

NORTH VANCOUVER
SCHOOL DISTRICT
OPPORTUNITY • CHALLENGE • SUCCESS

L'évaluation de la lecture

Textes informatifs

Ensemble d'évaluation pour la classe

2e année

(2e édition)

Developpé par Joanne Robertson
Commission scolaire de North Vancouver
Automne 2003

Foreword

Our schools strive to provide all students with opportunities to succeed in challenging educational programs. To support this goal and to illustrate examples of promising and best practices, our talented and creative teachers and administrators develop local resources for the use of teachers and students.

I hope that teachers will find the materials in this document to be helpful and relevant in their instructional planning, classroom management and decision making.

I extend my appreciation and the gratitude of the Board of School Trustees to Cathy Molinski who prepared this instructional resource and to Joanne Robertson who developed the French version of this document for use by French Immersion teachers.

Dr. Robin Brayne, Superintendent of Schools.

*If the material in this document supports reading instruction in your local context,
you may order the book from:*

Program Services
North Vancouver School District, c/o Leo Marshall Curriculum Centre
810 West 21st Street, North Vancouver, B.C. V7P 2C1
www.nvsd44.bc.ca
Fax: (604) 903-3778

L'évaluation de la lecture en classe

L'évaluation de la lecture en classe est une adaptation française du document **Classroom Reading Assessment**. Cette adaptation répond aux besoins des enseignants qui recherchent un document permettant d'évaluer le niveau de lecture des élèves du programme d'immersion précoce de la 2ème à la 7ème année.

L'évaluation de la lecture en classe est un outil pratique et efficace. A l'aide de ce document, le niveau de lecture de tous les élèves d'une même classe peut être déterminé en une seule session d'une durée d'environ une heure, selon des critères descriptifs clairement définis. Ces critères, basés sur les stratégies du programme *Reading 44*¹ s'intègrent sur les échelles succinctes du document *B.C. Performance Standards (Reading for Information)*² et par conséquent leur utilisation facilite *l'évaluation formative et sommative* du niveau de lecture des élèves.

À chaque niveau, *L'évaluation de la lecture en classe* met à la disposition de l'enseignant les éléments suivants:

- a) des informations complémentaires en anglais sur la description et l'utilisation du document
- b) trois textes informatifs (un texte pour chaque trimestre)
- c) un système d'analyse de la lecture courante (Running Record)
- d) un ensemble de questions sur chaque texte visant à sonder les différents niveaux de compréhension des lecteurs
- e) les critères descriptifs mentionnés précédemment lesquels seront utilisés comme instruments de mesure des habiletés et des habitudes en lecture des élèves

Les Normes de Performance en lecture ont été établies pour le troisième trimestre de l'année scolaire. Au cours des deux premiers trimestres, *L'évaluation de la lecture en classe* sera donc utilisée comme outil d'*évaluation formative*. Les informations recueillies guideront l'enseignant à planifier des programmes répondant aux besoins spécifiques des élèves. Ce n'est qu'au troisième trimestre que *L'évaluation de la lecture en classe* sera utilisée comme outil d'*évaluation sommative* pour l'élaboration des bulletins.

Joanne Robertson
Facilitatrice du programme d'immersion
Commission scolaire #44 Vancouver nord

¹ La liste des stratégies figure à la page suivante. Pour une description plus détaillée et des suggestions d'activités pour la salle de classe, veuillez consulter le document *Reading 44*.

² À l'heure actuelle, les Normes de Performance pour la lecture ne sont disponibles qu'en anglais.



Les douze stratégies de lecture

"Pour que nos élèves deviennent des lecteurs indépendants, il faut apprendre et pratiquer, à tous les niveaux, les 12 stratégies de lecture suivantes."

1. Utiliser les connaissances antérieures.
2. Prédire.
3. Essayer de comprendre les mots difficiles/nouveaux.
4. S'auto-corriger.
5. Créer des images mentales.
6. Comparer ce qu'on lit/apprend à ce qu'on sait déjà.
7. Retrouver les idées principales, les événements importants et leurs relations.
8. Trouver des informations précises dans des textes, des tableaux, des graphiques, des cartes et des illustrations.
9. Identifier et interpréter les éléments littéraires dans une variété de genres.
10. Faire un résumé de ce qu'on lit.
11. Faire des inférences et tirer des conclusions.
12. Réfléchir et répondre à ce qu'on lit.

Les stratégies de lecture

Quand je lis,

1. je pense à ce que je sais.
2. je prédis ce qui va arriver.
3. j'essaie de comprendre les mots difficiles.
4. je vérifie ma lecture et je corrige mes fautes.
5. je crée une image dans ma tête.
6. je fais des liens entre ce que je sais et ce que j'apprends.
7. je trouve l'idée principale.
8. je cherche l'information.
9. j'identifie les différentes parties de l'histoire.
10. je fais un résumé.
11. je trouve les conclusions.
12. je réfléchis et je réponds.

