

Spring Reading Assessment FOR Learning

PROTOCOL for *Grade 1 Ears*

In this Grade 1 Reading Assessment, students look at or read the selection entitled ***Ears*** from **Thomson Nelson, Sails, Level 10-12/F-G**

Setting the stage for the Assessment takes approximately 10 minutes and can easily be done as a whole group activity at Group Time or Story Time. Students will then need 10 - 15 minutes to look at the book and draw a picture on the Question and Answer Sheet. This can be done at Center Time or at Reading Time in small groups or as a whole class. The individual Book Sharing and Conference, likewise, can take place during Centers or Reading Time. It is preferable if two teachers are involved. If a second teacher is not available, additional time will be necessary to complete the Book Sharing and Conference components. The assessment is best woven into ongoing instructional activities such as Group Time, Story Time, Reading Time and Center Time and can take place over a period of as much as a week or two.

<p>Teacher materials required:</p> <ol style="list-style-type: none"> 1. Conference Sheet (run on back of Q&A Sheet) <p>Student materials required:</p> <ol style="list-style-type: none"> 1. class set of Question and Answer Sheet 2. the appropriate number of copies of <i>Ears</i>

Assessments should allow students to exhibit their strengths.

With this in mind, the following script is provided for your use.

Incorporate a tiny flip through the book, in order to encourage students to look at the pictures that illustrate key vocabulary and to respond to the best of their ability by drawing, writing if they want to, and talking. Scribe all oral responses.

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>"Today, we're all going to look at a book, called <i>Ears</i>. After we look at the pictures together, you will have some time to look at the pictures and read or tell the story to yourself. Then you will draw a picture about the story. You can also write some words or sentences to go with your picture. While you are drawing and writing, you are each going to have a turn to tell me what you found out from this book."</p>	<p>Make sure the students know what you want them to do after they have finished, and that they have the materials they need.</p>

Rationale	Steps	Points to Consider
<p>Proficient readers access background knowledge (schema) before they read to increase their understanding.</p>	<p>“Let’s think about the title before we look at the book. It is called Ears. What do you know about animal ears? What do you think this book is going to be about?”</p> <p>Ask the class to share predictions about the book so everyone hears the same information.</p> <p>After 3 students have shared with the whole class, encourage individual students to recall the ideas just shared.</p> <p>Flip to p 4: “What is this animal called? A hippo!”</p> <p>Flip to p 14: “What is this animal called? A crocodile!”</p>	<p>If you have ESL students make sure they know what ears are.</p> <p>A tiny flip through the book introduces new vocabulary. Turn to p 4 and show the picture of the hippo. Then turn to p 14 and show the picture of the crocodile.</p>
<p>Proficient readers read with a purpose. Two forms of thinking paper are available – one has lines, one has none. Choose the form most familiar to your students.</p>	<p>Look at one Question and Answer Sheet together.</p> <p>“Let’s look at this sheet together BEFORE you begin, so that you know what you need to do.”</p> <p>“I’ll put my finger on the big square. This is where you will draw your picture about the book and write your words. Try to show what you found out from this book about ears.”</p>	<p>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>

- Brownlie: DART adapted by McMahan and Bjornson. Jan. 2005.
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- Co-created with Jean Adshead & Gina Rae

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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="131 464 453 1241"> <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> <tr> <td>Pause</td> <td>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 you have to do. I also have a part to do. My part is to talk to you about the book."</p> <p>Students will 'read' from their copy of the book. Record your observations and scribe answers to questions on the back of the Q&A sheet.</p>	<p>It is important that all students share the book with you.</p> <p>One to one time is valuable.</p> <p>No one reader is singled out.</p> <p>Most students are comfortable sharing a story in the classroom, while others may be more comfortable in another setting.</p> <p>It is helpful to copy the Q&A sheet and the Conference Sheet back to back.</p>
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<p>The interview allows students to demonstrate their understanding orally.</p>	<p>"After sharing the book with you I will look at your paper and ask you a few questions."</p>																			
	<p>Distribute selection entitled <i>Ears</i>.</p> <p>"First look at or read the whole book." Remind students to be thoughtful as they draw and write and remind them that they can look back at the story as much as they need to.</p>	<p>Give the students about 5 minutes to settle before you start the Book Sharing 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 10 and 20 minutes.</p>																		

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