

1. Select one of the informal assessment instruments discussed in this chapter and prepare to use it with first- or second-grade students to measure a literacy-related area or skill. Summarize the results and share them with your class. Note: Blank copies of some of the assessments are available in Appendix E.
2. Observe a classroom teacher or reading specialist as she administers an IRI or a running record to a young child. Discuss the interpretation of results with the teacher. Why was the assessment given? What was learned? How will the teacher adapt instruction as a result of the information gained?

3. Examine a standardized reading achievement test that is routinely administered to beginning readers in your area. Review the teacher's manual and technical manual for information about administering and scoring the test. Evaluate the instructions and test items for clarity, and compare the norming population with the students in your area. Examine the items for illustrations of cultural stereotypes and/or bias. Interview school authorities to determine how the information is reported and used to make classroom, school, and district decisions about reading instruction. Finally, peruse *Buros's Mental Measurements Yearbook*, available in the reference section of libraries, for more information on this test and how it compares with others of its kind.