School District No. 44
North Vancouver

La fiche d'analyse pour la lecture courante d'un texte

Les symboles

Lecture précise ✓

Substitution X

Répétition ←

Omission O

Addition ^

Auto-correction AC (SC: Self-Correction)

Appelle A (TA: Teacher Appeal)

Reading for Information: A Classroom Assessment Package

Introduction

This package has been written to address the request from classroom teachers for a reading assessment that could be administered to the entire class in a short period of time.

The assessments have been designed for use in Term 1, Term 2 and Term 3, so that information could be gathered about particular reading skills requiring further instruction.

These assessments use non-fiction text and descriptors adapted from the British Columbia Performance Standards (Reading for Information) as the marking performance rubric. It should be noted that the descriptors in the Performance Standards have been written for expected student performance in April of the grade year. Therefore assessments done in Term 1 and Term 2 cannot be used for evaluation of students and reporting to parents. However, the rubrics are very helpful in gathering assessment data that will drive reading instruction both for individual students and for the class as a whole.

The main areas of reading proficiency assessed are:

1. background knowledge and predicting
2. figuring out unknown words
3. main idea
4. extracting information
5. inferences and conclusions
6. accuracy
7. fluency

It is intended that all students in the class take each of the grade level assessments at the same time whether they routinely demonstrate below, at, or above grade level reading performance. Grade level performance standards cannot be used to assess students unless they are reading grade-level text.

Contents of this Assessment Package

- Information on preparing and administering the assessment
- Classroom Assessments pamphlets for 1st Term, 2nd Term and 3rd Term
- Single copies of the Reading selection for each term
- Class Reading Assessment Recording Sheet

cont'd...

Assessment Preparation

- Copy the assessment you wish to use on 11" x 17" sheets of paper (one per student). The 11" x 17" sheets should be folded in half as in the original booklet.
- Allow up to 60 minutes of class time for the assessment. Students should have a book on their desks to read quietly when they have finished the assessment.

Assessment Instructions

- Step 1 Have students predict from the title and *answer question 1 before they read.*
- Step 2 Have students read the rest of the text selection and answer the questions in writing.
- Step 3 While the students are working, take the copy of the reading selection and a pencil and move to each student in the class to do a running record. Put your single copy of the text in front of the student and do the running record on the student's 11" x 17" assessment copy. Each student reads aloud the fifty words of the text selection that has been noted. Start at the first arrow → and have the student read to the underlined word in the line with the second arrow. Multiply the accuracy rate by 2 and record the rate on the Teacher Recording page (front cover of 11" x 17" sheet). **Fill in the fluency box at this time also.**

Simplified Running Record Symbols

Accurate	(✓)
Substitution	(X) <u>wrong word</u> right word
Repetition	(← R)
Omission	(O)
Insertion	(^)
Self Correction	(SC)
Teacher Appeal	(TA)

cont'd...

Step 4 Mark each written answer with a tick in the appropriate box on the student recording page: *not yet, minimally, fully, exceeds expectations*. Use the descriptors for the various aspects of reading listed in the rubric on the back cover.

Step 5 Transfer the information to the Teacher Recording Page on the front cover.

Step 6 Using the snapshot descriptors, determine the overall performance category and list those particular categories of reading for which the student needs additional support.

Step 7 Record the information from the front page of each student's assessment onto the Class Reading Assessment Recording Sheet.

For each student, analyze the results and summarize areas of reading proficiency requiring further development in the column, **Instructional Focus**.

Conclusion

The information summarized on the Class Recording Sheet indicates the areas of reading proficiency for which the class requires specific instruction. Students who do not meet expectations, or minimally meet expectations, should receive additional small group instruction with text appropriate to their instructional reading level.

Please refer to the North Vancouver ***Reading 44: A Core Reading Framework***, for a complete description of the 12 Reading Strategies and suggested instructional activities.

2e année – 1^{er} trimestre Évaluation de la lecture en classe

(B.C. Performance Standards : Reading for Information)

Niche de l'enseignant – 2^e année

Nom de l'élève _____ Date _____

6. Précision (Accuracy):

nbr. de mots corrects x 2 = ____ %
 >95% = niveau indépendant
 90-94% = niveau d'instruction
 <90% = niveau de frustration

7. Fluidité (Fluency):

respecte la ponctuation oui ____ non ____
 lit avec expression oui ____ non ____
 bonne cadence oui ____ non ____
 débit approprié :
 trop vite ____ bon ____ trop lent ____

