

District Assessment of Reading Team (DART) – Spring Assessment OF Learning A Proposed In-service Model (2 hours)

- ***Welcome and introductions***

- ***Background on WHY the need for a spring assessment OF learning***

- data gathering to monitor student growth in the system
- school growth plans
- district review process
- assessments designed closer to the context of the classroom tend to reflect more accurately individual student growth

- ***Background on assessment design***

- began more than 10 years ago in Campbell River, at the request of the superintendent, for a district assessment at grades 3, 6 and 9
- Faye Brownlie contracted by Campbell River and Mission school districts to update and expand the Campbell River Reading Assessment, fall 2003
- 13 other districts joined the consortium to field test and provide input to the test design, fall 2003
- wanted an assessment that would be teacher and student friendly and based on the BC Reading Performance Standards
- wanted an assessment that could be used in the spring to gather assessment **of** learning data and a parallel assessment that could be used in the fall to gather assessment **for** learning data
- wanted an assessment that would follow a similar pattern from grades 3 to 9, recognizing that not all districts would want to test all students each year at each grade level; i.e., each district would develop its own plan for using the DART
- wanted to focus on reading information text as that was considered to be generally less developed than fiction reading

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 grades 3 and 9 passages are from the existing Campbell River assessment.
- The passage for each grade from 4-8 is from the Canadian DRA (Developmental Reading Assessment). Many districts had Pearson's Developmental Reading Assessment (DRA) kits. These were often sitting on shelves as teachers found them to be effective, but very time consuming, in gathering data about student learning. In the Canadian Edition of the DRA, there are 2 passages at each grade level, one of which is non-fiction or informational text. Pearson agreed to re-package these information booklets, in sets of 30, for sale to districts that were participating in the consortium and had a DRA kit in each school to be used as a follow-up with those students considered at-risk on the district screen (DART-new passages have been created for the fall assessment **for** learning, grades 3 and 4).
- For the fall assessment, at each of the grades 5-9, the students will read the entire previous grade booklet, but the response questions will be based on the latter part of the text. For example, grade 4 students in the spring will read the grade 4 text, *A Pack of Wolves*. These grade 4s, upon entering grade 5, will read in the fall the entire text of *A Pack of Wolves*. This may encourage conversations among teachers and will not be grade-appropriate as only 3-4 months will have passed, 2 of these with students on vacation.

• **Assessment Form**

- Each grade has a passage to read with accompanying response questions.
- Each grade has an optional oral reading component and optional mini-conference component.
- 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.
- 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 30-40 minutes if the conference and oral reading sections are **not** included; 60 minutes if they are.

• **Questions**

- There are 5 questions for each of the selections in grades 4-8.
- The first question focuses on note taking and details in the text.
- The second question focuses on reading graphs, pictures, maps,
- 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 how they managed to read it.

- **Protocol**

- A protocol is included to standardize the assessment procedure. Teachers are strongly encouraged to follow this protocol in order to have valid results.

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

- **Scoring**

- The BC Performance Standards for Reading will form the basis for evaluation.
- Scoring guides, based on these standards, are included for each grade.
- Anchor papers for each of the levels, 1-4, are included for each grade level.

At this point, train teachers in the scoring procedure, according to the scoring protocol.

- Consider how you are planning on scoring these assessments in your district. Will they be scored by classroom teachers—by the students' own teacher? Will sample tests be pulled and sent to a central district team to cross-check the scoring and validation of the assessments? Will they be scored centrally?

- **Timelines**

- When are they to be administered?
- How are the materials being distributed?
- What data does the district need? Several forms are included for your use.

At this point, allow time for questions.

- **Assessment FOR learning**

- An optional form, parallel to the spring assessment, is developed and is available for classroom use in September/October.
- The purpose of this assessment is to provide teachers with performance-based planning FOR instruction data, highlighting their students' areas of strength and need.
- It is scored using the Performance Standards.