

# District Assessment Reading Team-DART

## Planning Sheet for School Teams

### School Coordinator

Does everyone have their grade materials?

Who will be on the assessment team? Who will cover classes?

Who will combine/share classes/grades?

Where are you storing the materials between the assessments? Remember that the reading materials used in the spring are going to be used by the teacher of the next grade in the fall. There are a lot of papers - keeping organized and track of the materials should be consistent, or centralized.

How will your school handle including students who are absent that day?

### Classroom teacher

Allow for 90+ minutes, uninterrupted.

How will you handle split classes?

Option 1 - switch so that you have a homogeneous grouping

Option 2 - start one group first (fifteen minutes of pre-talk and preparation, then work with the second group - but ensure that each group has 90 minutes)

Option 3 - do both groups simultaneously

Who will take your students with special needs or program modifications? This test is meant for students who can manage the text at an instructional or independent level. It is important for the teacher to pre-read the material and decide if specific students should be excused. Make arrangements for those students. Students working with a scribe should work in another room, once given the explanations and materials.

Some schools have had students who cannot read the text participate. A teacher, and when necessary, a teaching assistant, may take the group out after the pre-read and the review of the questions, read the text to the students twice, and then helped with scribing. This allows for the teacher to look at the comprehension.

Plan a quiet, independent activity that students can do when finished.

Ensure you have enough materials, including the story, for each student.

Read the assessment ahead of time- are your students familiar with the templates/language being asked for in the questions? (e.g. web, defend, label, sketch, maps, Venn diagram, diagram, predict). Especially for 'web' and 'Venn Diagram', some teachers found it very useful to have done that activity with other content the week before the assessment. It doesn't change the results, but does help students focus on the material and their understanding, not on the process.

Copy the following; hole punch if keeping final products in a binder

## **Student Materials:**

Question and Answer sheets (back to back works best)  
Oral Reading page, back to back with Conference page  
Comprehension and Analysis sheet, back to back with Performance  
5-10 small Post-it notes for marking important parts  
Pencil and eraser (have extras on hand)

A quiet independent activity to work on once finished  
Scale Quick Scale Reading for Information (this is for coding later)

## **One per teacher helping with the assessment**

Protocol pages  
DART Oral Reading Fluency Guidelines  
Running Record Codes  
Clipboards or hard book to hold papers on  
Post-it notes - to give to each student after they have done the oral reading -  
to tag the corner of each desk so working students are not  
unnecessarily interrupted repeatedly to read orally.

## **Planning**

Who will be the teacher/leader? - the one who does the introduction, rationale, purpose, pre-read?

Do students need name tags for helping/visiting teachers?

Where will the oral assessments and conferencing take place?

Option 1 - have three or four spaces set up with two chairs around the room

Option 2 - have one meeting spot at the teacher's desk, and chairs facing each other for the others out in the hallway.

Note: the classroom teacher stays in the room at all times and is responsible for student/classroom management.

## **Before the Assessment...**

Pre-read the story and the protocol.

Tell students what to do with the materials when finished and what activity to pursue independently and quietly.

Know who will be excused before starting, and who will leave part way through the explanations to work with a support worker/scribe.

Be careful not to give answers to the questions, but model asking questions and spend enough time to encourage powerful thinking.

Watch time - advise students to balance time, and encourage students to move on if spending too much time on one question.