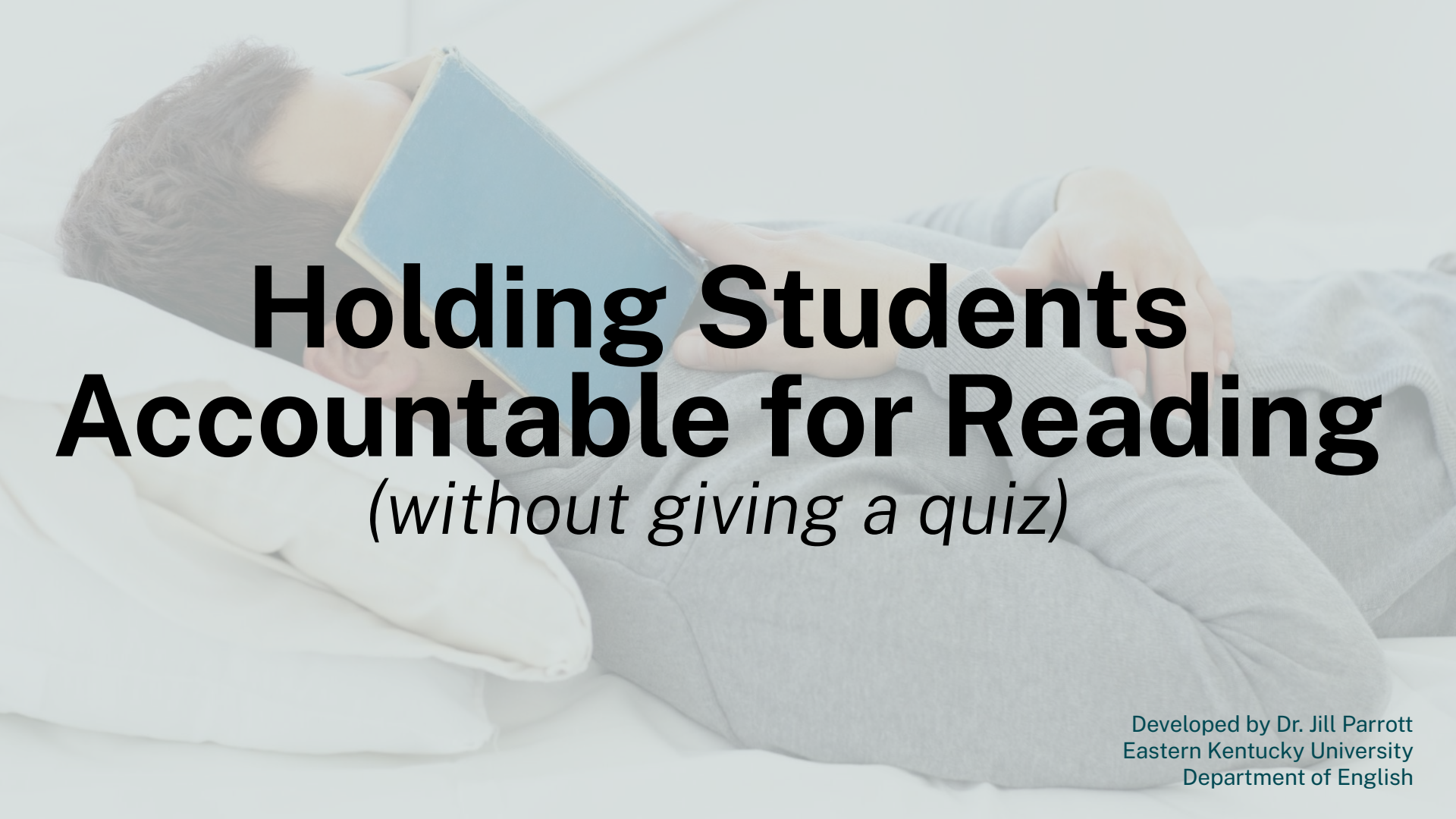


A person with dark, curly hair is lying in bed, propped up on a white pillow, reading a blue book. They are wearing a grey long-sleeved shirt. The background is a soft, out-of-focus white, suggesting a clean, bright environment. The overall tone is calm and focused.

Holding Students Accountable for Reading

(without giving a quiz)

Developed by Dr. Jill Parrott
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College Readiness

ACT College Readiness

40%

In 2024, only 40% of test-takers met the ACT's benchmark score of 22 for College Readiness in Reading (out of 36 possible points)

Average Score in 2023

20.1

Scores continue to decrease in recent years, possibly correlated with learning gaps due to COVID-19

Average Score in 2022

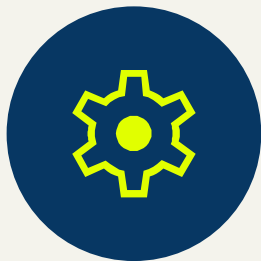
20.4

Data Across Genders

20.6

Women taking the ACT scored an average of 20.6 while the men scored 19.6

What Do We Know about Student Accountability for Reading?



