

L'évaluation de la lecture

Textes informatifs

Ensemble d'évaluation pour la classe

3e année

**Developpé par Cathy Molinski et Joanne Robertson
Commission scolaire de North Vancouver
Automne 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 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

Ce document est une adaptation française du document *Classroom Reading Assessment*. Il est destiné aux enseignants du programme d'immersion précoce (2^e à 7^e années) désirant évaluer le niveau de lecture de leurs élèves.

Le document *L'évaluation de la lecture en classe* a été conçu afin de répondre à un besoin des enseignants : celui d'avoir un outil d'évaluation pratique et efficace leur permettant de déterminer le niveau de lecture de tous les élèves de la classe en même temps. Le document comprend trois textes informatifs par niveau, une analyse de lecture courante (Running Record) et des questions de compréhension. Plus spécifiquement, il contient des rubriques détaillées permettant de comparer la performance de l'élève en lecture à des critères descriptifs établis par les *British Columbia Performance Standards (Reading for Information)*.

L'évaluation de la lecture en classe se fait à trois reprises durant l'année : aux 1^{er}, 2^e et 3^e trimestres. Il faut noter que les *B.C. Performance Standards** décrivent la performance souhaitée d'un élève à un niveau spécifique vers la fin de l'année scolaire (avril). Pendant le 1^{er} et 2^e trimestres, *L'évaluation de la lecture en classe* sera donc utilisé comme outil d'*évaluation formative* visant à fournir aux enseignants des informations importantes par rapport aux habiletés et aux habitudes en lecture de leurs élèves. Ces informations recueillies pourront, entre autres, aider l'enseignant à établir des groupes pour la lecture dirigée et à planifier des activités répondant aux besoins spécifiques des élèves. Ce n'est qu'au 3^e trimestre que *L'évaluation de la lecture en classe* peut s'utiliser comme outil d'*évaluation sommative* pour l'élaboration des bulletins.

Une session de *L'évaluation de lecture en classe* durera environ une heure. Des informations supplémentaires concernant la description et l'utilisation de ce document se retrouvent (en anglais) aux pages suivantes.

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

*A date Les Normes de Performance pour la lecture ne sont disponibles qu'en anglais.

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

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 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) <u>wrong word</u> 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.

cont'd..

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.

3e année – 1er trimestre Évaluation de la lecture en classe
(B.C. Performance Standards: Reading for Information)
Fiche de l'enseignant – 3^e année

Nom de l'élève _____ Date _____

6. Précision (Accuracy):

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

7. Fluidité (Fluency):

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

1. Connaissances antérieures et prédition
(Background Knowledge et Prediction)

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

2. Compréhension du vocabulaire
(Figuring out Unknown Words)

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

3. Idée principale
(Main Idea)

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

4. Faire un résumé de l'histoire
(Summarizing)

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

5. Inférences et 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 may be able to read and recall brief, simple information passages and procedures that are strongly supported by illustrations. Often needs one-to-one help.</i> | <i>The student is able to read simple and direct information passages and procedures and complete basic comprehension tasks with some support. Work often lacks detail.</i> | <i>The student is able to read simple and direct information passages and procedures and complete related tasks independently. Work is accurate and complete.</i> | <i>The student is able to read information and procedures with some complex ideas and language and complete related tasks independently. Work often exceeds basic requirements.</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 _____

Frisson, la feuille dorée

Par Marie-Antoinette Delolme

3e année – 1er trimestre

tiré de Pyramide-Grafficor (1983) p. 10



Dans la forêt de Bois-Joli, c'est la fête des couleurs! Les arbres sont vêtus de jaune, de rouge, d'orange et de pourpre. Frisson, une charmante petite feuille, habite un énorme érable.

50

Ce matin-là, en s'éveillant, elle s'étire doucement devant Monsieur Soleil. Soudain, Frisson s'aperçoit qu'elle est devenue dorée.

« Quelle surprise! Hier, j'étais encore verte.

