensure that reading is a priority in young people's lives.*

Young adolescent will form the communities of the future. Before long they will become parents, teachers, and future leaders. They must have the ability to read and understand subject matter from the mundane to the imaginative in order to meet the challenges and have the necessary resources to develop into successful, productive citizens in a rapidly changing world. Proficient readers become lifelong readers who will, in turn, pass on the skills and pleasure that reading can bring to the next generation. The goal for today and tomorrow is to do the work necessary to build Communities of Readers.

The purpose of the Middle Grades Reading Assessment, Second Edition, is to furnish schools with an instrument that provides assessment of the eight Reading Bill of Rights areas. The Second Edition provides new information. For example, the assessment now includes a look at high school completion rates and access to teacher-administered standardized reading tests and a variety of developmental reading materials.

The Middle Grades Reading Assessment, Second Edition, is simple to administer and does not require substitutes, special training, or extensive interviewing. We have some suggestions for you to proceed, but because the assessment is for your school, your professional judgment should dictate how it is conducted.

You could begin by communicating with others who can help in assessing your reading program, such as principals, teachers, school library media specialists, public librarians, reading professors, parents, and students.

For the assessment follow the outline and provide the information for the 40 standards. After the completion of the assessment review the answers. See what the answers show about your school's responsiveness to each of the eight essential components necessary to build a Community of Readers. Next, study the specific plans for improvement of the issues you have identified as concerns. Finally, look ahead to the activities that will help create the reading atmosphere you want at your school.

It is helpful to review your plans for improvement and then list things that you know you can accomplish. You may wish to share the results of the assessment and your plans with the faculty, PTA, superintendent, members of the state legislature, families, and other interested parties who can help make it possible for a school to become a vibrant and energetic Community of Readers.

Access to Books and Other Print Materials

Standard 1

Two books per student per year are purchased for the school library.

Number of books purchased during the school year.

Number of students in the school.

Number of books divided by number of students equals number of books purchased per student per year.

Standard 2

High interest/low readability books are available.

Yes / No

Reading teachers know where these books are located in the school library and how to help students find the books.

Yes / No

Reading teachers may check out these books for classroom use.

Standard 3

Classroom collections are provided for reading classrooms.

Number of reading classes with current and useful classroom book collections.

Number of reading classes without current and useful classroom book collections.

Standard 4

School library book circulation is 25 or more books per student per year.

Number of books circulated during the past year.

Number of students in school.

Number or books circulated divided by number of students equals books circulated per student.

Standard 5

A wide variety of magazines are available.

Yes / No

Students have access to the magazines of interest to them.

Yes / No

The collection of magazines in the school library is adequate.

Standard 6

The school has a strong Newspaper In Education Program.

Yes / No

Teachers use newspapers to build reading skills, promote the practice of reading newspapers, and develop an understanding of different types of writing.

Yes / No

Students have access to newspapers in classrooms and the school library.

Standard 7

Parents are encouraged to provide books for their children.

Yes / No

Lists of books are provided to parents that they can use to find books of interest to their children.

Yes / No

The school website promotes reading of books and other print materials.

Standard 8

The school provides opportunities for parents, staff, and students to purchase books.

Yes / No

The school provides opportunities for parents, staff, and students to purchase books with book fairs, book club orders, or student operated bookshops.

Encouragement to Value Reading

Standard 9	Books are promoted throughout the school.
Yes / No	Posters and displays promote books in halls, rooms, and library.
Standard 10	Librarians and teachers read aloud to students.
Yes / No	The school has a planned program that provides librarians and teachers an opportunity to read aloud to their students.
Standard 11	Booktalks are used to promote voluntary reading.
Yes / No	All students experience booktalks from librarians, teachers, and/or students.
Standard 12	Students participate in statewide reading programs.
Yes / No	All students have an opportunity to participate in statewide reading programs.
Standard 13	The school features independent reading.
Yes / No	Programs originated by the staff or community are used to promote reading throughout the school.

Time to Read

Standard 14

A reading class is provided for all students.

Number and percent of students enrolled in reading classes, including remedial reading classes, taught by licensed reading teachers.

Number and percent of students not enrolled in reading classes taught by licensed reading teachers.

Standard 15

Advisor-advisee or other similar programs feature reading.

Yes / No

Current books and newspapers are provided to teachers on a systematic basis for student use.

Yes / No

There is school wide encouragement for teachers and others to read to students, provide booktalks, and provide access to books in classrooms for the advisor-advisee or other similar programs.

Standard 16

Title 1 services are utilized in the school.

Number of students eligible for Title 1 reading support.

Number of students participating in Title 1 reading program.

Standard 17

Graduation rate and reading proficiency of students is known to staff.

Number and percent of students from the school that enter the ninth grade and graduate in four years.

Number and percent of students from the school that enter the ninth grade and do not graduate in four years.

Number and percent of students who did not graduate in four years with reading scores two grade levels or more below their grade placement.

Standard 18

Special help is provided for students whose reading proficiency is lower than is needed for academic success.

