

FI SPRING Reading Assessment FOR Learning

PROTOCOL for 2^e année Les caméléons

In this Fall Grade 2 French Reading Assessment, students read the selection entitled **Les caméléons** from **ERPI, Alizé, Vent léger 4**

Setting the stage for the assessment takes approximately 15 minutes. Students will need 30 minutes to complete the reading and 'Questions et réponses' 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. 'Lecture orale' et 'Conférence' sheets (run back to back) for each student.
2. Fluency Guidelines

Student materials required

1. Class set of 'Questions et réponses sheet (run back to back)
2. Appropriate number of copies of **Les caméléons**

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.

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
<p>It is important that students understand the purpose of the assessment and how the information is going to be used.</p>	<p><i>Le but de cette évaluation est de connaître la façon dont vous lisez et comment vous comprenez ce que vous avez lu. Vous allez lire le livre Les caméléons.</i></p> <p><i>Je vais vous demander de lire ce livre silencieusement et de répondre à quelques questions.</i></p> <p><i>Vous pouvez utiliser le livre lorsque vous répondez aux questions.</i></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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<p>Proficient readers access background knowledge (schema) before they read to increase their understanding.</p>	<p><i>Regardez le titre de ce livre Les caméléons. Avant de commencer la lecture, pouvez-vous me dire de quoi on parlera dans ce livre? Que pensez-vous apprendre en lisant ce livre?</i></p> <p>Ask class to share 3 predictions about the text so everyone hears the same information.</p> <p>After 3 students have shared with the whole class, encourage individual student accountability.</p> <p><i>Maintenant fermez les yeux et pensez à ce que vous venez d'entendre.</i></p>	<p>Make sure students know what "caméléons" means.</p>
<p>Proficient readers read with a purpose.</p>	<p>Distribute 'Questions et réponses' sheets.</p> <p>Before the students begin reading the text, read the questions together.</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><i>Pendant la lecture, vous pouvez prendre des notes.</i></p>	<p>If students are reading a book that can't be written in, make post-it notes available to them.</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="131 464 493 1241"> <thead> <tr> <th data-bbox="131 464 331 527">Les conventions</th> <th data-bbox="331 464 493 527">Code</th> </tr> </thead> <tbody> <tr> <td data-bbox="131 527 331 621">Omission</td> <td data-bbox="331 527 493 621">maïson</td> </tr> <tr> <td data-bbox="131 621 331 716">Ajout</td> <td data-bbox="331 621 493 716">vite Va^te coucher</td> </tr> <tr> <td data-bbox="131 716 331 810">Substitution</td> <td data-bbox="331 716 493 810">dit doit</td> </tr> <tr> <td data-bbox="131 810 331 884">Répétition</td> <td data-bbox="331 810 493 884">R</td> </tr> <tr> <td data-bbox="131 884 331 978">Prononce le mot</td> <td data-bbox="331 884 493 978">P</td> </tr> <tr> <td data-bbox="131 978 331 1073">Autocorrection</td> <td data-bbox="331 978 493 1073">AC</td> </tr> <tr> <td data-bbox="131 1073 331 1167">Dit le mot à l'élève</td> <td data-bbox="331 1073 493 1167">D</td> </tr> <tr> <td data-bbox="131 1167 331 1241">Pause</td> <td data-bbox="331 1167 493 1241">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>Vous pouvez commencer votre travail.</i></p> <p><i>Je vais vous demander de me lire une partie du livre. Tous les élèves vont lire la même partie. Je vais noter mes observations pendant que vous lisez.</i></p> <p>Ask students to bring their text and 'Q & R' sheet to the conference.</p> <p>Students will read from their copy of the text. Record your observations on the 'Lecture orale' sheet. Circle the appropriate descriptor(s) at the bottom of the page e.g. 'syllabique' et 'mot à mot'. 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 on one time is valuable. 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 'Lecture orale' sheet and the 'Conférence' 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><i>Quand vous aurez terminé la lecture, je vais vous poser quelques questions. Par exemple : Quand tu arrives à un mot que tu ne connais pas, que fais-tu pour reconnaître/lire ce mot?</i></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 et R' sheet and scribe.</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 selection entitled Les caméléons.</p> <p><i>Lisez le livre avant de répondre aux questions. Réfléchissez bien avant de répondre. Je vous encourage à retourner voir dans le texte pour vérifier vos réponses.</i></p>	<p>Give the students about 5 minutes to settle and complete the reading of the story 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 20 and 30 minutes.</p>