Reading

for

Information

A Classroom Assessment Package

Grade 2
First, Second and Third Term

Developed by Cathy Molinski
North Vancouver School District
Fall 2002

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.

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

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. summarizing
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 booklets for 1st Term, 2nd Term and 3rd Term
- Single copies of the Reading selection for each term
- Class Reading Assessment Recording Sheet

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 first fifty words of the text selection. 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)	wrong word
		right word
Repetition	(← R)	
Omission	(O)	
Insertion	(^)	
Self Correction	(SC)	
Teacher Appeal	(TA)	

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.

Grade 2 – 1st Term   Reading for Information Assessment

Teacher Recording Page

Student Name _____Date _____

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6. Accuracy: _____ # words correct x 2 _____%

>95%	= independent level
90-95%	= instructional level
<90%	= frustration level

---

7. Fluency:
heeds punctuation	yes _____	no _____
uses expression	yes _____	no _____
uses appropriate phrasing	yes _____	no _____
speed	too fast___ even pace___	too slow___

---

1. Background Knowledge and Prediction

not yet	meets (minimal)	fully meets	exceeds
☐	☐	☐	☐

2. Figuring out Unknown Words

not yet	meets (minimal)	fully meets	exceeds
☐	☐	☐	☐

3. Main Idea

not yet	meets (minimal)	fully meets	exceeds
☐	☐	☐	☐

4. Summarizing

not yet	meets (minimal)	fully meets	exceeds
☐	☐	☐	☐

5. Inferences and Conclusions

not yet	meets (minimal)	fully meets	exceeds
☐	☐	☐	☐

Overall Reading Performance: Snapshot from the B.C. Performance Standards

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

Overall Performance:

not yet	meets (minimal)	fully meets	exceeds
☐	☐	☐	☐

Instructional Focus _____

→ C is for Canada
Canada is our land—big and beautiful. It stretches from "sea to sea" and in between there are
- high mountains
- <u>wide</u> prairies
- valleys and hills
- lakes and rivers

/50
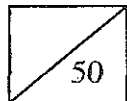
A is for Anthem
- "O Canada" is the Canadian anthem – Canada's song. The words tell us how
→ <u>proud</u> we are to be Canadians.

N is for North
Much of Canada is northland. It *is* cold, but it's also exciting.

A is for Animals
Many animals live in Canada . . .
- the beaver with its flat tail
- the loon with its soft cry
- the Canada goose with its loud honk
- the Salmon leaping in the rivers
- the buffalo, the moose, the polar bear . . .

D is for Dance
Dance and festivals are part of life in Canada.

A is for all
All Canadians celebrate together on July 1, Canada's birthday. There are . . .
- parades with <u>floats</u> and bands
- fireworks with bangs and flashes
- even giant birthday cakes in the shape of the maple leaf.
- *C-A-N-A-D-A! Hooray!*

Name_____ Date _____

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1. The title of this text is **C is for Canada.** What does this title make you think of?

