

# Using My Book for Assessment

My Book is an informal assessment tool designed to assist teachers in gathering relevant data at the beginning of the kindergarten year. The assessment can be administered in a variety of ways over a number of days (see Chapter 2 of *The Kindergarten Book*). Some pages can be presented to the whole class for completion. Other pages will provide more information in *small groups*. You may wish to keep children in the same small groups as you complete the book to observe how they interact with each other. Some pages are more effective when administered *one on one*.

It is important to read all of the directions prior to administering the assessment so that you are familiar with the content and information you will be collecting. Note the paragraph in the letter to parents on the back of *My Book* emphasizing the book's content and that you value any attempts by the child. As you work with this tool, you should determine what best meets your needs and the needs of your students.

You can introduce the book to the whole class as a special book that will belong to them. Explain that they will be able to draw, write, and color in it because it's their own book. Share the book's text with the children, reading it aloud and inviting the children to read along. You are using this tool to gather data, so encourage the children to do the work in the book. If they do not know information such as their addresses and phone numbers, you can assist them. You need to gather as much information about each child as you can.

My Book text and instructions © 2005 by Marilyn Duncan.

Illustrations © 2005 by Joanne Friar.

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Available from

Richard C. Owen Publishers, Inc.

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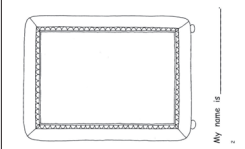
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## PAGE-BY-PAGE INSTRUCTIONS

Page	Tasks	Data Collected about the Child's Literacy Knowledge and Skills	Data Collected about the Child's Attitude toward Literacy
Contains picture of each page of <i>My Book</i> .	Lists the tasks that can be completed on each page.	Describes data about the child's literacy knowledge and skills that can be gathered on each page. Teachers may choose to gather information on some or all of these skills.	Describes data about the child's attitude toward literacy.

You can create your own form for more room for observations.

Student Name	Observations

Page	Tasks	Data Collected about the Child's Literacy Knowledge and Skills	Data Collected about the Child's Attitude Toward Literacy
	<p>Place the books in the center of a small group and ask the children to take a book.</p> <p>Ask the children to:</p> <ul style="list-style-type: none"> <li>find the front of the book</li> <li>point to the title</li> <li>read the title to the children</li> <li>talk about who the book might be about.</li> </ul>	<p>Can the child:</p> <ul style="list-style-type: none"> <li>identify the front of book</li> <li>locate the title</li> <li>articulate the content</li> <li>willingly share background knowledge?</li> </ul>	<p>Does the child show interest in completing a book that can be taken home?</p>
	<p>Ask the children to:</p> <ul style="list-style-type: none"> <li>turn to the next page</li> <li>continue conversation with a focus on the title and content.</li> </ul>	<p>Can the child</p> <ul style="list-style-type: none"> <li>turn the pages</li> <li>locate the title?</li> </ul>	<p>Is the child comfortable holding the book and turning the pages?</p>
	<p>Read the text at the bottom of the page, encouraging the children to read and follow along by pointing.</p> <ul style="list-style-type: none"> <li>Ask the children to write their names.</li> <li>Give them time to draw a self-portrait.</li> </ul>	<p>Can the child:</p> <ul style="list-style-type: none"> <li>form letters</li> <li>use upper and lower case letters or both</li> <li>grip the pencil appropriately</li> <li>write from left to right</li> <li>identify letters in name</li> <li>identify first and last letters of name</li> <li>write his or her first name, last name, other names</li> <li>draw objects in proportion?</li> </ul>	<p>Is the child willing to take risks when being asked to write or draw?</p>