Quizzes Don't Work

Sure, a quiz may give you some idea of whether a student did NOT read, but it will not give you insight into gaps in comprehension.



They Learn from Each Other

Social aspects of reading cannot always be measured by recall or by full class discussion. Students need interaction.



Reading ≠ Understanding

Consider what your goals are for students looking at the words on a screen or page: do you want them to just do it or to really get it?



AI Poses Challenges

We know that students are using AI in ways that both enhance and hinder their reading resilience and stamina.



Instructor Approach is Key

Research into reading pedagogy shows that how we set up and present assignments affects student motivation.

Key Objectives



Identify Ineffective Strategies

- If you're here, you probably have already identified at least one thing you're doing that needs improvement.
- Identify goals for your class: should students skim, apply, synthesize, create?

Tell Your Students

- Explain to your students the purpose of each reading and any accountability task you put in place.
- Make the invisible visible for them by showing them how to do the reading in the way you would as an expert.

Try New Strategies

- The following slides contain several tried-and-true ideas for holding students accountable for course readings (without quizzing them)
- Try a few and see which one works for your course content and style of teaching.

Save What Works

- Take note of what you feel like goes well! It is very easy to fall back into old patterns, so make successes visible (and more likely to be repeated).
- Share what has worked with your colleagues, as well.

Short Assignments You Can Use Right Now



Talk to the Text

THE ASSIGNMENT: Many students miss the opportunity to more deeply interact with the texts they are assigned because they haven't been taught how to annotate or held accountable for annotating as they read. To help build this habit, you might

1. Show your students how you annotate by uploading or projecting images of your own annotations.
2. Teach them a specific annotation style that you expect them to use.
3. Look at or have them share their annotations at regular intervals (although not every class period or for every reading)

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WHY IT WORKS

This is a two-fer! Not only will annotating/talking to the text put students in a position to more deeply interact with the text and, therefore, be more ready to use it, it will also give you the chance to check that they are reading in a quick, low-stakes way.

Graphic Organizers

THE ASSIGNMENT: After reading a short section of an assigned reading (either before coming to class or in class), have students create a visual or graphic representation of their understanding of the section. They can do this individually or in groups, on paper or online, as homework or in class.

Have them share in class! Their understanding of the text will only grow. You could also assign individuals or groups different sections of the same reading.

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WHY IT WORKS

They can't draw it out if they don't understand it! It gives them the opportunity to ask questions and fill in gaps in their comprehension. To complete the assignment, they might have to re-read, look up vocabulary, and work together.

It also allows you to see where students are struggling the most!

Difficulty Journal

THE ASSIGNMENT: Especially if your students are reading conceptually difficult or dense texts, have them start class with a journal prompt about the difficulties they may have had during reading. This might include things like vocabulary, length, unfamiliarity with the genre, or anything that was a barrier to their complete understanding of the text. You might also consider sharing first something *you* find difficult about that reading or similar readings. Students need to see that reading is difficult, but the difference between you and them is not intelligence but that you use effective strategies for dealing with the difficulty.

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WHY IT WORKS

Students must intentionally and meaningfully interact with the text in order to find pieces of it difficult and be able to articulate that. You will be able to tell who at least attempted to read and who did not.

KWL-Q Notetaker

THE ASSIGNMENT: Students use the notetaker (on the next slide) to interact meaningfully with the text. Before reading, they identify what they already know about the topic and what they want to know. As they read and/or after they read, they record what they have learned and what questions they still have. When they're finished, they can submit these to you, you can use them as discussion starters, or they can briefly share their notes in groups to see how others read.

KWLQ Chart

Directions: Complete the K and W columns before reading/viewing.
Complete the L and Q sections after reading/viewing.

K	W	L	Q
What do I already <u>Know</u> about this topic?	What do I <u>Want</u> to know about this topic?	What have I <u>Learned</u> about this topic?	What <u>Questions</u> do I still have about this topic?

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WHY IT WORKS

This one is easy to set up and great for requiring active, self-reflective reading. Students must rely on accessing their prior knowledge and a sense of intellectual curiosity to get them started and then check their understanding and develop questions to round things out. ALL of these are metacognitive on their own and are a SUPERHERO strategy together.

Why These?

How are these strategies more effective than others?

They Are Metacognitive

Students must actively participate in these activities rather than passively allow their eyes to roam over a block of text. It requires a transaction between the two.

They Build Reading Skills

Quizzes might encourage students to read to avoid failing the quiz, but these active strategies give them ways to become more adept readers with many tools available to them.

Students Learn Together

Each of these strategies can be done individually or can integrate group work. Students often feel less alone in their challenges if others share.

You Are a Model

As you assign these strategies, be sure that you are also showing your students how YOU read and how you might use these strategies. Share your annotations. Share your difficulties. Fill out the notetaker yourself.



Reflection:

Which accountability strategy will you try first, and why are you drawn to it?

Key Takeaways

- 1) Start with your purpose for having students read that text.
- 2) Just because students can read doesn't mean they can read the way we expect them to in our classes.
- 3) Show them how you read as an expert and give them a chance to develop as part of your accountability strategy.