1. Utiliser des connaissances antérieures et prédire
 (Background Knowledge et Prediction)

not yet	meets (minimal)	fully meets	exceeds
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Essayer de comprendre les mots difficiles/nouveaux
 (Figuring out Unknown Words)

not yet	meets (minimal)	fully meets	exceeds
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Trouver les idées principales
 (Main Idea)

not yet	meets (minimal)	fully meets	exceeds
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Trouver des informations précises
 (Extracting Information)

not yet	meets (minimal)	fully meets	exceeds
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Faire des inférences et tirer des conclusions
 (Inferences and Conclusions)

not yet	meets (minimal)	fully meets	exceeds
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Performance globale: Snapshot from the B.C. Performance Standards

Not Yet Within Expectations	Meets Expectations (minimal level)	Fully Meets Expectations	Exceeds Expectations
<i>The student needs one-to-one support to read short, simple materials, and complete comprehension activities.</i>	<i>The student reads a variety of short, simple materials with understanding if given some support. Work is partially accurate.</i>	<i>The student reads a variety of short, simple materials independently and with understanding. Work is generally accurate.</i>	<i>The student reads an increasing variety of simple materials independently and with understanding. Work is clear, accurate, and complete.</i>

Performance globale:

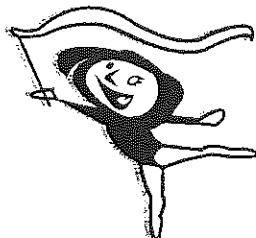
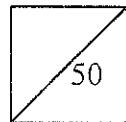
not yet	meets (minimal)	fully meets	exceeds
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Focus d'instruction _____

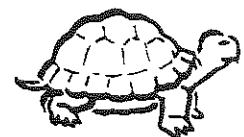
Les Couleurs
par Anne Lawson

2^e année - 1^{er} trimestre

→Les couleurs sont très belles. Voici des amis qui aiment beaucoup les couleurs.



Bonjour! Je m'appelle Sophie. Le vert c'est ma couleur préférée. J'aime le vert parce que c'est la couleur de ma petite tortue terrestre.



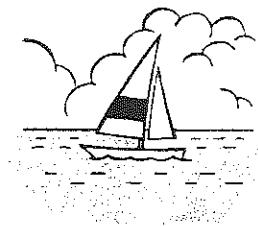
Salut! Je m'appelle Anna. J'ai sept ans et ma couleur préférée c'est le rose. Le rose me fait rire! J'aime les belles fleurs roses du printemps.



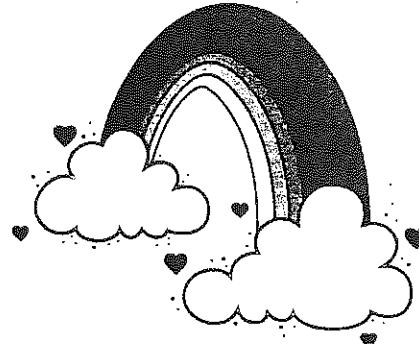
Bonjour! Je m'appelle Nicholas et voici mon amie Alexandra. Nous aimons beaucoup le brun. Pourquoi? Nous aimons manger du chocolat!



Bonjour! Je m'appelle Benoît. J'aime la couleur de l'océan. Peux-tu deviner ma couleur préférée? Oui! C'est le bleu.



Nous adorons les couleurs.
La vie, c'est un arc-en-ciel de couleurs!



Fiche de l'élève – 2e année – 1^{er} trimestre

Nom _____ Date _____

1. Le titre de ce texte est **Les couleurs**. A quoi penses-tu quand tu lis ce titre? _____

1. Utiliser des connaissances antérieures et prédire

D'après toi, qu'est-ce qui va se passer dans cette histoire?

Not yet Meets Fully Meets Exceeds

*Maintenant, lis le reste du texte.
Ensuite, réponds aux questions suivantes.*

2. Qu'est-ce que le mot **terrestre** veut dire?

2. Essayer de comprendre les mots difficiles/nouveaux
Considérez également la performance de l'élève en lecture orale

Comment as-tu deviné le sens de ce mot? _____

Not yet Meets Fully Meets Exceeds

3. Quelle est l'idée principale de ce texte?

3. Trouver les idées principales

Not yet Meets Fully Meets Exceeds

4. Quelles sont les couleurs préférées de ces enfants?

4. Trouver des informations précises

- _____
- _____
- _____
- _____

Not yet Meets Fully Meets Exceeds

5. Pourquoi est-ce que certaines personnes préfèrent certains couleurs?

5. Faire des inférences et tirer des conclusions

Not yet Meets Fully Meets Exceeds

Performance globale: Snapshot from the B.C. Performance Standards

Not Yet Within Expectations	Meets Expectations (minimal level)	Fully Meets Expectations	Exceeds Expectations
<i>The student needs one-to-one support to read short, simple materials, and complete comprehension activities.</i>	<i>The student reads a variety of short, simple materials with understanding if given some support. Work is partially accurate.</i>	<i>The student reads a variety of short, simple materials independently and with understanding. Work is generally accurate.</i>	<i>The student reads an increasing variety of simple materials independently and with understanding. Work is clear, accurate, and complete.</i>

