

PROTOCOL

Grade 2 Leveled Text Assessment (Nonfiction)

In this Grade 2 Leveled Text Assessment, teachers meet with a small group of 4-5 students sitting together at the table. The students browse through a small collection of leveled nonfiction books and choose one that is 'just right' for them. Then the teacher conferences with each student in turn for 3 – 5 minutes.

A few students in Grade 2 may not be able to read some of these books early in the year. It is still valuable to gather information about how emergent readers approach books, talk about the pictures, and notice print. Before beginning, show each of the 6 books, incorporating a picture walk with one of the easiest books 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 has a brief conference with each student in turn. During the conference, the teacher hears the student read, takes a running record, asks a few questions and scribes students' responses.

Teacher materials required:

1. Oral Reading Sheet (run back-to-back and reuse for each conference throughout the year)
2. Conference Sheet (run a new sheet for each conference)
3. Thinking Papers (one of each per student - optional)

Student materials required:

1. Two copies of each of the following books:

Out of the Egg	Level: 6-8/E
Legs, No Legs	Level: 10-12/F-G
Army Ants	Level: 14-16/H-I
Spitters!	Level: 17/J-K
Using a Tail	Level: 24/L
Toothwalkers	Level: 30/N

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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 process and what is expected of them.</p> <p>Proficient readers access background knowledge (schema) before they read to increase their understanding.</p> <p>In this assessment students have the opportunity to chose and read a book that they have not seen or heard before.</p> <p>Proficient readers read with a purpose.</p>	<p>“Today, we’re all going to look at six 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 read it to yourself and draw and write about it if you wish. While you are reading, drawing and writing, you are each going to have a turn to read with me and talk about the book. 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.</p> <p>“Let’s look at this thinking paper together BEFORE you choose your book, so that you know what to do.”</p> <p>“This is where you may show your thinking. You may draw, web and/or write about the book.”</p>	<p>Pull together a mixed group of 4 - 5 readers at different stages Make sure the students know what you want them to do and have the Thinking Papers, pencils and pencil crayons available. If you have ESL students make sure that you provide support with unfamiliar but necessary vocabulary.</p> <p>Picture walk 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 without 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 optional thinking papers 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 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>“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 Oral Reading 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. (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, you may 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>The interview allows students to demonstrate their understanding orally.</p>	<p>“After sharing the book with you or hearing you read it, I will ask you a few questions.”</p>																			
	<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 exhibit their strengths.</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>																		

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