

District Assessment of Reading Team (DART) – Fall Assessment FOR Learning PROTOCOL

Assessments should allow students to exhibit their strengths. With this in mind, it can be helpful to review the following purposes and processes with the students.

1. SETTING THE STAGE

Purpose:

“The purpose of this reading task is to gain information about how well you are independently reading and understanding—what you know now and what you have yet to learn. This information will be helpful to me as I plan my teaching and will be helpful to you in seeing what you need to learn next. It is not an assessment for marks.”

Process:

“You will be asked to read silently and to answer a few questions.

This is an independent reading sample.

You will always have access to the text and to the questions so you are able to reread the text to clarify questions.

Readers often doodle, underline or make notes as they are reading. I will provide you with Post-It notes or acetate and a washable pen to use, if you wish, while you are reading. Or, you may web or make notes on your question page.”

2. GETTING STARTED / CONNECTING WITH WHAT YOU KNOW

“Good readers access background knowledge before beginning to read as this increases their comprehension. Study the title and the image on the cover of the text. What do you think it is going to be about? What do you know already about this topic?” Students should have had a chance to share predictions and known information as a class in order for everyone to hear the same information. Be sure that the title has been clearly read aloud for all the students. In grades 3 and 4, this is particularly important as the students need to have heard the words ‘Bowen Island’ and ‘cycling’ before reading. In grade 6, *One Brave Heart*, the word ‘prosthetics’ should be used in the introductory discussion.

Some teachers choose to have students close their eyes, think about the topic, and raise the appropriate

number of fingers to indicate information they have about the topic. This getting started should take about 5 minutes.

Some students may recognize the passage because they have read the first 5 pages in the spring assessment. Assure them that this, indeed, is true, and that now they will read the entire booklet.

3. DURING READING / PROCESSING NEW INFORMATION

“Good readers also read with a purpose in mind. Let’s read the questions over BEFORE you begin reading, to help establish your purposes for reading.” The teacher reads the questions aloud as the students follow. The questions are not discussed. If a student requires support with a question during the assessment and if support is given, record this information for use in planning for instruction.

Encourage students to keep track of words they do not know. These can be written down, highlighted if a piece of acetate is being used, or marked on a Post-It note and placed on the text.

4. POST READING / CONSIDERING YOURSELF AS A READER

“Good readers reflect on their reading and how well they understood the text. Be thoughtful about the final question. Even if you did not find a part of this reading challenging, think about what you do when the reading is challenging.”

5. ORAL READING AND INTERVIEW

In the fall assessment, teachers are strongly encouraged to conduct the oral reading and interview. This provides a great deal of information about the strategies students use when reading text—through observation and through interview—and allows students who are challenged with putting their thoughts on paper, to demonstrate understanding orally. It is important that all students read aloud, not just those who are struggling. It takes only a few moments to interview an able reader and to conference with them. This models for all the students that this 1:1 time is valuable.

Purpose:

“Reading orally provides a window into what goes on in your mind in reading. 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.”

Process:

“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. I am marking my observations, not necessarily errors. I will show you my recording, once we have finished.”

Explain the coding system to the class BEFORE you begin the assessment, especially with older students who may be not used to reading aloud to a teacher and may be anxious about what you are writing down. This explanation is less important with younger students, who tend to read more regularly to teachers.

Conferences:

While the students are reading silently and responding, meet with each student and have them read the first 2 paragraphs to you. Score their oral reading as follows:

Omissions	<u>home</u>
Repetitions	home
Substitutions	home house
Insertions	old my house
Reversal	in the
Don't know (gave word)	dk
Self-corrects	s/c ✓
Sounds out	so

Score their use or misuse of punctuation by indicating their phrasing, especially if inappropriate phrasing seems to be interfering with fluency and/or comprehension.

Example: Wolves have very good / senses, With their yellow eyes / they...

Circle the word that best describes their reading:

Halting Careful Confident/Fluent Expressive