   _____

   _____

   What will it be about? _____

   _____

   _____

1. Background Knowledge and Prediction
Not yet   Meets   Fully Meets   Exceeds
☐   ☐   ☐   ☐

> **Now read the whole text. Then answer the questions.**

2. What does the underlined word **floats** mean?

   _____

   _____

   How did you figure that out? _____

   _____

2. Figuring Out Unknown Words
Not yet   Meets   Fully Meets   Exceeds
☐   ☐   ☐   ☐

---

3. What is the main idea? _____

   _____

   _____

3. Main Idea
Not yet   Meets   Fully Meets   Exceeds
☐   ☐   ☐   ☐

---

4. Tell some important facts that you learned?

   _____

   _____

   _____

   _____

   _____

   _____

4. Summarizing
Not yet   Meets   Fully Meets   Exceeds
☐   ☐   ☐   ☐

---

5. What does the writer think about our country?_____

   _____

   _____

5. Inferences and Conclusions
Not yet   Meets   Fully Meets   Exceeds
☐   ☐   ☐   ☐

Overall Reading Performance: Snapshot from the B.C. Performance Standards

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

Selected Categories of Reading Performance

Category	Not Yet Within Expectations	Meets Expectations (minimal level)	Fully Meets Expectations	Exceed Expectations
1. Background knowledge and prediction	❑ predictions are often guesses and may not be logical	❑ if prompted, uses prior knowledge and picture clues to make simple predictions	❑ uses prior knowledge and various clues to make obvious predictions and to confirm meaning	❑ uses prior knowledge and various clues to make logical and sometimes insightful predictions and to confirm meaning
2. Word skills	❑ 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 ❑ recognizes some common sight words ❑ often needs intensive sustained support with new selections	❑ tends to rely on phonics to figure out new words; can use word structure and context with support ❑ recognizes an increasing number of simple sight words ❑ often hesitant to read new selections	❑ combines phonics, word structure and context clues to figure out new words; may need support for more complex or irregular words ❑ recognizes an increasing number of sight words ❑ checks to make sure the selection is making sense; rereads to confirm meaning	❑ combines phonics, word structure and context clues to figure out new words; may need occasional prompting ❑ recognizes a wide range of sight words ❑ adjusts strategies to suit the type of selection and their purpose
3. Main idea	❑ unable to use text features to help make sense of the selection ❑ may identify the topic	❑ able to use simple text features with support ❑ identifies the topic; may need support to recall main ideas	❑ uses simple text features to help locate information ❑ accurately identifies most main ideas; tends to rely on the words of the text	❑ independently uses text features to help locate information ❑ accurately re-states all or almost all main ideas in own words
4. Summarizing	❑ unable to locate information ❑ recalls few if any details	❑ frequently guesses rather rereading, when locating specific information ❑ provides a few accurate details in answers and explanations; may invent some material	❑ rereads to locate specific information if prompted; tends to be inefficient ❑ includes some detail in answers and explanations; may not distinguish important from unimportant detail	❑ rereads to locate specific information; becoming efficient ❑ uses relevant details in answers and explanations
5. Inferences and conclusions	❑ unable to make connections to other information about the topic ❑ unable to distinguish between fact and fiction	❑ with support, makes some connections to other information about the topic including personal experience ❑ beginning to distinguish between fact and fiction	❑ with support, makes connections to other information about the topic, including personal experiences ❑ generally able to distinguish between fact and fiction	❑ may make several connections to other information about the topic, including personal experiences ❑ 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 Informati

Grade 2 – 2nd Term   Reading for Information Assessment

Teacher Recording Page

Student Name _____ Date _____

6. Accuracy: _____ # words correct x 2 _____%

>95%   = independent level
90-95%   = instructional level
<90%   = frustration level

7. Fluency:
heeds punctuation   yes _____ no _____
uses expression   yes _____ no _____
uses appropriate phrasing yes _____ no _____
speed   too fast____even pace____too slow____

1. Background Knowledge and Prediction

not yet	meets (minimal)	fully meets	exceeds
☐	☐	☐	☐

2. Figuring out Unknown Words

not yet	meets (minimal)	fully meets	exceeds
☐	☐	☐	☐

3. Main Idea

not yet	meets (minimal)	fully meets	exceeds
☐	☐	☐	☐

4. Summarizing

not yet	meets (minimal)	fully meets	exceeds
☐	☐	☐	☐

5. Inferences and Conclusions

not yet	meets (minimal)	fully meets	exceeds
☐	☐	☐	☐

Overall Reading Performance: Snapshot from the B.C. Performance Standards

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

Overall Performance: not yet   meets (minimal)   fully meets   exceeds
                                ☐   ☐   ☐   ☐

Instructional Focus _____

→ You don't want these ants in your pants! Fire ants are related to wasps. Yes, these ants can sting! They'll eat almost anything — crumbs, <u>garbage</u>, and even other insects. So if you're picnicking in the southern United States, Mexico, or South America, look out!
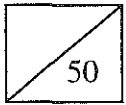
→ Deep in the fire ants' <u>nest</u> the queen ants are busy laying eggs. One of the worker ants leaves the nest to find some food. Where's the trail to the food? She waves her antennae in the air to smell the <u>scent</u> trail other ants have left for her to follow. Here it is!

March, march, march. Wow, a picnic! With her strong mandibles she picks up a crumb much bigger than the size of her body. On the way back, she leaves a scent for other ants to follow.

