**BLSD Performance-Based Reading Assessment**

***Fall* Reading Assessment FOR Learning**

**PROTOCOL for Grade 10 Swiss Build Longest Tunnel**

In this Fall Grade 10 Reading Assessment students read the article **Swiss Build Longest Tunnel**

Setting the stage for the Assessment takes approximately 15 minutes. Students will need 45-60 minutes to complete the reading and Question and Answer Sheet. This assessment will take 2 teachers about one hour to administer. If a second teacher is not available, additional time will be necessary for a teacher to complete the Oral Reading and Conference components.

**Teacher materials required:**

1. Copy for each teacher of the Oral Reading Sheet.

2. Activation images. (found in BLSD Literacy Toolkit)

3. Oral Reading/Conference Sheet for each student.

**Student materials required**

1. class set of Question and Answer Sheets.

2. class set of **Swiss Build Longest Tunnel** packets. (article + maps)

**Assessments should allow students to exhibit their strengths.** With this in mind, review the following purposes and processes with the students. The following script is provided for your use. Please ensure students on an IEP have the appropriate adaptations in place and that these adaptations are noted on your class list template. A scribe can be provided for developing writers.

**Please note: Students can be reminded of directions throughout this assessment.**

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| **INTRODUCING THE ASSESSMENT** |
| **Rationale** | **Steps** | **Points to Consider** |
| It is important that students understand the**purpose of the****assessment** and how the information is going to be used. | “The **purpose** of this reading assessment is to gain information about how well you are independently reading and understanding at this time of the year, using a particular sample. It is not an assessment for marks, but it *is* an independent sample. “I will use what I learn from this assessment to guide my planning, and to bring you specific feedback about your reading strengths and about how you can grow your skills to become even more proficient.” “You will be asked to read silently and to answer a few questions. At any time, you can look at the text to answer the questions.” | Make sure thestudents know whatyou want them to doupon completion, and that they have thenecessary materialsin their desks.Silent reading is easyto organize andappropriate. |

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| **ACTIVATION OF THE TOPIC** |
| **Rationale** | **Steps** | **Points to Consider** |
| Proficient readers **access****background****knowledge (schema)**before they read to increase theirunderstanding.An activation discussion provides entry points for all students into the reading, and builds engage-ment and curiosity. | **Suggested Activation:**Using a document camera or projector, show students the tunnel picture on the front of their text packet, asking the question: “What’s going on in this picture?” *(see the Literacy Assessment folder of the BLSD toolkit for an e-copy of activation images)* Ask them to look and think quietly (15-20 seconds), paying attention to what they notice and what they wonder.Students turn and talk to a partner about their observations. Debrief with 3-5 partner sharings about what they think is going on. Do a class whip-around where each student shares one observation or question about the photo.Use the map image of the European Union to have students share, in small groups, their background knowledge about the EU. | Student thinking will have more depth and engagement if they view the image without the title. If using the cover page of the student booklet with a document camera, hide the title.Having each student contribute something during the activation builds engagement and attention. |

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| **SETTING A PURPOSE FOR READING** |
| **Rationale** | **Steps** | **Points to Consider** |
| Proficient readers readwith a **purpose.** | Distribute Student Question sheets.“Let’s read the questions together BEFORE youbegin reading, to help establish your **purpose**for reading.” | **The questions are not discussed.** If a student requiressupport with a question during the assessment and if support is given, record this information for use in planning for instruction. |
| Proficient readers**interact with the text**during reading to deepentheir understanding. | Encourage your students to use strategies to**show their thinking** as they read.“Making your thinking visible to me helps me better understand you as a reader.”“I can give you sticky-notes or scrap paper to hold your thinking because you cannot write on your text.” | Use these if you feelthey will be helpful toyour students. |
| Proficient readers read **strategically** | Encourage students to approach the task in a way that strategically works for them.“You will have 45-60 minutes to complete the reading and questions. You are free to answer questions *as* you read, or *after* you read. You do not need to answer them in order, as long as you make sure to answer each question.” |  |

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| **INDIVIDUAL READING MINI-CONFERENCES** |
| **Rationale** | **Steps** | **Points to Consider** |
| The oral reading sample and conference providesa great deal of information about the**strategies that students use** whendecoding andcomprehending text.