Selected Categories of Reading Performance

Category	Not Yet Within Expectations	Meets Expectations (minimal level)	Fully Meets Expectations	Exceeds Expectations
1. Background knowledge and prediction Utiliser des connaissances antérieures et prédire	<input type="checkbox"/> predictions are often guesses and may not be logical	<input type="checkbox"/> if prompted, uses prior knowledge and picture clues to make simple predictions	<input type="checkbox"/> uses prior knowledge and various clues to make obvious predictions and to confirm meaning	<input type="checkbox"/> uses prior knowledge and various clues to make logical and sometimes insightful predictions and to confirm meaning
2. Figuring out unknown words Essayer de comprendre les mots difficiles/nouveaux	<input type="checkbox"/> identifies all letters; tries to use phonics to sound-out words; waits to be given the word or strategy; may not be able to use context clues <input type="checkbox"/> recognizes some common sight words <input type="checkbox"/> often needs intensive sustained support with new selections	<input type="checkbox"/> tends to rely on phonics to figure out new words; can use word structure and context with support <input type="checkbox"/> recognizes an increasing number of simple sight words <input type="checkbox"/> often hesitant to read new selections	<input type="checkbox"/> combines phonics, word structure and context clues to figure out new words; may need support for more complex or irregular words <input type="checkbox"/> recognizes an increasing number of sight words <input type="checkbox"/> checks to make sure the selection is making sense; rereads to confirm meaning	<input type="checkbox"/> combines phonics, word structure and context clues to figure out new words; may need occasional prompting <input type="checkbox"/> recognizes a wide range of sight words <input type="checkbox"/> adjusts strategies to suit the type of selection and their purpose
3. Main idea Trouver les idées principales	<input type="checkbox"/> unable to use text features to help make sense of the selection <input type="checkbox"/> may identify the topic	<input type="checkbox"/> able to use simple text features with support <input type="checkbox"/> identifies the topic; may need support to recall main ideas	<input type="checkbox"/> uses simple text features to help locate information <input type="checkbox"/> accurately identifies most main ideas; tends to rely on the words of the text	<input type="checkbox"/> independently uses text features to help locate information <input type="checkbox"/> accurately re-states all or almost all main ideas in own words
4. Extracting Information Trouver des informations précises	<input type="checkbox"/> unable to locate information <input type="checkbox"/> recalls few if any details	<input type="checkbox"/> frequently guesses rather than rereading, when locating specific information <input type="checkbox"/> provides a few accurate details in answers and explanations; may invent some material	<input type="checkbox"/> rereads to locate specific information if prompted; tends to be inefficient <input type="checkbox"/> includes some detail in answers and explanations; may not distinguish important from unimportant detail	<input type="checkbox"/> rereads to locate specific information; becoming efficient <input type="checkbox"/> uses relevant details in answers and explanations
5. Inferences and conclusions Faire des inférences et tirer des conclusions	<input type="checkbox"/> unable to make connections to other information about the topic <input type="checkbox"/> unable to distinguish between fact and fiction	<input type="checkbox"/> with support, makes some connections to other information about the topic including personal experience <input type="checkbox"/> beginning to distinguish between fact and fiction	<input type="checkbox"/> with support, makes connections to other information about the topic, including personal experiences <input type="checkbox"/> generally able to distinguish between fact and fiction	<input type="checkbox"/> may make several connections to other information about the topic, including personal experiences <input type="checkbox"/> distinguishes between fact and fiction; begins to question the relevance of information

Based on Reading 44 Strategies and adapted from the B.C. Performance Standards – Grade 2 – Reading for Information

Fiche de l'élève – 2e année – 1^{er} trimestre

Nom _____ Date _____

1. Le titre de ce texte est **Les couleurs**. A quoi penses-tu quand tu lis ce titre? _____

D'après toi, qu'est-ce qui va se passer dans cette histoire? _____

2. Qu'est-ce que le mot **terrestre** veut dire? _____

Comment as-tu deviné le sens de ce mot? _____

3. Quelle est l'idée principale de ce texte? _____

4. Quelles sont les couleurs préférées de ces enfants?

- _____
- _____
- _____
- _____

5. Pourquoi est-ce que certaines personnes préfèrent certains couleurs? _____

Nom de l'élève _____ Date _____

6. Précision (Accuracy):

____ nbr. de mots corrects x 2 = ____ %
 >95% = niveau indépendant
 90-94% = niveau d'instruction
 <90% = niveau de frustration

