



District Assessment of Reading Team (DART) - Spring

DISTRICT ASSESSMENT OF READING TEAM (DART) – Spring ASSESSMENT OF 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 how you have grown as an independent reader this year. This information will be helpful to all of us, for you to see growth and for me to see if strategies worked.”

1. BEFORE READING

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 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.

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 spring assessment, teachers may 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 home |
| 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"> • Types of coasters • Details about coasters • Your personal...coasters | 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. |

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|------------------------------------|---|--|--|--|-------|
| 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 his 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 Spring Passages and Assessment Strategies

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