Elle regarde autour d'elle. Elle constate que ses amies sont aussi transformées.

« Que nous sommes jolies! La fée de l'automne a dû nous transformer cette nuit... »

Tôt dans l'après-midi, le vent se met à souffler. Les pauvres feuilles se détachent et volent dans les airs.

Finalement, elles tournent, puis tombent sur le sol. Frisson a peur, elle ne veut pas quitter son arbre. Elle se cramponne à sa branche.

Les jours passent. La petite feuille est seule et s'ennuie. Tout à coup, elle est distraite par des voix. Elle regarde autour d'elle et voit des enfants. Au pied de l'érable, ceux-ci s'amusent à sauter dans les feuilles.

Frisson crie de toutes ses forces :

« Venez me cueillir, j'ai froid. »

Mais sans attendre, elle se détache et s'élance dans les airs. Une petite fille la voit et court à sa poursuite.

Finalement, Frisson se pose et la fillette la ramasse. La petite fille trouve la feuille très belle. Elle la mettra dans son herbier.

Frisson, la feuille dorée, a eu une vie magnifique.



Fiche de l'élève – 3e année – 1er trimestre

Nom _____

Date _____

1. Le titre de ce texte est **Frisson, la feuille dorée**. A quoi penses-tu quand tu lis ce titre?

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 **se cramponne** veut dire?

Comment as-tu deviné le sens de ce mot?

3. Quelle est l'idée importante de cette histoire?

4. Quels sont les détails importants dans ce texte?

5. Pourquoi est-ce que la vie de Frisson est magnifique?

1. Connaissances antérieures et prédition

Not yet Meets Fully Meets Exceeds

2. Compréhension du nouveau vocabulaire

Not yet Meets Fully Meets Exceeds

3. Idée principale

Not yet Meets Fully Meets Exceeds

4. Faire un résumé de l'histoire

Not yet Meets Fully Meets Exceeds

5. Inférences et 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 |
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Selected Categories of Reading Performance

| Category | Not Yet Within Expectations | Meets Expectations (minimal level) | Fully Meets Expectations | Exceeds Expectations |
|--|---|--|---|--|
| 1. Background knowledge and prediction | <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. Word skills | <input type="checkbox"/> relies on sounding-out; has difficulty using context clues | <input type="checkbox"/> uses phonics and context clues with support | <input type="checkbox"/> uses phonics, word structure and context clues (may need prompting) | <input type="checkbox"/> combines phonics, word structure and context clues efficiently |
| 3. Main idea | <input type="checkbox"/> identifies topic <input type="checkbox"/> does not use text features to make sense of the selection | <input type="checkbox"/> identifies most main ideas <input type="checkbox"/> needs help to use text features (e.g., headings, diagrams) | <input type="checkbox"/> identifies main ideas <input type="checkbox"/> uses text features (e.g., headings, diagrams); may need prompting | <input type="checkbox"/> identifies main ideas <input type="checkbox"/> uses concise text features (e.g., headings, diagrams) |
| 4. Summarizing | <input type="checkbox"/> responses to questions or tasks are often incomplete; may be inaccurate <input type="checkbox"/> may recall some relevant details if prompted <input type="checkbox"/> needs support to locate, record, and organize information <input type="checkbox"/> may attempt to recall or guess rather than reread for details | <input type="checkbox"/> responses to questions or tasks are generally accurate, but may be vague or lack detail <input type="checkbox"/> gives some relevant details <input type="checkbox"/> records information without much organization <input type="checkbox"/> rereads to find details; may be inefficient | <input type="checkbox"/> responses to questions or tasks are accurate, clear and complete <input type="checkbox"/> gives relevant details <input type="checkbox"/> tries to organize information; may create logical categories <input type="checkbox"/> rereads and skims for details | <input type="checkbox"/> responses to questions or tasks are accurate, clear and thorough; may include inferences <input type="checkbox"/> gives specific relevant details <input type="checkbox"/> organizes information <input type="checkbox"/> rereads and skims for details; efficient |
| 5. Inferences and conclusions | <input type="checkbox"/> unable to tell how new information is like or unlike other information about the topic | <input type="checkbox"/> with support, tells some ways new information is like or unlike other information about the topic | <input type="checkbox"/> tells some ways new information is like or unlike other information about the topic | <input type="checkbox"/> tells some ways new information is like or unlike other information; may question new information |