7. Fluidité (Fluency):

respecte la ponctuation oui ____ non ____
 lit avec expression oui ____ non ____
 bonne cadence oui ____ non ____
 débit approprié:
 trop vite ____ bon ____ trop lent ____

1. Utiliser des connaissances antérieures de prédire
(Background Knowledge et Prediction)

not yet meets (minimal) fully meets exceeds

2. Essayer de comprendre les mots difficiles/nouveaux
(Figuring out Unknown Words)

not yet meets (minimal) fully meets exceeds

3. Trouver les idées principales
(Main Idea)

not yet meets (minimal) fully meets exceeds

4. Trouver des informations précises
(Extracting Information)

not yet meets (minimal) fully meets exceeds

5. Faire des inférences et tirer des conclusions
(Inferences and Conclusions)

not yet meets (minimal) fully meets exceeds

Performance globale: Snapshot from the B.C. Performance Standards

Not Yet Within Expectations	Meets Expectations (minimal level)	Fully Meets Expectations	Exceeds Expectations
<i>The student needs one-to-one support to read short, simple materials, and complete comprehension activities.</i>	<i>The student reads a variety of short, simple materials with understanding if given some support. Work is partially accurate.</i>	<i>The student reads a variety of short, simple materials independently and with understanding. Work is generally accurate.</i>	<i>The student reads an increasing variety of simple materials independently and with understanding. Work is clear, accurate, and complete.</i>

Performance globale:

not yet meets (minimal) fully meets exceeds

Focus d'instruction _____

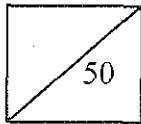


J'aime les ours!

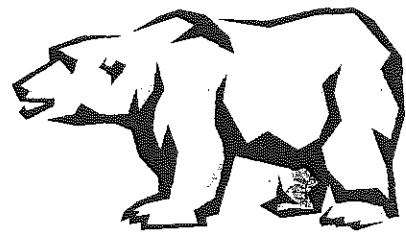
Par Joanne Robertson

2^e année – 2^e trimestre

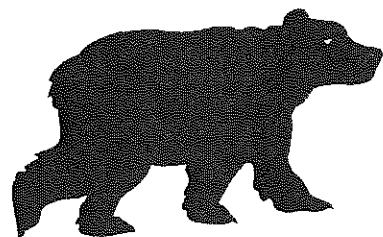
- Les ours sont des animaux magnifiques qui habitent partout dans le monde. Sais-tu qu'il y a beaucoup de différentes espèces d'ours?



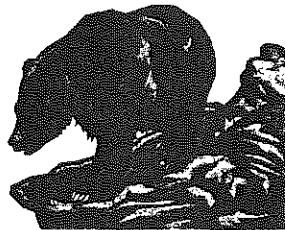
Les ours polaires vivent sur les côtes arctiques. Ils mangent des phoques, des renards et des oiseaux. Les ours polaires ont une fourrure épaisse et une couche de graisse qui les protège du froid. Les ours polaires sont des animaux très lourds. Ils peuvent peser plus de 750 kilogrammes!



Les ours noirs vivent aux Etats-Unis et au Canada. Ils mangent des fruits, des noix et du poisson (saumons). Les ours noirs sont agiles et rapides. Ils grimpent aux arbres et nagent bien. A la fin de l'automne, les ours noirs cherchent un abri pour y hiberner.



Les grizzlis sont des ours très connus. Ils vivent dans le nord-ouest de l'Amérique du Nord. Les grizzlis mangent des plantes, du saumon et des baies. Les grizzlis ont une fourrure très épaise, des griffes impressionnantes sur leurs pattes avant, et une bosse entre les épaules.



Fiche de l'élève – 2e année – 2e trimestre

Nom _____ Date _____

1. Le titre de ce texte est **J'aime les ours!** A quoi penses-tu quand tu lis ce titre? _____

1. Utiliser des connaissances antérieures et prédire

Not yet Meets Fully Meets Exceeds

D'après toi, qu'est-ce qui va se passer dans cette histoire? _____

*Maintenant, lis le reste du texte.
Ensuite, réponds aux questions suivantes.*

2. Qu'est-ce que le mot un **abri** veut dire?

2. Essayer de comprendre les most difficiles/nouveaux

Considérez également la performance de l'élève en lecture orale

Not yet Meets Fully Meets Exceeds

3. Quelle est l'idée principale de ce texte?

3. Trouver les idées principales

Not yet Meets Fully Meets Exceeds

4. Quels sont des faits intéressants à propos des ours?

4. Trouver des informations précises

Not yet Meets Fully Meets Exceeds

5. Les différentes espèces d'ours mangent différentes choses. Pourquoi?

5. Faire des inférences et tirer des conclusions

Not yet Meets Fully Meets Exceeds

2e année – 2e trimestre Évaluation de la lecture en classe
(B.C. Performance Standards : Reading for Information)

