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## About This Book

*Capturing ALL of the Reader Through the Reading Assessment System* incorporates “guides” to focus thinking. A graphic organizer is used as a point of entry into each chapter, outlining the major elements presented in this book. The Principles of Learning border frames all ideas presented. What we know about quality assessment is based on the Principles of Learning. The Assumptions of Quality Assessment serve as the backdrop and provide the theoretical underpinnings for the ideas shared in the *Reading Assessment System*. The six Components—Traits, Attributes, Scoring Guides, Ongoing Instructional Activities, Cumulative Assessment Tasks, and Multiple Methods of assessing—comprise the system for creating strategic readers. These components are the critical core, working interdependently to assist educators in making reading accessible to ALL students. Developing strategic readers is the central focus, (or target), as we incorporate the ideas presented in the *Reading Assessment System*. The graphic organizer is intended to assist in understanding how a given chapter or section fits into the “larger picture” or current context of learning.

*Capturing ALL of the Reader Through the Reading Assessment System* is Volume 3 of Rachel Billmeyer’s Literacy and Learning Trilogy.

- Volume 1 - *Strategic Reading in the Content Areas* (2004) is the foundation for strategic reading in all content areas through the use of strategies.
- Volume 2 - *Strategies to Engage the Mind of the Learner* (2003) describes with examples ninety strategies, many incorporated in Volume 1 and in Volume 3.
- Volume 3 - *Capturing ALL of the Reader Through the Reading Assessment System* (2001) uses strategies as assessment tools.

A learning team format has been incorporated to promote learning. It is the author’s hope that teams of educators will read, discuss, and use the process activities outlined at the beginning of each chapter or section. Specific learning team information is provided in the Appendix pages 229-231. For quick reference, strategies incorporated as assessment tools are indexed on page X. The icons are intended to focus your thinking as you study various portions of the text.



This frequently used icon means “notes,” directing you to spaces where notes can be written.



At the beginning of chapters and sections, you will discover a page that prepares you for reading. The icon of a pointing finger signifies major upcoming topics.



At various junctures in your learning you will be challenged to reflect on your reading—alone or with a colleague—orally or in writing. The yin-yang icon denotes an opportunity for reflection.



The open text icon provides you with a brief overview of the section. This overview provides an anticipatory set, prompting you to connect with prior knowledge.



Process activities are frequently provided throughout the text. The synergy icon depicts an opportunity to process information—usually with one or more colleagues.



As stated earlier in the book, the purchaser of the text has permission to reproduce specific pages for classroom use. Those pages are denoted by the blackline master icon.

Enjoy your learning. RB