Number of students who are reading two grade levels or more below their grade placement.

Number of above students who are receiving special help in reading.

Skilled Reading Leaders

Standard 19

Reading Teachers have state reading licenses and strong college course backgrounds.

Number who teach reading classes.

Number who teach reading classes with state reading licenses.

Yes / No

The school has the same number of licensed reading teachers as licensed mathematics teachers.

Standard 20

Reading teachers know about and have access to standardized reading tests, developmental reading materials written at the reading level of students, and computer reading materials.

Yes / No

Names of standardized reading tests available to teachers to administer and obtain reading levels of students.

Yes / No

A wide supply of developmental reading materials is available to teachers.

Yes / No

Computers and computer reading programs are available.

Amount budgeted for developmental reading materials.

List below additional materials needed.

Standard 21

Reading teachers are familiar with current young adolescent books.

Yes / No

Teachers know about and read books most popular with students.

Yes / No

Newly published young adolescent books are shared and discussed by librarians and reading teachers.

Standard 22

Reading teachers participate in local, regional, state, and national professional development meetings.

Number of reading teachers who have attended or will be attending meetings during the present school year. List below the meetings attended.

Number of reading teachers who did not attend any meetings during the present school year.

Yes / No

Are there opportunities for reading teachers to share appropriate reading strategies with other content area teachers? List the opportunities below.

Public Library Support

Standard 23

Students have public library cards.

Number of students with library cards.

Number of students who do not have library cards.

Standard 24

All students have at least one trip to a public library or school visit by a public librarian while they are in school.

Number of students who will participate in a school-sponsored trip to a public library or interact with a public librarian at school during the present school year.

Number of students who will not participate in a school-sponsored trip to a public library or interact with a public librarian at school during the present school year.

Standard 25

Public libraries have special programs for young adolescents.

Yes / No

Public library has special section for young adolescents.

Yes / No

Public library has a website for young adults.

Standard 26

Public library programs are promoted to students.

Yes / No

A public librarian has come to the school during the present school year to promote summer and other public library programs.

Yes / No

A public librarian has presented a program to the faculty during the past three years.

Number of students who participated in last summer's public library program.

School goal of number of students to attend next summer's public library program.

Yes / No

The school librarian and the public librarian know each other's names and communicate at least once each semester.

Community Agency Support

Standard 27	School works with youth-serving agencies to promote reading.
Yes / No	School seeks out youth-service agencies and offers reading encouragement, assistance, and loans of books and other materials.
Standard 28	Students' reading activities are featured by news media.
Yes / No	A newspaper article or television program has featured a reading-related story during the past three years.
_____	Number of times newspapers or television stations were contacted about a school reading activity during the past year.
Standard 29	Community-wide public library usage is satisfactory.
_____	Per capita circulation of public library materials (obtain from public library information department).
Standard 30	Support is either offered by or solicited from local business to promote reading.
_____	Number of students who participate in reading programs supported by local business.
_____	Number of businesses that provide reading support. List these businesses below.

Family Support

Standard 31

Families receive encouragement to purchase books for their children.

Yes / No

Lists of recommended young adolescent books are provided to all families during the school year.

Yes / No

Families receive encouragement to support their children's reading at one or more meetings a year.

Standard 32

Parents are involved in school library activities.

Number of parent volunteers who assist in the school library.

Yes / No

School has Friends of the School Library organization or similar support group.

Standard 33

The school has developed a program to encourage families to support reading for young adolescents.

Number of families that participate in school-sponsored family reading activities.

Number of families that do not participate in school-sponsored family reading activities.

Standard 34

Families are encouraged to read and discuss local newspaper.

Number of students whose families subscribe to newspaper.

Number of students whose families do not subscribe to newspaper.

Number of students who participate in Newspaper in Education Week or other school newspaper programs.

Standard 35

Summer reading is promoted.

Yes / No

The school website lists books for summer reading.

Yes / No

Students receive lists of suggested books for summer reading.

Yes / No

During orientation meetings incoming students and parents receive encouragement to participate in summer reading.

Reading Role Models

Standard 36	Teachers are readers.
Yes / No	Teachers frequently talk about new books during lunch, planning periods, or breaks in the faculty lounge.
Yes / No	Teachers are able to answer the question “What book are you reading?” with the title and author of a book they are reading.
Standard 37	Teachers read during advisor-advisee or independent reading time.
Yes / No	Most teachers read along with their students during silent reading time in the advisor-advisee or independent reading program.
Standard 38	Teachers use the public library, read newspapers, and purchase books from bookstores or book clubs.
Yes / No	Most of the teachers have public library cards, subscribe to a local newspaper, and purchase new books.
Standard 39	Students enrolled in the highest grade level are good examples of voluntary readers.
_____	Estimated number of library books circulated per student during the past month.
_____	Estimated number of library books circulated per student enrolled in the highest grade level during the past month.
Standard 40	Teachers have the opportunity to join a book group composed of faculty and staff members.
Yes / No	The school has a Teachers Under Cover or similar book group in which librarians and teachers read and discuss books.

