



ASSESSING READERS IN THE ROUND

ACCESS AND CHOICE

Use these questions to drive responsive, learner-focused teaching that ensures children's access to and choice of books.

Self-Questions

- Am I sending every child home with books every night, taking particular care to ensure strivers are well matched?
- Am I preventing "slide" by sending stacks of books home before long weekends, school breaks, and summer vacation?
- Have I taken kids on field trips to the library so they learn how to navigate the collection, use the electronic catalog, reserve and/or locate books, and check out and renew them?
- Have I modeled the ways in which I learn about great new books and develop my next-up list (e.g., trusted friends, reviews, bookstore and library browsing, social media, awards lists)?
- Do I book-talk and read aloud books of all genres, formats, and levels nonjudgmentally?

Kidwatching Questions

- Does the student always have books and other reading materials?
- Does the student use his classroom/school/public library privileges to the fullest? If not, have I intervened to ensure unfettered access?
- Does the student have an electronic device onto which I can download e-books?
- Does the student ask whether specific books are available? Does she mention authors and titles she's heard of?

Conferring Questions

- When you think about the best book(s) you've read recently, how or where did you find it/them?
- Do you have books at home? If so, what kinds? Do you visit the public library? Do you have a library card?
- Do you have a quiet time and place to read at home? Are there ways to minimize distractions?
- (If the student cares for a younger sibling) Shall we choose some books for you to read to [sibling's name] at home?
- Do you have a copy of your next-up book? Let's find one.
- What are your plans for the school break? Let's make sure you have a stack of terrific books to read!