



## District Assessment of Reading Team (DART) - FALL

**Please note that DART is an assessment of informational reading comprehension for grade 4 to 9 students.** It is recommended that the staff share the task of administering and coding the fall DART. Fall DART is an assessment FOR learning tool, which provides all staff with information about students' strengths and weaknesses, in turn providing a focus for instruction.

**Fall DART** is step one of the assessment process, which could be repeated by teachers throughout the year to monitor student progress, guide instruction, and gauge the effectiveness of teaching and of student learning and it is tied to grade level reading for information performance standards so planning occurs "with the end in mind". Fall DART Details

1. Please ensure your Fall DART binder is up to date (including oral reading fluency guidelines, protocol summary, Fall DART questions grid, Fall DART strategies, order form, sample worksheet grade 4 for class profile, and student profile organizer).
2. The purpose of the September/October DART is to assist teachers in planning for instruction.
3. Please ensure new staff members are up to date on the process and know that the Performance Standards for Reading for Information are used for coding. We suggest new staff have a buddy teacher to coach/mentor them.
4. Teachers will need to plan for any supports or modifications that need to be made to support individual student needs (the same as adaptations in student IEP's and/or for FSA such as reader, scribe, or word processor etc., but please do not allow use of spell check, grammar check or internet).
5. **A schedule** for the administration of DART with non-enrolling teachers and administrators rotating through classrooms will assist with the running record/oral conference component (**Oral Reading Fluency Guidelines** attached, please review with staff). Faye Brownlie suggests "blitzing" classrooms in twos or threes, as no one should administer the DART alone.
6. Attached you will find a generic **protocol summary**. For protocols specific to grades and texts see your Fall DART binder
7. Attached you will also find:
  - a. **Fall DART questions grid**, which lists the text and focus of each question for each of the grades.
  - b. **Fall DART Text and Strategy** for each grade. Teachers may wish to review this as they plan to integrate these strategies into instruction throughout the year.

c. **Spring DART Text and Strategy** for each grade. Teachers may wish to review this as they plan to integrate these strategies into instruction throughout the year.

8. Preparation of Materials: Some schools have non-enrolling teachers prepare the materials; others have department heads or team leaders. The idea is to have less people lining up for the copier. If you need more texts, please contact the Learning Team.
9. Make a date for the coding. No one should code alone for consistency; plus it is more fun to work together! Use the reading for information performance standards to code and the worksheets found in the DART binder to create a *class profile* for the purpose of focusing instruction.

Mark the student responses using the Provincial Proficiency Scale for the **previous grade**. Enter these into the SSDAS system by the end of October.

10. ***Tip from Faye Brownlie: “A team approach is best because we are much smarter together than on our own!”***

Faye Brownlie’s guiding questions from chapter 2 in *Student Diversity* may be helpful when working through the assessment process:

**Three reflective questions for the first formative assessment cycle:**

1. What can my students do?
2. What is missing
3. What do I need to teach?

Reflective questions for after the second formative assessment cycle:

4. Did my teaching make a difference?
5. If it did, what is my next class goal? If not, what will I do differently in order to assist my students in learning.



### **Why Bother with DART?**

The best assessment informs decision-making about the needs of individual learners and leads to instruction that addresses students' weaknesses and builds on their strengths...Quality assessment is a process of inquiry. It requires gathering information and setting conditions so that the classroom, school, and community become centers of inquiry where students, teachers, and other stakeholders can examine their learning—individually and collaboratively—and find ways to improve their practice. (IRA)

### **Why should the explicit teaching of reading continue through the grades?**

As students progress through the grades, reading fluently increasingly involves the capacity to understand and think about the sometimes, technical language specific to different curriculum areas, particularly mathematics and the sciences. Currently, reading instruction in schools is concentrated in the early grades, from K through 3, with less emphasis on instruction in the middle grades (4 through 6), and little or none beyond grade 6...Approximately one-quarter of Canadian youth do not graduate from secondary school...Reading is the best school-based predictor of secondary school graduation, and ensuring that students learn to read fluently is the most important and fundamental aspect of teaching in formal schooling (as cited in CESC report on factors that support literacy success in school-aged populations, 2009).

Continuous reading instruction requires that *all* teachers understand reading and learning processes, realize the intricate and diverse needs of young adolescents, and know how to help students develop both the competence and desire to read increasingly complex materials across the curriculum. Reading strategies and skills are central to the success of the integrated, multidisciplinary school curriculum, and every teacher must possess the knowledge and skills to integrate reading instruction across the curriculum. (International Reading Association)



## **DISTRICT ASSESSMENT OF READING TEAM (DART) – FALL ASSESSMENT FOR LEARNING PROTOCOL**

Assessments should allow students to exhibit their strengths. With this in mind, it can be helpful to review the following purposes with the students.

### **1. SETTING THE STAGE**

#### **Purpose:**

“The purpose of this reading task is to gain information about your reading and understanding – what you know and what you have yet to learn. This information will be helpful to me as I plan my teaching and will be helpful to you in seeing what you may need to learn next. It is not an assessment for marks.”