Based on Reading 44 Strategies and adapted from the B.C. Performance Standards – Grade 3 – Reading for Information

Nom de l'élève _____ Date _____

6. Précision (Accuracy):

nbr. de mots corrects x 2 = ____ %
 >95% = niveau indépendant
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7. Fluidité (Fluency):

respecte la ponctuation oui ____ non ____
 lit avec expression oui ____ non ____
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 trop vite ____ bon ____ trop lent ____

1. Connaissances antérieures et prédition
(Background Knowledge et Prediction)

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

2. Compréhension du vocabulaire
(Figuring out Unknown Words)

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

3. Idée principale
(Main Idea)

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

4. Faire un résumé de l'histoire
(Summarizing)

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

5. Inférences et 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

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Performance globale: not yet meets (minimal) fully meets exceeds

Focus d'instruction _____

Chut! On dort!

Par Nicole Bolduc

3e année – 2e trimestre

tiré de *Capsule 2 Manuel de lecture A – Modulo (1994)* p.81

Dormeurs de nuit

La nuit, l'hirondelle se perche sur une petite branche. Elle dort tranquillement, bien accrochée par les pattes, jusqu'au matin.

Pour dormir, les fourmis s'accrochent les unes aux autres. Elles font une grosse boule de fourmis autour de la reine.

Les chevaux peuvent dormir debout, mais ils se couchent sur le côté pendant qu'ils rêvent.

Pour fermer les yeux, la poule lève la paupière. Elle s'endort tout de suite. Pendant son sommeil, elle dort tantôt sur la patte droite, tantôt sur la patte gauche.

Les poissons dorment les yeux ouverts, parce qu'ils n'ont pas de paupières. Ils se couchent sur le ventre ou sur le côté au fond de l'eau.

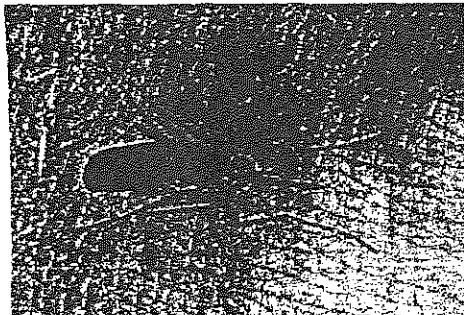
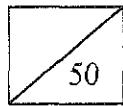
Dormeurs de jour

La chauve-souris dort pendant le jour. Elle dort la tête en bas, accrochée par les pattes. Elle se réveille le soir et elle chasse toute la nuit.

Les grillons restent réveillés toute la nuit. Ils chantent, cachés dans l'herbe, jusqu'au matin.

Le renard roux ne dort pas la nuit. Il est trop occupé. Il chasse les souris, les marmottes, les oiseaux. Le jour, il se cache pour dormir. Parfois, on peut l'apercevoir au début ou à la fin de la journée.

La nuit, les moustiques ne dorment pas. Ils piquent, piquent, piquent encore. Malheur à toi s'il y a des moustiques dans ta chambre pendant que tu dors!



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

Nom _____

Date _____

1. Le titre de ce texte est **Chut! On dort!** A quoi penses-tu quand tu lis ce titre?

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 **paupière** veut dire?

Comment as-tu deviné le sens de ce mot?

