

**READ Team *Mid-Year* Assessment *OF* and *FOR* Learning
Based on District Assessment of Reading Team (DART)
PROTOCOL for *Grade 3* Angela Chalmers**

In this mid-year Grade 3 Assessment students read selection entitled **Angela Chalmers** from the Quick Comprehension Assessment series.

Setting the stage for the Assessment takes approximately 15 minutes. Students will need 45 minutes to complete the reading and Question and Answer Sheet. This assessment will take 2 teachers 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.

<p>Teacher materials required:</p> <ol style="list-style-type: none"> 1. Copy for each teacher of the Oral Reading Sheet. 2. Oral Reading/Conference Sheet for each student. <p>Student materials required</p> <ol style="list-style-type: none"> 1. class set of Question and Answer Sheets 2. class set of selection entitled <u>Angela Chalmers</u>
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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.

There may be some students in your class on modified programs who will not be able to read this text. If so, in accordance with their I.E.P., the text may be read to them and they could respond to the best of their ability. A scribe can be provided for developing writers.

Rationale	Steps	Points to Consider
<p>It is important that students understand the purpose of the assessment and how the information is going to be used.</p>	<p>“The purpose of this reading assessment is to gain information about how you are independently reading and understanding at this time of the year, using a particular sample. It is not an assessment for marks.”</p> <p>“You will be asked to read silently and to answer a few questions.”</p> <p>“This is an independent reading sample.”</p> <p>“At anytime, you can look at the text to answer the questions.”</p>	<p>Make sure the students know what you want them to do after they have finished, and that they have the necessary materials in their desks.</p> <p>Silent reading is easy to organize and appropriate.</p>

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<p>Proficient readers access background knowledge (schema) before they read to increase their understanding.</p>	<p>“It is important to think about the title and the pictures on the selection you read. Look at what you will be reading. It is called <u>Angela Chalmers – Great Canadian Runner</u>. What do you think this text is going to be about? What do you already know about runners?”</p> <p>Ask class to share predictions and facts they know about the topic so everyone hears the same information.</p> <p>After students have shared with the whole class, encourage individual student accountability.</p> <p>“Close your eyes, think about what you have heard and already know about runners. Make a fist and raise a finger with each fact you recall.”</p>	<p>Discuss the following vocabulary: Angela Chalmers Manitoba Dakota First Nation</p>
<p>Proficient readers read with a purpose.</p>	<p>Distribute Question and Answer Sheets.</p> <p>“Let’s read the questions together BEFORE you begin reading, to help establish your purpose for reading.”</p> <p>“Put your finger on question one and we will start.”</p>	<p>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.</p>
<p>Proficient readers interact with the text during reading to deepen their understanding.</p>	<p>Encourage your students to use strategies to hold their thinking as they read.</p> <p>“I can give you stickies, acetate or scrap paper to hold your thinking because you cannot write on your text.”</p>	<p>Use these if you feel they will be helpful to your students.</p>

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<p>The oral reading provides a great deal of information about the strategies that students use when decoding and comprehending text.</p> <table border="1" data-bbox="131 537 456 1283"> <thead> <tr> <th>Reading Behaviour</th> <th>Code</th> </tr> </thead> <tbody> <tr> <td>Omission</td> <td>home</td> </tr> <tr> <td>Insertion</td> <td>old My^house</td> </tr> <tr> <td>Substitution</td> <td>house home</td> </tr> <tr> <td>Repetition</td> <td>R</td> </tr> <tr> <td>Sounding Out</td> <td>SO</td> </tr> <tr> <td>Self-Correction</td> <td>SC</td> </tr> <tr> <td>Told student the word</td> <td>T</td> </tr> </tbody> </table>	Reading Behaviour	Code	Omission	home	Insertion	old My^house	Substitution	house home	Repetition	R	Sounding Out	SO	Self-Correction	SC	Told student the word	T	<p>“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.”</p> <p>“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.”</p> <p>“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.”</p> <p>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 eg. careful and confident.</p>	<p>It is important that all students read aloud.</p> <p>One to one time is valuable.</p> <p>Struggling readers are not centered out.</p> <p>If students are unfamiliar with the coding system you may wish to explain it to the class before you begin the assessment.</p> <p>Most students are comfortable with reading aloud in the classroom, while others may wish to go to another setting.</p> <p>It is helpful to copy the Conference Sheet and the Oral Reading Sheet back to back.</p>
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<p>The interview allows further insight into strategy use and allows students who are challenged with putting their thoughts on paper to demonstrate their understanding orally.</p>	<p>“After I listen to you read I will interview you. I will ask you about the strategies you used, what you learned from your reading and what connections you made as you read.”</p>	<p>When you ask the questions about strategy use do not show students the potential answers. Either tick, number or record their answers.</p> <p>If you notice a huge discrepancy between a student’s oral answers and their written responses ask the comprehension questions.</p>																

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	<p>Distribute selection entitled <u>Angela Chalmers – Great Canadian Runner</u>.</p> <p>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.</p>	<p>Give the students about 5 minutes to settle before you start the Oral Reading and Interviews.</p>
<p>Assessments should allow students to exhibit their strengths.</p>	<p>Give students the time they need to finish the assessment.</p>	<p>It usually takes most students between 45 and 60 minutes.</p>