Inside the nest, she shares the food with the other ants. Yum!

50

(2)

Name_____Date _____

1. The title of this text is **Ants on the March.** What does this title make you think of?

_____

_____

What will it be about? _____

_____

_____

1. Background Knowledge and Prediction

Not yet   Meets   Fully Meets   Exceeds

☐   ☐   ☐   ☐

Now read the whole text. Then answer the questions.

2. What does the underlined word **scent** mean?

_____

_____

How did you figure that out? _____

_____

2. Figuring Out Unknown Words

Not yet   Meets   Fully Meets   Exceeds

☐   ☐   ☐   ☐

---

3. What is the main idea? _____

_____

_____

_____

3. Main Idea

Not yet   Meets   Fully Meets   Exceeds

☐   ☐   ☐   ☐

---

4. Tell some important facts that you learned.

_____

_____

_____

_____

_____

_____

4. Summarizing

Not yet   Meets   Fully Meets   Exceeds

☐   ☐   ☐   ☐

---

5. Why is "fire ants" a good name for these insects?

_____

_____

5. Inferences and Conclusions

Not yet   Meets   Fully Meets   Exceeds

☐   ☐   ☐   ☐

Overall Reading Performance: Snapshot from the B.C. Performance Standards

Not Yet Within Expectations	Meets Expectations (minimal level)	Fully Meets Expectations	Exceeds Expectations
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2. Word skills	❑ identifies all letters; tries to use phoncs to sound-out words; waits to be given the word or or strategy; may not be able to use context clues ❑ recognizes some common sight words ❑ often needs intensive sustained support with new selections	❑ tends to rely on phonics to figure out new words; can use word structure and context with support ❑ recognizes an increasing number of simple sight words ❑ often hesitant to read new selections	❑ combines phonics, word structure and context clues to figure out new words; may need support for more complex or irregular words ❑ recognizes an increasing number of sight words ❑ checks to make sure the selection is making sense; rereads to confirm meaning	❑ combines phonics, word structure and context clues to figure out new words; may need occasional prompting ❑ recognizes a wide range of sight words ❑ adjusts strategies to suit type of selection and th. purpose
3. Main idea	❑ unable to use text features to help make sense of the selection ❑ may identify the topic	❑ able to use simple text features with support ❑ identifies the topic; may need support to recall main ideas	❑ uses simple text features to help locate information ❑ accurately identifies most main ideas; tends to rely on the words of the text	❑ independently uses text features to help locate information ❑ accurately re-states all or almost all main ideas in own words
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5. Inferences and conclusions	❑ unable to make connections to other information about the topic ❑ unable to distinguish between fact and fiction	❑ with support, makes some connections to other information about the topic including personal experience ❑ beginning to distinguish between fact and fiction	❑ with support, makes connections to other information about the topic, including personal experiences ❑ generally able to distinguish between fact and fiction	❑ may make several connections to other information about the topic, including personal experiences ❑ 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

Grade 2 – 3rd Term   Reading for Information Assessment

Teacher Recording Page

Student Name _____ Date _____

---

6. Accuracy: _____ # words correct x 2 _____ %

>95%   = independent level
90-95%   = instructional level
<90%   = frustration level

---

7. Fluency:

heeds punctuation   yes _____ no _____
uses expression   yes _____ no _____
uses appropriate phrasing   yes _____ no _____
speed   too fast____ even pace____ too slow____

---

1. Background Knowledge and Prediction

not yet	meets (minimal)	fully meets	exceeds
❑	❑	❑	❑

2. Figuring out Unknown Words

not yet	meets (minimal)	fully meets	exceeds
❑	❑	❑	❑

3. Main Idea

not yet	meets (minimal)	fully meets	exceeds
❑	❑	❑	❑

4. Summarizing

not yet	meets (minimal)	fully meets	exceeds
❑	❑	❑	❑

5. Inferences and Conclusions

not yet	meets (minimal)	fully meets	exceeds
❑	❑	❑	❑

Overall Reading Performance: Snapshot from the B.C. Performance Standards

Not Yet Within Expectations	Meets Expectations (minimal level)	Fully Meets Expectations	Exceeds Expectations
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Overall Performance: not yet   meets (minimal)   fully meets   exceeds

          ❑   ❑   ❑   ❑

Instructional Focus _____

→ My name is Zoe and this is Un Poco, which means "Little One" in Spanish. He's a red-tailed hawk. Poco looks heavy, but <u>he</u> weighs a little less than a packed lunch kit.
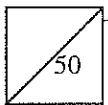
→ My mother is specially trained to help hawks. Poco came to us after a vet <u>had</u> put a cast on his wing. After the cast came off, Poco's wing was so weak, he could **barely** fly. Mom had to train him to fly again.

