

The **French Immersion – Early Primary Reading Assessment (FI-EPRA** or French Babydart) is a performance-based reading assessment for French Immersion students in K-grade 3. The FI-EPRA follows a framework parallel to that of the Early Primary Reading Assessment (Babydart). It was developed by Faye Brownlie and a team of French Immersion educators from Richmond, Mission, Burnaby and Courtney/Comox School Districts. It aims to assess students’ oral reading, strategic reasoning, comprehension and thinking. The primary purpose of the FI-EPRA is as a formative assessment – to take a snapshot of how children are working as independent, thoughtful readers, and to decide on what to teach next. At the end of the year, the FI-EPRA could be used a part of the data collected to gauge a child’s reading performance.

There are 2 forms of this assessment:

- **common text** – fall and spring for each grade 1-3
– spring for Kindergarten
- **leveled text** – could be used between the common text assessments or at any time throughout the year

All the texts chosen for the assessments have been field-tested with students in British Columbia. They are brightly coloured, appealing, non-fiction texts.

Ideally, the common text assessment is administered by two teachers working in the classroom at the same time. The teachers introduce the book to the class, listen to each child read orally, conduct an interview with the child about the strategies he/she uses in reading and the content of what has been read. The children complete a thinking paper and/or several questions about what they have read. The whole class common assessment, when conducted by two teachers collaborating, should take about an hour of classroom time.

The leveled text assessment is generally conducted with small groups of students (3-5). Students choose from a selection of texts (4-6) a text that is ‘just right’ for them. They read a portion of this text to the teacher, engage in an interview with the teacher, and complete a thinking paper to show their understanding of the text.

Results of forms of the assessment are coded on the Reading Performance Standards. A child might work with the assessment as many as 4-5 times during the year. His/her progress is easily monitored by using the evidence seen in the assessment to highlight the Performance Standard. Each time the assessment is administered, teachers change the colour of their highlighter. Teachers are encouraged to collaborate with others when coding their assessments. After the individual assessments have been coded, teachers used the Performance Standard worksheet to plan for instruction.

Additional information on the FI-EPRA or on costs for joining the FI-EPRA consortium is available from Faye Brownlie, fayebrownlie@shaw.ca All information on the FI-EPRA is stored on a secure website.

