

***Spring* Reading Assessment *FOR* Learning**

PROTOCOL for *Grade 2 Travelling Animals*

In this Fall Grade 2 Reading Assessment, students read the selection entitled ***Travelling Animals*** from **Thomson Nelson, Sails, Level 16/I-J**

Setting the stage for the Assessment takes approximately 15 minutes. Students will need 30 minutes to complete the reading and Question and Answer Sheet. This assessment will take two 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. (Optional) Overhead of the front page of the story
2. Oral Reading/Conference Sheet for each student
3. Fluency Guidelines

Student materials required:

1. Class set of Question and Answer Sheets
2. Appropriate number of copies of ***Travelling Animals***

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
It is important that students understand the purpose of the assessment and how the information is going to be used.	<p>"The purpose of this reading assessment is to inform me about how you are reading and how you are understanding what you read. We're all going to read the same text, called Travelling Animals. I will use what I learn about you as readers to guide my planning."</p> <p>"You will be asked to read quietly, by yourself and to answer a few questions."</p> <p>"At any time, you can look at the story 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>Quiet reading is easy to organize and appropriate.</p>

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- Adapted from Brownlie's DART by Gina Rae & Faye Brownlie, SD#38, 2007.
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<p>Proficient readers access background knowledge (schema) before they read to increase their understanding.</p>	<p>"Before you read, let's think about the title. The text is called Travelling Animals. What do you know about travelling animals? What do you think you will find out?"</p> <p>Ask class to share 3 predictions about the book so everyone hears the same information.</p> <p>Flip to p 6: "What is this animal called? An aphid!"</p> <p>Flip to p 14: "What is this animal called? A springbok!"</p>	<p>If you have ESL students make sure they know what travelling means.</p> <p>A tiny flip through the book introduces new vocabulary. Turn to p 6 and show the picture of the aphid. Then turn to p 14 and show the picture of the springbok.</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, so that you have a 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 remember their thoughts as they read.</p> <p>"You may make notes to help you remember your thoughts."</p>	<p>If students are reading book or passage that can't be marked, make post-it notes available.</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="131 554 456 1335"> <thead> <tr> <th>Reading Behaviour</th> <th>Code</th> </tr> </thead> <tbody> <tr> <td>Omission</td> <td>høme</td> </tr> <tr> <td>Insertion</td> <td>old My^house</td> </tr> <tr> <td>Substitution</td> <td>house høme</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	høme	Insertion	old My^house	Substitution	house høme	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>“You will be asked to read a part of the book that you have already practiced. All students will read the same part. I will mark down what I notice about your reading. I will show you my recording, once we have finished.”</p> <p>Ask students to bring their book and Q and A sheet to the conference.</p> <p>Students will read from their copy of the book. Record your observations on the Oral Reading Sheet. Circle the appropriate descriptor(s) at the bottom of the page e.g. ‘careful’ and ‘confident’. Descriptors are described in the Fluency Guidelines. Have this handy for reference.</p>	<p>It is important that all students read aloud.</p> <p>One to one time is valuable.</p> <p>Struggling readers are not singled 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 how you figure out hard words and what you do if things don’t make sense. I will also ask you what connections you made as you read. Does this text remind you of what you knew? Does any part of it remind you of something else you have read or seen?”</p> <p>If you notice a huge discrepancy between a student’s oral answers in the interview and their written responses, then ask the comprehension questions on the Q and A sheet</p>	<p>When you ask the questions about strategy use <u>do not show students the potential answers.</u> Either tick, number or record their answers.</p>																		

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	<p>Distribute book entitled <i>Travelling Animals.</i></p> <p>“ Read the whole text before answering the questions.”</p> <p>Remind students to be thoughtful in answering the questions 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 and complete the reading of the story 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 30 and 40 minutes.</p>

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