3. Quelle est l'idée importante de cette histoire?

4. Quels sont les détails importants dans ce texte?

5. Pourquoi dit-on « Malheur à toi s'il y a des moutiques dans ta chambre quand tu dors »?

1. Connaissances antérieures et prédition

Not yet Meets Fully Meets Exceeds

2. Compréhension du nouveau vocabulaire

Not yet Meets Fully Meets Exceeds

3. Idée principale

Not yet Meets Fully Meets Exceeds

4. Faire un résumé de l'histoire

Not yet Meets Fully Meets Exceeds

5. Inférences et conclusions

Not yet Meets Fully Meets Exceeds

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

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|--|---|---|---|
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Selected Categories of Reading Performance

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| 2. Word skills | <input type="checkbox"/> relies on sounding-out; has difficulty using context clues | <input type="checkbox"/> uses phonics and context clues with support | <input type="checkbox"/> uses phonics, word structure and context clues (may need prompting) | <input type="checkbox"/> combines phonics, word structure and context clues efficiently |
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Based on Reading 44 Strategies and adapted from the B.C. Performance Standards – Grade 3 – Reading for Information

3e année – 3e trimestre

Évaluation de la lecture en classe

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

Fiche de l'enseignant –3^e année

Nom de l'élève _____ Date _____

6. Précision (Accuracy):

_____ nbr. de mots corrects x 2 = _____ %
 >95% = niveau indépendant
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respecte la ponctuation oui _____ non _____
 lit avec expression oui _____ non _____
 débit approprié :
 trop vite _____ bon _____ trop lent _____

1. Connaissances antérieures et prédition
 (Background Knowledge et Prediction)

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

2. Compréhension du vocabulaire
 (Figuring out Unknown Words)

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

3. Idée principale
 (Main Idea)

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

4. Faire un résumé de l'histoire
 (Summarizing)

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

5. Inférences et 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 |
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Performance globale:

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

Focus d'instruction _____

Portrait de mon chien

3e année – 3e trimestre

tiré de *Les récits du lundi – 3^e année (Editions Marie-France) 1993 p.77*



Mon chien Berki m'accompagne toujours. Si je m'assois dans le salon, il se couche à mes pieds. Si je monte à ma chambre, il monte avec moi. Ce qu'il aime le plus, c'est courir avec moi dans le parc ou dans les rues.

50

Mon chien a les pattes solides. Il peut courir longtemps. Parfois, il me tend sa petite patte. Sous ses pieds, il y a des coussinets plantaires rudes. On l'entend même marcher dans la cuisine sur les carreaux.

Berki a le nez fin. Il peut sentir les odeurs beaucoup mieux que moi. Il peut même sentir une autre personne qui serait à plus de deux kilomètres. Dans son museau, il y a environ 220 millions de cellules olfactives. L'être humain, lui, n'en a que cinq millions.

Et que dire de son ouïe! Il peut entendre des sons qui proviennent d'une source fort éloignée. Il peut même percevoir les ultrasons. Au fait, savais-tu que les chiens aux oreilles dressées entendent mieux que les chiens aux oreilles pendantes?

Mon chien Berki a 42 crocs (dents) solides. On les voit quand il ouvre la gueule. Ses dents ne servent pas seulement à mastiquer, elles servent aussi à attaquer quand il le faut.

Pour communiquer, Berki aboie. En aboyant, il peut manifester sa joie ou annoncer un danger. Le chien qui aboie le fait ordinairement pour avoir du secours; il attaque rarement. Cependant, attention au chien qui gronde, car il peut mordre.

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

Nom _____ Date _____

1. Le titre de ce texte est **Portrait de mon chien**. A quoi penses-tu quand tu lis ce titre?

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 **gueule** veut dire?

Comment as-tu deviné le sens de ce mot?

