

FI Fall Reading Assessment FOR Learning

PROTOCOL for 6^e année Quel exploit!

In this Fall Grade 6 French Reading Assessment, students read the selection entitled **Le canot d'écorce** from **Évaluation rapide de la compréhension en lecture: Édcs de la Chenelière**.

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 **Lecture orale et Conférence** 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** sheets
2. Appropriate number of copies of **Quel exploit!**

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. 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 |
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| It is important that students understand the purpose of the assessment and how the information is going to be used. | <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 Quel exploit!"</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: Quel exploit! 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 story 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 "quel exploit" means.</p> |
| <p>Proficient readers read with a purpose.</p> | <p>Distribute Questions et Réponses sheets.</p> <p>Before the students begin to read 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 or passage that can't be written on, 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="131 499 453 1283"> <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><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 story and Q et R sheet to the conference.</p> <p>Students will read from their copy of the story. 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 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 Lecture orale et 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 do not show students the potential answers. Either tick, number or record their answers.</p> | | | | | | | | | | | | | | | | | | |

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| | Distribute selection entitled Quel exploit! <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> | Give the students about 5 minutes to settle and complete the reading of the story before you start the Lecture orale et Conférence . |
| Assessments should allow students to exhibit their strengths . | Give students the time they need to finish the assessment. | It usually takes most students between 30 and 40 minutes. |