### **1. BEFORE READING**

Some students may recognize the passage because they have read the first 5 pages in the spring assessment. Assure them that this, indeed, is true, and that now they will read the entire booklet.

#### **Process:**

“You will be asked to read silently and to answer a few questions.

This is an independent reading sample.

You will always have access to the text and to the questions so you are able to reread the text to clarify questions.

Readers often doodle, underline or make notes as they are reading. I will provide you with Post-It notes or acetate and a washable pen to use, if you wish, while you are reading. Or, you may web or make notes on your question page.”

### **2. GETTING STARTED / CONNECTING WITH WHAT YOU KNOW**

“Good readers access background knowledge before beginning to read as this increases their comprehension. Study the title and the image on the cover of the text. What do you think it is going to be about? What do you know already about this topic?” Students should have had a chance to share predictions and known information as a class in order for everyone to hear the same information. Be sure that the title has been clearly read aloud for all the students. In grades 3 and 4, this is particularly

important as the students need to have heard the words “Bowen Island” and cycling” before reading. In grade 6, *One Brave Heart*, the work “prosthetics” should be used in the introductory discussion.

### **3. DURING READING / PROCESSING NEW INFORMATION**

“Good readers also read with a purpose in mind. Let’s read the questions over BEFORE you begin reading, to help establish your purposes for reading.” The teacher reads the questions aloud as the students follow. 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.

Encourage students to keep track of words they do not know. These can be written down, highlighted if a piece of acetate is being used, or marked on a Post-It note and placed on the text.

### **4. AFTER READING / CONSIDERING YOURSELF AS A READER**

“Good readers reflect on their reading and how well they understood the text. Be thoughtful about the final question. Even if you did not find a part of this reading challenging, think about what you do when the reading is challenging.”

### **5. ORAL READING AND INTERVIEW**

In the fall assessment, teachers are strongly encouraged to conduct the oral reading and interview. This provides a great deal of information about the strategies students use when reading text – through observation and through interview – and allows students who are challenged with putting their thoughts on paper, to demonstrate understanding orally. It is important that all students read aloud, not just those who are struggling. It takes only a few moments to interview an able reader and to conference with them. This models for all the students that this 1:1 time is valuable.

#### **Purpose:**

“Reading orally provides a window in the passage that you have already practiced. All students will read the same passage. I will mark down what I notice about your reading. I am marking my observations, not necessarily errors. I will show you my recording, once we have finished.”

Explain the coding system to the class BEFORE you begin the assessment, especially with older students who may not be used to reading aloud to a teacher and may be anxious about what you are writing down. This explanation is less important with younger students, who tend to read more regularly to teachers.

#### **Conferences:**

While the students are reading silently and responding, meet with each student and have them read the first 2 paragraphs to you. Score their oral reading as follows.

Omissions

home

Repetitions

home

Substitutions

house  
home

Insertions

old  
my house

Reversal

in the

Don't know (gave word)

dk

Self-corrects

s/c

Sounds out

so

Score their use or misuse of punctuation by indicating their phrasing, especially if inappropriate phrasing seems to be interfering with fluency and/or comprehension.

**Example: Wolves have very good senses. With their yellow eyes they...**

Circle the word that best describes their reading:

Halting

Careful

Confident/Fluent

Expressive

## Oral Reading Fluency Guidelines

### 1. Halting

- Little expression, monotone
- Short phrases
- Slow with long pauses and repetitions

### 2. Careful

- Some expression that conveys meaning
- Longer word phrases some of the time
- Moderate rate with some pauses and repetitions
- Little flow

### 3. Confident

- Expression generally reflects mood and pace
- Longer, meaningful phrases some of the time
- Rate with a few pauses or repetitions
- Sounds like talk

### 4. Fluent

- Expression reflects mood and pace
- Longer, meaningful phrases most of the time
- Good rate – flow – may be an occasional pause

### 5. Expressive

- Very expressive in the mood and pace – like a performance
- Consistently longer, meaning phrases
- Rate reflects the “passion” of the author’s voice

(Adapted from fluency standards in Development Reading Assessment (DRA) kit, 4-8)

This document taken from the DART Oral Fluency Guidelines

- Brownlie: DART Oral Reading Fluency Guidelines
- Collyer & Brownlie, March 2005

Reading Behaviour	Code
Omission	home
Insertion	Old My ^ house
Substitution	house <del>home</del>
Repetition	R
Sounding Out	SO
Self-Correction	SC
Told student the word	T
Pause	he I told

