

Fall Reading Assessment FOR Learning

PROTOCOL for Grade 4 *Cycling: Getting Around by Bicycle*

In this Fall Grade 4 DART Assessment students read *Cycling: Getting Around by Bicycle*.

Setting the stage for the DART 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.

Teacher materials required:

1. Copy for each teacher of the Oral Reading Sheet.
2. (Optional) Overhead of the front page of the article.
3. Oral Reading/Conference Sheet for each student.

Student materials required

1. class set of Question and Answer Sheets.
2. class set of *Cycling: Getting Around by Bicycle* articles.

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.

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. I will use what I learn from this assessment to guide my planning. It is not an assessment for marks." "You will be asked to read silently and to answer a few questions." "This is an independent reading sample." "At anytime, you can look at the text to answer the questions."	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. Silent reading is easy to organize and appropriate.

Rationale	Steps	Points to Consider
<p>Proficient readers access background knowledge (schema) before they read to increase their understanding.</p>	<p>“Before you read it is important to think about the title <u>Cycling: Getting Around by Bicycle</u>, what you know about cycling, and what you think this article might be about.”</p> <p>Ask the class to share ideas 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 now know about cycling, and getting around by bicycle. Make a fist and raise a finger with each fact you recall.”</p>	<p>You could show an overhead of the front page of the article.</p>
<p>Proficient readers read with a purpose.</p>	<p>Distribute Student Assessment Packages.</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="131 449 459 1293"> <thead> <tr> <th data-bbox="131 449 302 512">Reading Behaviour</th> <th data-bbox="302 449 459 512">Code</th> </tr> </thead> <tbody> <tr> <td data-bbox="131 512 302 606">Omission</td> <td data-bbox="302 512 459 606">home</td> </tr> <tr> <td data-bbox="131 606 302 701">Insertion</td> <td data-bbox="302 606 459 701">old My^house</td> </tr> <tr> <td data-bbox="131 701 302 798">Substitution</td> <td data-bbox="302 701 459 798">house home</td> </tr> <tr> <td data-bbox="131 798 302 892">Repetition</td> <td data-bbox="302 798 459 892">R</td> </tr> <tr> <td data-bbox="131 892 302 987">Sounding Out</td> <td data-bbox="302 892 459 987">SO</td> </tr> <tr> <td data-bbox="131 987 302 1081">Self-Correction</td> <td data-bbox="302 987 459 1081">SC</td> </tr> <tr> <td data-bbox="131 1081 302 1176">Told student the word</td> <td data-bbox="302 1081 459 1176">T</td> </tr> <tr> <td data-bbox="131 1176 302 1293">Pause</td> <td data-bbox="302 1176 459 1293">he told</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	Pause	he told	<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 conference 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 conference with 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 <u>Cycling: Getting Around by Bicycle</u> articles.</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>“Begin reading <u>Cycling: Getting Around by Bicycle</u>. ”</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>