Performance globale Snapshot from the B.C. Performance Standards

Not Yet Within Expectations	Meets Expectations (minimal level)	Fully Meets Expectations	Exceeds Expectations
<i>The student needs one-to-one support to read short, simple materials, and complete comprehension activities.</i>	<i>The student reads a variety of short, simple materials with understanding if given some support. Work is partially accurate.</i>	<i>The student reads a variety of short, simple materials independently and with understanding. Work is generally accurate.</i>	<i>The student reads an increasing variety of simple materials independently and with understanding. Work is clear, accurate, and complete.</i>

Selected Categories of Reading Performance

Category	Not Yet Within Expectations	Meets Expectations (minimal level)	Fully Meets Expectations	Exceeds Expectations
1. Background knowledge and prediction Utiliser des connaissances antérieures et prédire	<input type="checkbox"/> predictions are often guesses and may not be logical	<input type="checkbox"/> if prompted, uses prior knowledge and picture clues to make simple predictions	<input type="checkbox"/> uses prior knowledge and various clues to make obvious predictions and to confirm meaning	<input type="checkbox"/> uses prior knowledge and various clues to make logical and sometimes insightful predictions and to confirm meaning
2. Figuring out unknown words Essayer de comprendre les mots difficiles/nouveaux	<input type="checkbox"/> identifies all letters; tries to use phonics to sound-out words; waits to be given the word or strategy; may not be able to use context clues <input type="checkbox"/> recognizes some common sight words <input type="checkbox"/> often needs intensive sustained support with new selections	<input type="checkbox"/> tends to rely on phonics to figure out new words; can use word structure and context with support <input type="checkbox"/> recognizes an increasing number of simple sight words <input type="checkbox"/> often hesitant to read new selections	<input type="checkbox"/> combines phonics, word structure and context clues to figure out new words; may need support for more complex or irregular words <input type="checkbox"/> recognizes an increasing number of sight words <input type="checkbox"/> checks to make sure the selection is making sense; rereads to confirm meaning	<input type="checkbox"/> combines phonics, word structure and context clues to figure out new words; may need occasional prompting <input type="checkbox"/> recognizes a wide range of sight words <input type="checkbox"/> adjusts strategies to suit the type of selection and their purpose
3. Main idea Trouver les idées principales	<input type="checkbox"/> unable to use text features to help make sense of the selection <input type="checkbox"/> may identify the topic	<input type="checkbox"/> able to use simple text features with support <input type="checkbox"/> identifies the topic; may need support to recall main ideas	<input type="checkbox"/> uses simple text features to help locate information <input type="checkbox"/> accurately identifies most main ideas; tends to rely on the words of the text	<input type="checkbox"/> independently uses text features to help locate information <input type="checkbox"/> accurately re-states all or almost all main ideas in own words
4. Summarizing Trouver des informations précises	<input type="checkbox"/> unable to locate information <input type="checkbox"/> recalls few if any details	<input type="checkbox"/> frequently guesses rather than rereading, when locating specific information <input type="checkbox"/> provides a few accurate details in answers and explanations; may invent some material	<input type="checkbox"/> rereads to locate specific information if prompted; tends to be inefficient <input type="checkbox"/> includes some detail in answers and explanations; may not distinguish important from unimportant detail	<input type="checkbox"/> rereads to locate specific information; becoming efficient <input type="checkbox"/> uses relevant details in answers and explanations
5. Inferences and conclusions Faire des inférences et tirer des conclusions	<input type="checkbox"/> unable to make connections to other information about the topic <input type="checkbox"/> unable to distinguish between fact and fiction	<input type="checkbox"/> with support, makes some connections to other information about the topic including personal experience <input type="checkbox"/> beginning to distinguish between fact and fiction	<input type="checkbox"/> with support, makes connections to other information about the topic, including personal experiences <input type="checkbox"/> generally able to distinguish between fact and fiction	<input type="checkbox"/> may make several connections to other information about the topic, including personal experiences <input type="checkbox"/> distinguishes between fact and fiction; begins to question the relevance of information