Page	Tasks	Data Collected about the Child's Literacy Knowledge and Skills	Data Collected about the Child's Attitude Toward Literacy
<p>page 3</p>	<ul style="list-style-type: none"> <li>Give the children an opportunity to talk about the picture, then read the text at the bottom.</li> <li>Ask the children to write their age and draw the corresponding number of candles on the cake.</li> </ul>	<p>Can the child:</p> <ul style="list-style-type: none"> <li>write the correct numeral for his or her age</li> <li>match age to the number of candles?</li> </ul>	<p>Is the child able to talk about the pictures on the pages and use those pictures as a source of information?</p>
<p>pages 4 and 5</p>	<ul style="list-style-type: none"> <li>Ask the children if they know what these pages might be about.</li> <li>Encourage them to articulate (and write if they can) their address and phone number.</li> </ul> <p>NOTE: It will be important for you to have easy access to the child's phone number and address for these pages, as some children may not know this information.</p>	<p>Can the child:</p> <ul style="list-style-type: none"> <li>articulate the address and phone number?</li> <li>write the address and phone number?</li> </ul>	<p>Is the child able to articulate some information verbally even though he or she may not be able to write the same information?</p>
<p>page 6</p>	<ul style="list-style-type: none"> <li>Give the children time to draw a picture of their families.</li> <li>Encourage the children to talk about, name, and label these family portraits.</li> </ul>	<p>Can the child:</p> <ul style="list-style-type: none"> <li>identify family members that he or she has drawn</li> <li>match illustration with number in the family label family members (oral and/or written)</li> <li>show a sense of proportion and detail?</li> </ul>	<p>Does the child share information about his or her family that gives you an idea of his or her interests?</p>
<p>page 7</p>	<ul style="list-style-type: none"> <li>Give the children an opportunity to talk about what they like to do at home.</li> <li>After they have had time to talk, read the beginning of the sentence and encourage them to fill in the rest.</li> </ul>	<p>Can the child:</p> <ul style="list-style-type: none"> <li>articulate what he or she likes to do</li> <li>grip the pencil appropriately</li> <li>form letters</li> <li>record sounds he or she hears</li> <li>write words he or she knows</li> <li>name letters recorded</li> <li>write from left to right</li> <li>reread</li> <li>point word by word?</li> </ul>	<p>Can the child attend to a number of pages or just one page at a time?</p>
<p>page 8</p>	<ul style="list-style-type: none"> <li>Read this page to the children (invite them to read with you).</li> <li>Give them the opportunity to talk about the contents of this page.</li> </ul>	<p>Can the child:</p> <ul style="list-style-type: none"> <li>remember new information</li> <li>locate information</li> <li>read from left to right/return sweep?</li> </ul>	<p>Does the child locate and use resources in the room to answer some of the questions?</p>

Page	Tasks	Literacy Knowledge and Skills	Data Collected about the Child's Attitude Toward Literacy
<p>page 9</p>	<ul style="list-style-type: none"> <li>Read this page to the children (invite them to read with you).</li> <li>Provide them with time to talk about their friends and draw their friends.</li> <li>Invite the children to label their picture with friends' names.</li> </ul>	<p>Can the child:</p> <ul style="list-style-type: none"> <li>identify friends</li> <li>select specific friends</li> <li>draw friends (with some proportion and detail)</li> <li>access friends' names in order to label?</li> </ul>	<p>Does the child talk with others in order to elicit information? ("How do you spell your name?")</p>
<p>pages 10 &amp; 11</p>	<ul style="list-style-type: none"> <li>Converse about the picture to support children to talk about what they like to do in school.</li> <li>Encourage them to write their favorite school activities.</li> </ul>	<p>Can the child:</p> <ul style="list-style-type: none"> <li>generate his or her own ideas</li> <li>articulate ideas</li> <li>grasp the pencil appropriately</li> <li>form letters</li> <li>write from left to right</li> <li>record sounds</li> <li>write known words</li> <li>name letters in writing</li> <li>reread with word-by-word pointing?</li> </ul>	<p>If the children have been in the same small group, has there been a shift in the way the group has worked together over the days spent with <i>My Book</i>?</p>
<p>page 12</p>	<ul style="list-style-type: none"> <li>Use the picture to provide the impetus for discussion about what the child is reading at home or at school.</li> <li>This can lead to a discussion of each child's favorite book.</li> </ul>	<p>Does the child:</p> <ul style="list-style-type: none"> <li>talk about specific books</li> <li>have prior knowledge of books</li> <li>know titles</li> <li>respond quickly, ponder a bit, or not respond?</li> </ul>	<p>Is there a level of excitement knowing the book can be taken home and shared with others?</p>

*My Book* is available from Richard C. Owen Publishers, Inc.  
 PO Box 585 • Katonah New York 10536 • 800-336-5588  
 12 copies plus instructions Item #8003 \$12.95  
 Additional copies of this instruction sheet can be found at our website:  
 www.RCOWen.com