Assessment FOR Learning

DART Type of Question	Note making and detail	Reading graphs, Pictures, maps...	Presenting info in a different way- Elaborating, Extending, Connecting, Comparing, Showing relationships	Personal connections Reasoning Reading beyond the lines	Student use of strategies
Grade 4 Getting Around by Bicycle	Make a web to show what this article is about.	Look at the map of the Kettle Valley trail (KVT). Tell 2 things you know about the KVT from reading the map.	Draw and label a picture of a family of 3 who are riding in a safe way, on a bicycle trail.	What advice would you have for an adult or child who is going to begin cycling?	When you come to part in your reading that is more difficult to understand, what do you do to help yourself?
Grade 5 A Pack of Wolves	Using information about lead wolves and wolf cooperation, fill in the chart on the back of this page to show the characteristics and behaviours of wolves.	Explain two things that you can tell from the map on page 10 about where grey wolves live in North America.	Sketch and label a wolf den with a new litter of pups. Try to include 4-5 details from what you have read.	Do you think wolves have big appetites or not? Defend your answer with at least 2 reasons	Same.
Grade 6 Storm Chasers	Use the Venn diagram on the back of this page to show the similarities and differences between tornadoes and hurricanes.	Explain, in your own words, the diagram on page 6. <u>How a Tornado Forms</u> . Use information from the diagram, from the reading and from your background knowledge in your explanation.	Sketch, with labels, the “dropping of a dropsonde”. Include as much detail as you can.	“only the experts should chase storms. When a storm warning is in effect. All others should follow safety guidelines.” Why is this important advice? Support your answer with at least three good reasons.	Same.
Grade 7 One Brave Heart	Using a web or chart, make notes with categories to show the variety of Rudy’s activities.	Examine the diagram of the Triathlon Race Course on page 7. Explain how this race works.	Sketch a cartoon of what might be a typical evening at Rudy’s home. Add speaking and thinking bubbles for the family.	Explain why <u>One Brave Heart</u> is a good title for this text. Give at least 3 reasons.	Same.
Grade 8 Thrills and Chills	Consider the coasters discussed on page 67. Make notes to describe them. Include in your notes: <ul style="list-style-type: none"> <li>Types of coasters</li> <li>Details about coasters</li> <li>Your personal...coasters</li> </ul>	Examine the picture of X: the Fourth Dimension. Describe this coaster in writing for someone who can’t actually see the pictures.	Create a poster with labels, to convince people that roller coasters are safe.	Look at the names of the coasters on the map on page 10. What do you notice about the names? Why would these names be chosen? Explain your reasoning.	Same.

Grade 9 The Birth of Surtsey	Explain in your own words the significance of the Mid Atlantic Ridge.	Study the diagram of the underwater Volcanic Eruption. Explain in detail what is being shown and how this relates to Surtsey	Reread the selection <u>A Living Laboratory</u> . Make accurate detailed notes on this section. Use headings and categories to organize your thinking. Please use the back of this page for your notes.	The text states “the new island is off limits to visitors. If you were a scientist studying Surtsey, why would you want to continue to keep visitors off the island? Justify your reasoning with at least 3 points	Same.
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# DART Fall Passages and Assessment Strategies

<b>Grade 4:</b> Cycling: Getting Around by Bicycle	<ul style="list-style-type: none"><li>• Webbing</li></ul>
<b>Grade 5:</b> A Pack of Wolves	<ul style="list-style-type: none"><li>• Charts</li><li>• Maps</li><li>• Label a Sketch</li></ul>
<b>Grade 6:</b> Storm Chasers	<ul style="list-style-type: none"><li>• Venn Diagram •</li><li>Label a Sketch</li></ul>
<b>Grade 7:</b> One Brave Heart	<ul style="list-style-type: none"><li>• Web</li><li>• Chart (using categories)</li><li>• Speaking / Thinking Bubbles</li></ul>
<b>Grade 8:</b> Thrills and Chills	<ul style="list-style-type: none"><li>• Note taking</li><li>• Details</li><li>• Label a Poster</li></ul>
<b>Grade 9:</b> Surtsey – Birth of an Island	<ul style="list-style-type: none"><li>• Interpret a Diagram</li><li>• Headings / Categories to organize thinking</li></ul>

# DART Spring Passages and Assessment Strategies

<b>Grade 4:</b> A Pack of Wolves – first 5 pages	<ul style="list-style-type: none"><li>• Webbing</li></ul>
<b>Grade 5:</b> Storm Chasers – first 5 pages	<ul style="list-style-type: none"><li>• Charts</li><li>• Maps</li><li>• Label a Sketch</li></ul>
<b>Grade 6:</b> One Brave Heart – first 5 pages	<ul style="list-style-type: none"><li>• Venn Diagram •</li><li>Label a Sketch</li></ul>
<b>Grade 7:</b> Thrills and Chills – first 5 pages	<ul style="list-style-type: none"><li>• Web</li><li>• Chart (using categories)</li><li>• Speaking / Thinking Bubbles</li></ul>
<b>Grade 8:</b> Surtsey – Birth of an Island – first 5 pages	<ul style="list-style-type: none"><li>• Note taking</li><li>• Details</li><li>• Label a Poster</li></ul>
<b>Grade 9:</b> Dragon Caves – first 5 pages	<ul style="list-style-type: none"><li>• Interpret a Diagram</li><li>• Headings / Categories to organize thinking</li></ul>



