

FI Fall Reading Assessment FOR Learning

PROTOCOL for 1^{re} année Mon chien

In this Grade 1 French Reading Assessment, students look at or read the selection entitled **Mon chien** from **Modulo, Colorissimo, Niveau 1-2**

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 'Questions et réponses' sheet which can be done at Centre 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. All parts of this assessment will be more manageable if two teachers are involved. If a second teacher is not available, additional time will be necessary for a teacher 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. 'Lecture orale' (run on back of Q & R Sheet) <p>Student materials required:</p> <ol style="list-style-type: none"> 1. Class set of 'Questions et réponses' sheet 2. Appropriate number of copies of Mon chien
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Assessments should allow students to exhibit their strengths. With this in mind, the following script is provided for your use. Adapt it to meet your students' needs.

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><i>Aujourd'hui, nous allons regarder ensemble ce livre Mon chien. Vous allez regarder les images avec moi et après tu lis le livre et tu me feras un petit résumé. Puis vous pouvez dessiner/ écrire des mots/ des phrases à propos de l'histoire que vous venez de lire. Pendant que vous travaillez individuellement, chacun de vous aura la chance de me raconter ce que vous avez découvert en lisant ce livre.</i></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><i>Regardez le titre de ce livre Mon chien. Avant de commencer la lecture, pouvez-vous me dire de quoi on parlera dans ce livre? À quoi vous font penser le titre et l'image sur la page couverture?</i></p> <p>Ask the class to share predictions about the story 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.15 "<i>Qu'est-ce que c'est? C'est un chien!</i>"</p> <p>Flip to p.6 "<i>Qu'est-ce que le chien fait? Il .!</i>"</p>	<p>A tiny flip through the book introduces new vocabulary. Turn to p.15 and show the picture of the "chien". Then turn to p.6 and show the picture of the dog (jumping).</p>
<p>Proficient readers read with a purpose.</p>	<p>Look at the 'Questions et réponses' sheet together.</p> <p><i>Avant de commencer votre travail, je vais vous expliquer ce que vous devez faire. Dans le rectangle, vous allez dessiner/écrire des mots/ des phrases à propos des chiens. Essayez de me donner le plus d'informations possibles.</i></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>

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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="147 537 493 1350"> <thead> <tr> <th data-bbox="147 537 347 604">Les conventions</th> <th data-bbox="347 537 493 604">Code</th> </tr> </thead> <tbody> <tr> <td data-bbox="147 604 347 701">Omission</td> <td data-bbox="347 604 493 701">maïson</td> </tr> <tr> <td data-bbox="147 701 347 798">Ajout</td> <td data-bbox="347 701 493 798">vite Va^te coucher</td> </tr> <tr> <td data-bbox="147 798 347 894">Substitution</td> <td data-bbox="347 798 493 894">dit doit</td> </tr> <tr> <td data-bbox="147 894 347 961">Répétition</td> <td data-bbox="347 894 493 961">R</td> </tr> <tr> <td data-bbox="147 961 347 1058">Prononce le mot</td> <td data-bbox="347 961 493 1058">P</td> </tr> <tr> <td data-bbox="147 1058 347 1155">Autocorrection</td> <td data-bbox="347 1058 493 1155">AC</td> </tr> <tr> <td data-bbox="147 1155 347 1251">Dit le mot à l'élève</td> <td data-bbox="347 1155 493 1251">D</td> </tr> <tr> <td data-bbox="147 1251 347 1350">Pause</td> <td data-bbox="347 1251 493 1350">il joue</td> </tr> </tbody> </table>	Les conventions	Code	Omission	maïson	Ajout	vite Va^te coucher	Substitution	dit doit	Répétition	R	Prononce le mot	P	Autocorrection	AC	Dit le mot à l'élève	D	Pause	il joue	<p><i>Maintenant vous pouvez commencer votre travail.</i></p> <p>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><i>Pendant ce temps, je vais vous écouter me lire le livre chacun à votre tour. Après je vous poserai des questions à propos de ce livre.</i></p> <p>Students will 'read' from their copy of the book. Record your observations and scribe answers to questions on the back of the 'Lecture orale' sheet.</p>	<p>It is important that all students share the book with you.</p> <p>One on 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&R' sheet and the 'Lecture orale' sheet back to back.</p>
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<p>The interview allows students to demonstrate their understanding orally.</p>	<p><i>Quand vous aurez terminé ce travail, je vais revenir et vous poser quelques questions à propos de votre dessin.</i></p>																			
	<p>Distribute selection entitled Mon chien.</p> <p><i>Lis-moi le livre et après je vais te poser quelques questions.</i></p>	<p>Give the students about 5 minutes to settle before you start the 'Lecture orale et conférence'.</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>																		