Fiche de l'élève – 2e année – 2e trimestre

Nom _____ Date _____

1. Le titre de ce texte est **J'aime les ours!** A quoi penses-tu quand tu lis ce titre? _____

D'après toi, qu'est-ce qui va se passer dans cette histoire? _____

2. Qu'est-ce que le mot un **abri** veut dire? _____

Comment as-tu deviné le sens de ce mot? _____

3. Quelle est l'idée principale de ce texte? _____

4. Quels sont des faits intéressants à propos des ours?

- _____
- _____
- _____
- _____

5. Les différentes espèces d'ours mangent différentes choses. Pourquoi? _____

Nom de l'élève _____

Date _____

6. Précision (Accuracy):

nbr. de mots corrects x 2 = ____ %

>95% = niveau indépendant

90-94% = niveau d'instruction

<90% = niveau de frustration

7. Fluidité (Fluency):

respecte la ponctuation oui ____ non ____

lit avec expression oui ____ non ____

bonne cadence oui ____ non ____

débit approprié :

trop vite ____ bon ____ trop lent ____

1. Utiliser des connaissances antérieures et prédire
(Background Knowledge et Prediction)not yet meets (minimal) fully meets exceeds
 2. Essayer de comprendre les mots difficiles/nouveaux
(Figuring out Unknown Words)not yet meets (minimal) fully meets exceeds
 3. Trouver les idées principales
(Main Idea)not yet meets (minimal) fully meets exceeds
 4. Trouver des informations précises
(Extracting Information)not yet meets (minimal) fully meets exceeds
 5. Faire des inférences et tirer des conclusions
(Inferences and Conclusions)not yet meets (minimal) fully meets exceeds
 Performance globale: Snapshot from the B.C. Performance Standards

Not Yet Within Expectations	Meets Expectations (minimal level)	Fully Meets Expectations	Exceeds Expectations
<i>The student needs one-to-one support to read short, simple materials, and complete comprehension activities.</i>	<i>The student reads a variety of short, simple materials with understanding if given some support. Work is partially accurate.</i>	<i>The student reads a variety of short, simple materials independently and with understanding. Work is generally accurate.</i>	<i>The student reads an increasing variety of simple materials independently and with understanding. Work is clear, accurate, and complete.</i>

Performance globale:

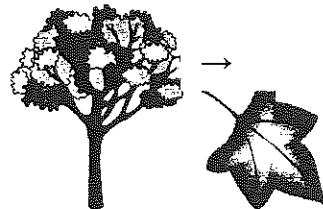
not yet meets (minimal) fully meets exceeds

Focus d'instruction _____

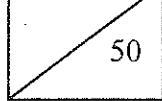
Le cycle de l'arbre

Par Joanne Robertson

2^e année – 3^e trimestre



Les arbres qui ont des feuilles, comme l'érable et le chêne, s'appellent des feuillus. A l'automne ces arbres perdent leurs feuilles. Les arbres feuillus changent beaucoup pendant les quatre saisons.



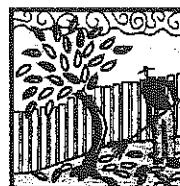
En hiver la température est froide et l'eau du sol est gelée. Les arbres feuillus ne portent pas de feuilles. Les arbres ne poussent pas. Ils dorment.



Au printemps il fait plus chaud et la neige fond. Le soleil brille et il y a beaucoup d'eau dans le sol. Les arbres poussent et produisent des fleurs et des feuilles.



Durant l'été c'est souvent temps de sécheresse. Il fait très chaud et il y a beaucoup de soleil. Les feuilles utilisent l'énergie de la lumière solaire pour nourrir l'arbre.



A l'automne les arbres se préparent à dormir. Les fruits arrivent à maturité. Les journées sont plus courtes et le soleil brille moins fort. Les feuilles changent de couleurs et tombent. Puis l'hiver arrive de nouveau. Le cycle recommence.

Fiche de l'élève – 2e année – 3^e trimestre

Nom _____ Date _____

1. Le titre de ce texte est **Le cycle de l'arbre?** A quoi penses-tu quand tu lis ce titre? _____

1. Utiliser des connaissances antérieures et prédire

Not yet Meets Fully Meets Exceeds

Qu'est-ce qui va se passer dans cette histoire? _____

*Maintenant, lis le reste du texte.
Ensuite, réponds aux questions suivantes.*

2. Qu'est-ce que le mot **sécheresse** veut dire? _____

2. Essayer de comprendre les mots difficiles/nouveaux
Considérez également la performance de l'élève en lecture orale

Not yet Meets Fully Meets Exceeds

Comment as-tu deviné le sens de ce mot? _____

3. Quelle est l'idée principale de ce texte? _____

3. Trouver les idées principales

Not yet Meets Fully Meets Exceeds

4. Quels sont les changements qu'on voit dans les arbres durant les saisons?
• _____

4. Trouver des informations précises

Not yet Meets Fully Meets Exceeds

• _____

• _____

• _____

5. Pourquoi est-ce que les arbres changent beaucoup pendant les quatre saisons? _____

5. Faire des inférences et tirer des conclusions

Not yet Meets Fully Meets Exceeds

Performance globale: Snapshot from B.C. Performance Standards

Not Yet Within Expectations	Meets Expectations (minimal level)	Fully Meets Expectations	Exceeds Expectations
<i>The student needs one-to-one support to read short, simple materials, and complete comprehension activities.</i>	<i>The student reads a variety of short, simple materials with understanding if given some support. Work is partially accurate.</i>	<i>The student reads a variety of short, simple materials independently and with understanding. Work is generally accurate.</i>	<i>The student reads an increasing variety of simple materials independently and with understanding. Work is clear, accurate, and complete.</i>

