

## District Assessment of Reading Team (DART) – Fall Assessment FOR Learning A Proposed In-service Model (2 hours)

- **Welcome and introductions**

- **Background on WHY the need for a fall assessment FOR learning**

- Data gathered in the fall helps teachers determine what should be the focus for instruction.
- This is a process that can be repeated by teachers throughout the year to monitor student progress, collect information for reporting out, guide instruction, gauge the effectiveness of their teaching and of student learning.
- Tied to the grade level Performance Standards for Reading Information so teachers are teaching ‘with the end in mind’.
- Parallels the format of the end-of-the-year spring assessment OF learning, so the students will be familiar with the format of the assessment.
- Provides baseline data for schools wishing to track the students’ progress against the Performance Standards, over the course of the school year.

At this point, distribute samples of the tests and have the teachers flip through them. Then, resume guiding them through the test packages.

- **Reading passages**

- The grade 5-9 passages are informational passages from the Canadian DRA (Developmental Reading Assessment).
- Students will reread the text which they will have read during the spring assessment OF learning, then read on to read the entire text. For example, a grade 5 student in September will read “A Pack of Wolves,” having read the first 5 pages of it in May/June when he was in grade 4.
- Students in grades 3 and 4 have new passages to read, created for this assessment.
- Students always have access to the passage during the assessment and are encouraged to reread.
- If further information is needed on a particular student, an individual assessment can be conducted using the DRA (Developmental Reading Assessment).

**• Assessment Form**

- Each grade has a passage to read with accompanying response questions.
- Each grade has an oral reading component and mini-conference component. Teachers are strongly encouraged to take advantage of these components in the fall assessment.
- A 5-minute, whole-class pre-reading discussion establishes the topic to be read.
- Students read the questions with the teacher, prior to reading the text independently. This establishes a purpose for reading.
- Students are encouraged to refer back to the text while answering the response questions.
- Students are encouraged to make note of unknown words, since good readers notice when they don't know.
- The assessment should take about 45-50 minutes if the conference and oral reading sections are not included; 60 minutes if these sections are included, and you invite your support teacher to assist you in completing the oral reading and conference parts of the assessment.

**• Questions**

- There are 5 questions for each of the selections in grades 4-9.
- The questions are based on information in the latter part of the text—that which is unfamiliar to the students.
- The first question focuses on note taking and details in the text.
- The second question focuses on reading graphs, pictures, maps ... This is done orally in grade 3.
- The third question focuses on presenting information in a different way, and elaborating, extending, connecting, comparing, or showing relationships among ideas.
- The fourth question focuses on personal connections, reasoning, reading beyond the lines.
- The fifth question asks students to consider the difficulty of the text and their strategies for handling the challenge.

**• Protocol**

- A protocol is included to standardize the assessment procedure. This is especially important to follow if teachers are collecting data for comparative purposes (ranking the student responses on a scale of 1-4) rather than using the data to inform their instruction (highlighting the descriptors which match the evidence found in the students' responses).

At this point, allow time for teachers to examine the text materials and protocol.

## • Scoring

- The B.C. Performance Standards for Reading Information will form the basis for evaluation.
- Scoring guides, based on these standards, are included for each grade.
- Anchor papers or scored student samples are included for each grade.
- Students are always scored using the appropriate grade Performance Standard. For example, at the beginning of the grade 5 year, the students reread the grade 4 text, “A Pack of Wolves,” but are scored using the grade 5 Performance Standard as they are now in grade 5.
- The purpose of a fall assessment is FOR learning. This is only possible if teachers highlight the descriptors that match their students’ responses and use these as a guide in planning for instruction. Ranking student responses by category (for example, ‘not yet within expectations’ in comprehension) does NOT give sufficient detail to plan for instruction. Furthermore, using the labels (i.e., minimally meeting expectations) at this time of year is inappropriate because the labels are based on student work in March/April. At best, if teachers wanted to gather baseline data, they would use the numbers 1-4 for the student work samples rather than the labels.
- Once individual student samples have been scored, teachers can use the Performance Standard Planning Worksheet to set instructional goals for their class (a sample is included).
- Teachers will want to score their own classes, preferably with the help of their support teacher, and/or in grade-level teams to encourage conversation about their students’ strengths and needs and to begin collaborative instructional planning.

At this point, train teachers in the scoring procedure – either highlighting the descriptors that are found in the students’ responses for ‘assessment FOR learning’ or using the scoring protocol for ‘assessment OF learning,’ ranking the responses 1-4.