CONTENTS

Acknowledgments viii Introduction 1

PART ONE

BASIC ISSUES

1	Starting the Conversation 5	
2	Being a Constructive Evaluator 11	
3	It Takes Two: Evaluation as Social Interaction	17
4	Sane Self-Assessment 26	
5	Shaping the Reflective Lens 34	
6	What Makes Literate Activity Easy or Difficult?	42
7	Controlling the Ease of Literate Activities 50	
8	Choosing and Erring 57	

PART TWO

11

NOTICING DETAILS

Meaningful Literacy 9 Constructive Literacy 10 Concepts of Being Literate

	14	Being Strategic 122		
	15	Children's Concepts of Competence and Success 130		
	16	Under Construction: The Patterns of Development 138		
PART THREE				
DOCUMENTING AND KEEPING TRACK				
	17	Opening Conversations 159		
	18	Conversations in Print 168		
	19	Interviews and Conferences 178		
	20	Learning from Listening 186		
	21	Recording Oral Reading 192 Co-authored with Marie M. Clay		
	22	Interpreting Oral Reading Records 212 Co-authored with Marie M. Clay		
	23	Telling Thinking: Evaluation Through Thinking Out Loud 232		
	24	Questioning, Cloze, Retelling, and Translating 239		
	25	Observation Records and Checklists 250		
	_	FOUR		
	ALK	ING ABOUT CHILDREN'S		
	LITE	RACY DEVELOPMENT		
	in the late			
	26	Beginning Portfolios 263		
	27	Talking About Portfolios 277		
	28	Writing Case Studies 288		
	29	Opening Pandora's Grade Box 297		
	30	Synchronizing Our Conversations: Moderation in Assessment 311		
	31	Keeping Track Without Losing Our Way 320		

Concepts About Print

The Sound, the Look, and the Feel of Words

113

12

13

Contents

VI

APPENDICES

- A Alphabet Knowledge Record Sheet 325
- "Why Do Boys Say Girls Are Afraid of Creepy-Crawlers?" by Emily Johnston 327
- C Some Interview Questions 329
- Sheet for Running Record Analysis 331

E Practice Running Records 332

References 341

Index 353

Contents

VII