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| **Reading Behavior** | **Code** |
| Omission | ~~home~~ |
| Insertion | oldMy^house |
| Substitution | house~~home~~ |
| Repetition | R |
| Sounding Out | SO |
| Self-Correction | SC |
| Told Student the World | T |
| Pause | He//told |

 | “You now know what your part is in this assessment. I also have a part to do. My part is to listen to you read, make notes and ask you a few questions.”“**Reading orally** provides a window into what goes on in your mind when you read. I glimpse your reading patterns, how you make sense of unknown words, your phrasing, the flow of your language. This information helps me support you in your development as a reader.”“You will be asked to read something in the passage that you have already practiced. All students will read the same passage. I will mark down what I notice about your reading. What I am marking is my observations, not necessarily errors. I will show you my recording, once we have finished.”Students will read from their copy of the article. Record your observations on the Oral Reading Sheet. Circle the appropriate descriptor(s) at the bottom of the page. | It is important that all students read aloud. One to one time is valuable. Struggling readers are not centered out, nor approached first, but are given time to see how the conferencing works so they know what to expect.If students areunfamiliar with thecoding system, youmay wish to explain it to the class beforeyou begin theassessment.Most students arecomfortable withreading aloud in theclassroom, whileothers may wish togo to another setting.It is helpful to copythe Conference Sheetand the Oral ReadingSheet back to back. |
| The conference allowsfurther insight into**strategy use** and allowsstudents who arechallenged with puttingtheir thoughts on paperto **demonstrate their****understanding orally.** | “After I listen to you read I will conferencewith you. I will ask you about the strategiesyou used, what you learned from your readingand what connections you made as you read.” | When you ask thequestions about strategy use **do not** **show students the** **potential answers.** Either tick, number, or record their answers. If you notice a huge discrepancy betweena student’s oral answers and his/her written responses ask the comprehension questions. |

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| **WORKING TIME** |
| **Rationale** | **Steps** | **Points to Consider** |
|  | Distribute booklets.Remind students to be thoughtful in answering the comprehension questions and remind them that they can look back at the text as they need to.Remind students to read **all** of their packet, ***Swiss Build World’s Longest Tunnel.*** | Give the students about 5 minutes to settle before youstart the Oral Reading andInterviews.Check with students that they have already read past the oral reading passage in their article before asking them to read it orally. |
| Assessments shouldallow students to **exhibit****their strengths.** | Give students the time they need to finish the assessment. | It usually takes moststudents between 45and 60 minutes. |

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| **LOOKING AT STUDENT WORK AND PLANNING NEXT STEPS** |
| **Rationale** | **Steps** | **Points to Consider** |
| When we look at and discuss student work with colleagues we achieve greater insight and objectivity.The greatest power in Assessment For Learning lies in meaningful, explicit feedback to students.  | Using the B C Performance Rubric for Grade 10 Non-fiction Reading (available in the BLSD Literacy Toolkit, Literacy Assessment folder), [[1]](#footnote-1)look over each student’s responses alongside a teaching partner. Highlight the sections of the rubric that most closely match what you see in the student work, and heard in the conference. Conversation should be focused toward identifying strengths, areas to be strengthened, and next steps.The **Student Feedback Conference Template** in the toolkit will support you in providing feedback to students and conferencing with them to set goals and strategies for next steps in individual reading growth. | It is important to focus on what is actually being shown in student work, not on assumptions about what the student is capable of. When student work does not reflect potential or ability, this becomes material for conversation with the student in a feedback conference. Some students may perform more ably than expected. |
| No Plan, no point. Assessment FOR learning must lead to a change in teaching and in learning. | Identify one or two goals to focus your teaching for the next 4-6 weeks for the entire class, and create a plan for this teaching. The Classroom Profile and Planning Templates can support you in focusing your thinking.Return to your class and give specific, strength-based feedback to the group as a whole and to individuals. Explain the roadmap forward, and be explicit about the supports you will provide. | The BLSD Literacy toolkit provides a wealth of resources for teaching reading strategies. Structures and routines that provide regular guided practice will best help students grow their skills.  |

[[2]](#footnote-2)Adapted from DART, with permission of Faye Brownlie, Border Land SD, 2017

1. [↑](#footnote-ref-1)
2. Adapter [↑](#footnote-ref-2)