

Group Instructional Assessment

Group IA follows the general structure of individual IA. Using cooperative group techniques, teachers can assess several students performance in the various dimensions of reading.

Steps to the Group IA Process

Preparatory Stage:

1. **Story introduction.** The teacher activates students' prior knowledge by discussing the title, illustrations, and providing general background information.
2. **Read aloud.** The teacher reads the initial passages of the story. Periodically, the teacher allows students to retell the story to a partner. The teacher can rotate being the partner for one student in order to listen to the type of retelling, or the teacher can have the students retell to one another and listen to the pairs. The teacher then has students summarize their partner's retelling. Additional questioning can be employed (e.g. aided, forced choice, etc.) to further gauge students understanding and responding.
3. **Expert Parts.** Students are placed in small groups and assigned a passage or page(s) to read from the text they are studying.
4. **Word Search.** Students are provided blank cards and markers to conduct personal word searches of unknown words and concepts. Students are instructed to write their unknown word on separate cards as they skim read the assigned passage. The teacher observes the type of words selected and notes common words across the groups.
5. **Word Practice.** After completing individual word searches, group members assist each other in decoding and defining the various unknown words. The teacher demonstrates how students are to practice pronouncing words (i.e., recognition) and then defining and using words in sentences (i.e., word meaning).

Sampling Student Reading:

1. **Timed reading.** Each student orally reads his her assigned passage either to the group. The teachers takes a "running record" as well as a one-minute timed reading to record the students oral reading fluency.
2. **Additional Word Search.** As the student reads orally, the other group members place blank transparency over the passage the student and circle any additional unknown words or words that can.
3. **Text retelling.** Students use a graphic organizer to aid in the retelling of the text to their groups. They make use of cooperative learning activities to develop each others comprehension skills. Writing skills are integrated into this activity.
4. **Data recording.** Oral reading rates, accuracy rates, word recognition, reading error patterns, and reading comprehension are recorded on a IA form.
5. **Matching Instruction.** Based on the assessments the teacher identifies specific intervention strategies to improve students word recognition, fluency, and reading comprehension.
6. **Strategically Teach.** Using meaningful content, implement specific strategies that link to the assessment data. Consider strategies that promote *Awareness, Accuracy and Automaticity*. Integrate reading and writing instruction, monitor and record student progress and ensure student success.