3. Quelle est l'idée importante de cette histoire?

4. Quels sont les détails importants dans ce texte?

5. Pourquoi dit-on que le chien est le meilleur ami de l'homme?

1. Connaissances antérieures et prédition

Not yet Meets Fully Meets Exceeds

| | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|--------------------------|

2. Compréhension du nouveau vocabulaire

Not yet Meets Fully Meets Exceeds

| | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|--------------------------|

3. Idée principale

Not yet Meets Fully Meets Exceeds

| | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|--------------------------|

4. Faire un résumé de l'histoire

Not yet Meets Fully Meets Exceeds

| | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|--------------------------|

5. Inférences et conclusions

Not yet Meets Fully Meets Exceeds

| | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|--------------------------|

3e année – 3e trimestre Évaluation de la lecture en classe
(B.C. Performance Standards: Reading for Information)

Performance globale

| Aspect | Not Yet Within Expectations | Meets Expectations (minimal level) | Fully Meets Expectations | Exceeds Expectations |
|--|--|---|---|---|
| <input type="checkbox"/> <i>Snapshot</i> | <i>The student may be able to read and recall brief, simple information passages and procedures that are strongly supported by illustrations. Often needs one-to-one help.</i> | <i>The student is able to read simple and direct information passages and procedures and complete basic comprehension tasks with some support. Work often lacks detail.</i> | <i>The student is able to read simple and direct information passages and procedures and complete related tasks independently. Work is accurate and complete.</i> | <i>The student is able to read information and procedures with some complex ideas and language and complete related tasks independently. Work often exceeds basic requirements.</i> |

Selected Aspects of Reading Performance

| Aspect | Not Yet Within Expectations | Meets Expectations (minimal level) | Fully Meets Expectations | Exceed Expectations |
|--|---|--|---|--|
| 1. Background knowledge and prediction | <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 | <input type="checkbox"/> relies on sounding-out; has difficulty using context clues | <input type="checkbox"/> uses phonics and context clues with support | <input type="checkbox"/> uses phonics, word structure and context clues (may need prompting) | <input type="checkbox"/> combines phonics, word structure and context clues efficiently |
| 3. Main idea | <input type="checkbox"/> identifies topic <input type="checkbox"/> does not use text features to make sense of the selection | <input type="checkbox"/> identifies most main ideas <input type="checkbox"/> needs help to use text features (e.g., headings, diagrams) | <input type="checkbox"/> identifies main ideas <input type="checkbox"/> uses text features (e.g., headings, diagrams); may need prompting | <input type="checkbox"/> identifies main ideas <input type="checkbox"/> uses concise text features (e.g., headings, diagrams) |
| 4. Summarizing | <input type="checkbox"/> responses to questions or tasks are often incomplete; may be inaccurate <input type="checkbox"/> may recall some relevant details if prompted <input type="checkbox"/> needs support to locate, record, and organize information <input type="checkbox"/> may attempt to recall or guess rather than reread for details | <input type="checkbox"/> responses to questions or tasks are generally accurate, but may be vague or lack detail <input type="checkbox"/> gives some relevant details <input type="checkbox"/> records information without much organization <input type="checkbox"/> rereads to find details; may be inefficient | <input type="checkbox"/> responses to questions or tasks are accurate, clear and complete <input type="checkbox"/> gives relevant details <input type="checkbox"/> tries to organize information; may create logical categories <input type="checkbox"/> rereads and skims for details | <input type="checkbox"/> responses to questions or tasks are accurate, clear and thorough; may include inferences <input type="checkbox"/> gives specific relevant details <input type="checkbox"/> organizes information <input type="checkbox"/> rereads and skims for details; efficient |
| 5. Inferences and conclusions | <input type="checkbox"/> unable to tell how new information is like or unlike other information about the topic | <input type="checkbox"/> with support, tells some ways new information is like or unlike other information about the topic | <input type="checkbox"/> tells some ways new information is like or unlike other information about the topic | <input type="checkbox"/> tells some ways new information is like or unlike other information; may question new information |

Adapted from B.C. Performance Standards - Grade 3 – Reading for Information

EVALUATION DE LA LECTURE EN CLASSE

Niveau: _____ Ecole: _____

Enseignant: _____

EVALUATION DE LA LECTURE EN CLASSE

Date: _____