Leather straps tied Poco's feet to a leash in Mom's hand. Little by little, Poco flew farther and farther from Mom's hand as his wing got stronger. A friend, Ashley, sometimes helped Mom to give Poco his exercise.

A year and a half after Poco was injured, we let him go back into the wild. It was a sad day for my family because Poco had become a close friend. But it was a happy day for Poco - he could hunt and fly in the wild again!

(2)

Name_____ Date _____

1. The title of this text is **Help for a Hawk.** What does this title make you
   think of?_____
   _____
   _____

   What will it be about? _____
   _____
   _____

1. Background Knowledge
   and Prediction

   Not yet   Meets   Fully Meets   Exceeds
   ☐   ☐   ☐   ☐

> *Now read the whole text. Then answer the*
> *questions.*

2. What does the underlined word **barely** mean?
   _____
   _____

   How did you figure that out? _____
   _____

2. Figuring Out Unknown
   Words

   Not yet   Meets   Fully Meets   Exceeds
   ☐   ☐   ☐   ☐

---

3. What is the main idea? _____
   _____
   _____
   _____

3. Main Idea

   Not yet   Meets   Fully Meets   Exceeds
   ☐   ☐   ☐   ☐

---

4. Tell some important facts that you learned?
   _____
   _____
   _____
   _____
   _____
   _____
   _____

4. Summarizing

   Not yet   Meets   Fully Meets   Exceeds
   ☐   ☐   ☐   ☐

---

5. Why did they tie Poco's feet to a leash?_____
   _____
   _____

5. Inferences and Conclusions

   Not yet   Meets   Fully Meets   Exceeds
   ☐   ☐   ☐   ☐

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5. Inferences and conclusions	❑ unable to make connections to other information about the topic ❑ unable to distinguish between fact and fiction	❑ with support, makes some connections to other information about the topic including personal experience ❑ beginning to distinguish between fact and fiction	❑ with support, makes connections to other information about the topic, including personal experiences ❑ generally able to distinguish between fact and fiction	❑ may make several connections to other information about the topic, including personal experiences ❑ 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

CLASS READING ASSESSMENT RECORDING SHEET

Gr. _____ School _____

Teacher _____

Student Name	1. Background Prediction				2. Unknown Words				3. Main Idea				4. Summarizing				5. Inferences & Conclusions			
	not yet	meets	fully meets	exceeds	not yet	meets	fully meets	exceeds	not yet	meets	fully meets	exceeds	not yet	meets	fully meets	exceeds	not yet	meets	fully meets	exceeds
1																				
2																				
3																				
4																				
5																				
6																				
7																				
8																				
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28																				
29																				
30																				
31																				
32																				

CLASS READING ASSESSMENT RECORDING SHEET

Date: _____

6. Accuracy	7. Fluency				Overall				Instructional Focus
	punctuation	expression	phrasing	speed (F/E/S)	not yet	meets	fully meets	exceeds	
%	y/n	y/n	y/n						
%	y/n	y/n	y/n						
%	y/n	y/n	y/n						
%	y/n	y/n	y/n						
%	y/n	y/n	y/n						
%	y/n	y/n	y/n						
%	y/n	y/n	y/n						
%	y/n	y/n	y/n						
%	y/n	y/n	y/n						
%	y/n	y/n	y/n						
%	y/n	y/n	y/n						
%	y/n	y/n	y/n						
%	y/n	y/n	y/n						
%	y/n	y/n	y/n						
%	y/n	y/n	y/n						
%	y/n	y/n	y/n						
%	y/n	y/n	y/n						
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