

Assessment for Reading Instruction, Third Edition

By Michael C. McKenna PhD, Katherine A. Dougherty Stahl EdD




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This trusted teacher guide and widely adopted text provides a comprehensive conceptual framework and hands-on practical tools for reading assessment. The authors present a clear roadmap for evaluating K-8 students' strengths and weaknesses in each of the basic competencies that good readers need to master. Teachers learn how to select, administer, and interpret a wide range of formal and informal assessments, and how to use the results to improve instruction. In a large-size format for easy photocopying, the book includes 30 reproducible assessment tools. Purchasers get access to a Web page where they can download and print the reproducible materials.

New to This Edition

- *Chapter on assessing vocabulary.
- *Additional instruments, including the Informal Decoding Inventory and the Motivation to Read Profile--Revised.
- *Links to the Common Core State Standards (CCSS) have been added throughout.
- *The latest research and more instructional strategies in every area.

See also Reading Assessment in an RTI Framework, which offers systematic guidance for conducting assessments in all three tiers of RTI.

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Editorial Review

Review

"A 'must-have' book for teachers who recognize that assessment and instruction go hand in hand. The third edition is informed by RTI, the CCSS, and the increasing awareness of the importance of assessing vocabulary growth and development. The book shows how effective reading instruction flows from the teacher's knowledge about each student's stage of reading development. It provides information about cutting-edge assessment tools, strategies, and techniques that will support teachers in making appropriate instructional decisions."--Linda B. Gambrell, PhD, Distinguished Professor of Education, Clemson University

"What do teachers need to know about reading assessment today? This book has the answers. McKenna and Stahl continue to provide authoritative advice about all sorts of reading assessments. The third edition explores the topic through the prism of the latest research findings and instructional shifts in literacy teaching. In many classrooms, it seems that the Common Core is changing everything—informational text, text complexity, close reading—but there is little information about the implications of these changes for how we assess student reading. This book provides clear and wise counsel in how best to screen, diagnose, monitor progress, and evaluate learning outcomes."--Timothy Shanahan, PhD, Distinguished Professor Emeritus, Department of Curriculum and Instruction, University of Illinois at Chicago

"Reflecting current trends such as RTI and the CCSS, this book provides clear guidelines for assessment of all components of reading, including those not typically addressed, such as student motivation to read. What makes the book unique is the extensive use of real-world student examples. The tools and methods are firmly based on research, and the language and illustrative examples make complex ideas clear and easy to implement. This is a highly useful resource for teachers, coaches, and administrators."--Esther Klein Friedman, PhD, Executive Director, Literacy and Academic Intervention Services, New York City Department of Education

"Based on the cognitive model of assessment, *Assessment for Reading Instruction, Third Edition*, presents viable options from which educators may choose to inform and plan instruction in a practical and functional system. Revised informal assessments in phonemic awareness and the inclusion of vocabulary assessments are some of the new features that make this book essential. The authors have again scored a home run. Students and instructors will find this a lucid, well-organized text that is invaluable for course use. I highly recommend it for general and special educators in all grade levels."--Lori M. Strong, PhD, Department of Literacy and Special Education, College of Saint Rose

About the Author

Michael C. McKenna, PhD, was Thomas G. Jewell Professor of Reading in the Curry School of Education at the University of Virginia until his death in 2016. He authored, coauthored, or edited more than 20 books, including *Assessment for Reading Instruction, Third Edition*; *How to Plan Differentiated Reading Instruction, Second Edition: Resources for Grades K–3*; and *Organizing the Early Literacy Classroom*; as well as over 100 articles, chapters, and technical reports on a range of literacy topics. Dr. McKenna also

served as Series Editor, with Sharon Walpole, of *The Essential Library of PreK–2 Literacy*. His research was sponsored by the National Reading Research Center and the Center for the Improvement of Early Reading Achievement. He was a corecipient of the Edward B. Fry Book Award from the Literacy Research Association and the Award for Outstanding Academic Books from the American Library Association, and a member of the Reading Hall of Fame.

Katherine A. Dougherty Stahl, EdD, is Clinical Associate Professor of Reading at New York University, where she serves as Director of the Literacy Program and teaches graduate courses. In addition to teaching in public elementary school classrooms for over 25 years, Dr. Stahl has extensive experience working with struggling readers in clinical settings. Her research focuses on reading acquisition, struggling readers, and comprehension. Her books include *Reading Assessment in an RTI Framework* (coauthored with Michael C. McKenna). She is a recipient of the Jeanne Chall Visiting Researcher Award from Harvard University and the Teaching Excellence Award from the Steinhardt School of Culture, Education, and Human Development at New York University.

Users Review

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Anthony Chan:

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