

# PROTOCOL

## Kindergarten Leveled Text Assessment (Nonfiction)

In this Kindergarten Leveled Text Assessment, teachers meet with a small group of 3 - 4 students sitting together at the table. Students browse through a small collection of leveled nonfiction books and choose one that is 'just right' for them. The teacher then conferences in turn with each student, in turn, for 3 – 5 minutes.

Most students in kindergarten will not be able to read these books early in the year. It is still valuable to gather information about how kindergarten students approach books, talk about the pictures, and notice print. Before beginning, show each of the 4 books, incorporating a picture walk with the easiest book and a brief comment about each of the other books. Students then browse through the books and choose one that is 'just right' for them. Encourage students to look at the pictures as well as the words. Optional Thinking Papers for drawing and writing about their chosen book should be mentioned and made available. While the students are browsing, reading, drawing and writing, the teacher will have a brief conference with each student in turn. Teachers will scribe all oral responses.

### Teacher materials required:

1. Oral Reading Sheet (reuse for each conference)
2. Conference Sheet (run a new one for each conference)
3. Thinking Papers (one per student - optional)

### Student materials required:

1. Three copies of each of the following books:

Big Animals in the Sea	Level: 1/A
Under the Ground	Level: 2/B
Eating Fish	Level: 3/C
Horns	Level: 4/D

### **Assessments should allow students to exhibit their strengths.**

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

Rationale	Steps	Points to Consider
<p>It is important that students understand the <b>process and what is expected of them.</b></p> <p>Proficient readers <b>access background knowledge (schema)</b> before they read to increase their understanding.</p> <p>In this assessment students have the opportunity to choose and read a book that they have not seen or heard before.</p> <p>Proficient readers read with a <b>purpose.</b></p>	<p>"Today, we're all going to look at four different books. After we look at some of the pictures from each book together, you will have time to look at the books and pick one that is 'just right' for you. Then you may draw a picture about the book if you wish. You can write some letters or words to go with your picture if you want to. While you are reading and drawing, you are each going to have a turn to share the book with me. If you finish one book, you may choose another."</p> <p>"Let's take a look at these books. Here is the title of the first one. What do you think this book will be about?"</p> <p>"Let's turn the pages and look at the pictures in this book."</p> <p>After the first book, look at the covers and a couple of illustrations from each of the other books. These 'book talks' should be very brief.</p> <p>Look at the optional thinking paper together. "Let's look at this thinking paper together BEFORE you choose your book, so that you know what to do. This is where you may show your thinking. You may draw, web and/or write about the book."</p>	<p>Pull together a <b>mixed</b> group of 3 - 4 readers at different stages. Make sure the students know what you want them to do and have the <b>Thinking Papers</b>, pencils and pencil crayons available. If you have <b>ESL students</b> make sure that you provide support with unfamiliar but necessary vocabulary.</p> <p><b>Picture walk</b> one of the easiest books so that readers at earlier stages get the support they need. Try to use some of the words in the book as you do the picture walk <b>without</b> actually reading the book. This provides students with some of the background knowledge they need in order to think about, talk about, or read unfamiliar text. The <b>optional thinking papers</b> give students the opportunity to draw, web and/or write about the book of their choice in different ways.</p>

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<p>The oral reading provides a great deal of information about the <b>strategies that students use</b> when figuring out words and comprehending text.</p> <table border="1" data-bbox="131 499 456 1283"> <thead> <tr> <th data-bbox="131 499 302 562">Reading Behaviour</th> <th data-bbox="302 499 456 562">Code</th> </tr> </thead> <tbody> <tr> <td data-bbox="131 562 302 663">Omission</td> <td data-bbox="302 562 456 663">h<del>o</del>me</td> </tr> <tr> <td data-bbox="131 663 302 764">Insertion</td> <td data-bbox="302 663 456 764">Old My^house</td> </tr> <tr> <td data-bbox="131 764 302 865">Substitution</td> <td data-bbox="302 764 456 865"><u>h</u>ouse h<del>o</del>me</td> </tr> <tr> <td data-bbox="131 865 302 928">Repetition</td> <td data-bbox="302 865 456 928">R</td> </tr> <tr> <td data-bbox="131 928 302 1024">Sounding Out</td> <td data-bbox="302 928 456 1024">SO</td> </tr> <tr> <td data-bbox="131 1024 302 1121">Self-Correction</td> <td data-bbox="302 1024 456 1121">SC</td> </tr> <tr> <td data-bbox="131 1121 302 1218">Told student the word</td> <td data-bbox="302 1121 456 1218">T</td> </tr> <tr> <td data-bbox="131 1218 302 1283">Pause</td> <td data-bbox="302 1218 456 1283">he told</td> </tr> </tbody> </table>	Reading Behaviour	Code	Omission	h <del>o</del> me	Insertion	Old My^house	Substitution	<u>h</u> ouse h <del>o</del> me	Repetition	R	Sounding Out	SO	Self-Correction	SC	Told student the word	T	Pause	he told	<p>“While you are reading quietly, I am going to listen to each of you read or tell me about your book.”</p> <p>Record your running record, as well as your observations on the front of the oral reading/conference sheet. This sheet can be reused (with a different coloured pen) at the next conference and provides a record of growth through the reading levels.</p> <p>Scribe answers to questions on the Conference Sheet. A new conference sheet is needed for each conference.</p> <p>(The interview allows students to demonstrate their understanding orally.)</p>	<p>Interview each student in turn. If the student has chosen a book that is too hard or too easy, suggest that they read another book to you.</p> <p>One to one time is valuable.</p> <p>Use the same procedure for each reader. No one reader is singled out.</p> <p>Most students are comfortable sharing a book in a small group, while others may be more comfortable in another setting, sharing their book 1-to-1.</p>
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	<p>Place two copies of each book on the table for browsing.</p> <p>“Now is your turn to look at the books and find one that is just right for you.”</p> <p>Remind students that they can draw and write about their book if they want to.</p>	<p>Give the students a few minutes to settle and choose a book before you start the first conference.</p>																		
<p>Assessments should allow students to <b>exhibit their strengths</b>.</p>	<p>Give students the time they need to find their ‘just right’ book before starting the first conference.</p>	<p>It usually takes most students a few minutes to choose their book.</p>																		