



## **Non-Fiction Reading Assessment Protocol for Using Teacher Selected Passages**

### **PREPARATION**

Carefully choose a **non-fiction** article with enough rich content to allow students to demonstrate their thinking. Articles may be gathered from grade level anthologies (eg. Nelson Literacy – see links to DLC collection) or other sources. These may be print or digital. If you are doing an oral reading assessment, you will need to make copies of the selection to do a running record.

Use the generic student response page for students to work with and score using the BC Performance Standards Quick Scales for the previous grade.

Assessments should allow students to exhibit their strengths and help us identify learning goals. 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 you as a reader this year. This information will be helpful to all of us, for you to see growth and for me to see how I may help you as a learner.”

### **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 work on your own.

You will be able to use the text and the questions so you can reread the information 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 use 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 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. We will all 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

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

## **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

## **Assessment**

Score the responses using the Reading for Information Quick Scales from the BC Performance Standards for the previous grade (see documents on site).