Selected Categories of Reading Performance

Category	Not Yet Within Expectations	Meets Expectations (minimal level)	Fully Meets Expectations	Exceeds Expectations
1. Background knowledge and prediction Utiliser des connaissances antérieures et prédire	<input type="checkbox"/> predictions are often guesses and may not be logical	<input type="checkbox"/> if prompted, uses prior knowledge and picture clues to make simple predictions	<input type="checkbox"/> uses prior knowledge and various clues to make obvious predictions and to confirm meaning	<input type="checkbox"/> uses prior knowledge and various clues to make logical and sometimes insightful predictions and to confirm meaning
2. Figuring out unknown words Essayer de comprendre les mots difficiles/nouveaux	<input type="checkbox"/> identifies all letters; tries to use phonics to sound-out words; waits to be given the word or strategy; may not be able to use context clues <input type="checkbox"/> recognizes some common sight words <input type="checkbox"/> often needs intensive sustained support with new selections	<input type="checkbox"/> tends to rely on phonics to figure out new words; can use word structure and context with support <input type="checkbox"/> recognizes an increasing number of simple sight words <input type="checkbox"/> often hesitant to read new selections	<input type="checkbox"/> combines phonics, word structure and context clues to figure out new words; may need support for more complex or irregular words <input type="checkbox"/> recognizes an increasing number of sight words <input type="checkbox"/> checks to make sure the selection is making sense; rereads to confirm meaning	<input type="checkbox"/> combines phonics, word structure and context clues to figure out new words; may need occasional prompting <input type="checkbox"/> recognizes a wide range of sight words <input type="checkbox"/> adjusts strategies to suit the type of selection and their purpose
3. Main idea Trouver les idées principales	<input type="checkbox"/> unable to use text features to help make sense of the selection <input type="checkbox"/> may identify the topic	<input type="checkbox"/> able to use simple text features with support <input type="checkbox"/> identifies the topic; may need support to recall main ideas	<input type="checkbox"/> uses simple text features to help locate information <input type="checkbox"/> accurately identifies most main ideas; tends to rely on the words of the text	<input type="checkbox"/> independently uses text features to help locate information <input type="checkbox"/> accurately re-states all or almost all main ideas in own words
4. Extracting Information Trouver des informations précises	<input type="checkbox"/> unable to locate information <input type="checkbox"/> recalls few if any details	<input type="checkbox"/> frequently guesses rather than rereading, when locating specific information <input type="checkbox"/> provides a few accurate details in answers and explanations; may invent some material	<input type="checkbox"/> rereads to locate specific information if prompted; tends to be inefficient <input type="checkbox"/> includes some detail in answers and explanations; may not distinguish important from unimportant detail	<input type="checkbox"/> rereads to locate specific information; becoming efficient <input type="checkbox"/> uses relevant details in answers and explanations
5. Inferences and conclusions Faire des inférences et tirer des conclusions	<input type="checkbox"/> unable to make connections to other information about the topic <input type="checkbox"/> unable to distinguish between fact and fiction	<input type="checkbox"/> with support, makes some connections to other information about the topic including personal experience <input type="checkbox"/> beginning to distinguish between fact and fiction	<input type="checkbox"/> with support, makes connections to other information about the topic, including personal experiences <input type="checkbox"/> generally able to distinguish between fact and fiction	<input type="checkbox"/> may make several connections to other information about the topic, including personal experiences <input type="checkbox"/> distinguishes between fact and fiction; begins to question the relevance of information

Fiche de l'élève – 2e année – 3^e trimestre

Nom _____ Date _____

1. Le titre de ce texte est **Le cycle de l'arbre?** A quoi penses-tu quand tu lis ce titre? _____

Qu'est-ce qui va se passer dans cette histoire? _____

2. Qu'est-ce que le mot **sécheresse** veut dire? _____

Comment as-tu deviné le sens de ce mot? _____

3. Quelle est l'idée principale de ce texte? _____

4. Quels sont les changements qu'on voit dans les arbres durant les saisons?

- _____
- _____
- _____
- _____

5. Pourquoi est-ce que les arbres changent beaucoup pendant les quatre saisons? _____

EVALUATION DE LA LECTURE EN CLASSE

Niveau: _____ Ecole: _____

Enseignant: _____

EVALUATION DE LA LECTURE EN CLASSE

Date: _____