

# **L'évaluation de la lecture**

## **Textes informatifs**

### **Ensemble d'évaluation pour la classe**

**4e 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 21<sup>st</sup> Street, North Vancouver, B.C. V7P 2C1  
[www.nvsd44.bc.ca](http://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<sup>e</sup> à 7<sup>e</sup> 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<sup>er</sup>, 2<sup>e</sup> et 3<sup>e</sup> 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<sup>er</sup> et 2<sup>e</sup> 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<sup>e</sup> 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 la 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 1<sup>st</sup> Term, 2<sup>nd</sup> Term and 3<sup>rd</sup> 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.

Nom de l'élève \_\_\_\_\_

Date \_\_\_\_\_

**6. Précision (Accuracy):**

nbr. de mots corrects x 2 = \_\_\_\_ %

&gt;95% = niveau indépendant

90-95% = niveau d'instruction

&lt;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  
                  **2. Compréhension du vocabulaire**  
(Figuring out Unknown Words)not yet      meets (minimal)      fully meets      exceeds  
                  **3. Idée principale**  
(Main Idea)not yet      meets (minimal)      fully meets      exceeds  
                  **4. Faire un résumé de l'histoire**  
(Summarizing)not yet      meets (minimal)      fully meets      exceeds  
                  **5. Inférences et 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>With support, the student may be able to read and recall brief, simple information passages and procedures. Often needs one- to-one help for both reading and comprehension activities. Work is often inaccurate or incomplete; tends to rely on guessing.</i>	<i>The student is able to read simple and direct information and procedural texts (including simple diagrams and charts), but may need some support. Work is generally accurate; parts may be incomplete.</i>	<i>The student is able to read simple and direct information and procedural texts (including simple diagrams and charts) and complete assigned tasks independently. Work is generally accurate and complete.</i>	<i>The student is able to read straightforward information and procedural materials with some technical or specialized language and features, and complete assigned tasks independently and efficiently. Work often exceeds requirements of the task.</i>

Performance globale:

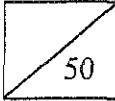
not yet      meets (minimal)      fully meets      exceeds  
                  

Focus d'instruction \_\_\_\_\_

## La marmotte de l'Ile Vancouver

4e année – 1er trimestre

tiré de *Portes ouvertes sur notre pays – Manuel 1a – Guérin* – p.82 à 84



La marmotte de l'Ile Vancouver ressemble à la marmotte commune. Les adultes ont une fourrure noire ou brun foncé, tachetée de blanc sur le museau, le front et la poitrine. En vieillissant, cette fourrure devient de plus en plus pâle. Les adultes pèsent en général entre 3 et 6 kilogrammes.

Comme son nom le dit, cette marmotte se retrouve sur l'Ile Vancouver. La marmotte vit dans un terrier. Elle habite dans des régions montagneuses où l'on trouve des pentes raides et rocheuses et des clairières.

Il semble que les marmottes de l'Ile Vancouver ne se reproduisent pas avant l'âge de 3 ans. Après cela, elles peuvent se reproduire tous les deux ans. Elles s'accouplent en avril ou en mai et les petits viennent au monde environ un mois plus tard, à l'intérieur du terrier. Les portées comptent environ trois petits. Les marmottes vivent en colonies regroupant en moyenne huit à dix animaux.

Les marmottes de l'Ile Vancouver ont toujours été une espèce rare. De plus, leur nombre semble diminuer. La création de stations de ski, la chasse et l'industrie forestière sont responsables de la destruction de l'habitat de cet animal. Il faudra effectuer des études plus poussées afin de déterminer s'il est possible de créer de nouvelles colonies. De cette façon, des marmottes pourraient être déplacées dans des habitats inoccupés. L'avenir de la marmotte de l'Ile Vancouver serait plus assuré si son habitat pouvait être protégé.

## Fiche de l'élève – 4e année – 1er trimestre

Nom \_\_\_\_\_ Date \_\_\_\_\_

1. Le titre de ce texte est **La marmotte de l'Île Vancouver**. A quoi penses-tu quand tu lis ce titre?

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

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

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

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Comment as-tu deviné le sens de ce mot?

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

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4. Quels sont les détails importants dans ce texte?

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5. Pourquoi faut-il protéger l'habitat de la marmotte de l'Île Vancouver?

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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

**4e année – 1er 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	Exceed Expectations
<i>With support, the student may be able to read and recall brief, simple information passages and procedures. Often needs one-to-one help for both reading and comprehension activities. Work is often inaccurate or incomplete; tends to rely on guessing.</i>	<i>The student is able to read simple and direct information and procedural texts (including simple diagrams and charts), but may need some support. Work is generally accurate; parts may be incomplete.</i>	<i>The student is able to read simple and direct information and procedural texts (including simple diagrams and charts) and complete assigned tasks independently. Work is generally accurate and complete.</i>	<i>The student is able to read straightforward information and procedural materials with some technical or specialized language and features, and complete assigned tasks independently and efficiently. Work often exceeds requirements of the task.</i>

**Selected Categories of Reading Performance**

Category	Not Yet Within Expectations	Meets Expectations (minimal level)	Fully Meets Expectations	Exceed Expectations
1. Background knowledge and prediction	<input type="checkbox"/> has difficulty making connections to prior knowledge <input type="checkbox"/> predictions are often guesses and may not be logical	<input type="checkbox"/> makes some simple connections to prior knowledge <input type="checkbox"/> makes simple, obvious predictions about content based on text features and prior knowledge	<input type="checkbox"/> makes logical connections between new information and prior knowledge <input type="checkbox"/> makes logical predictions about content based on text features and prior knowledge	<input type="checkbox"/> compares new information with prior knowledge; shows insight <input type="checkbox"/> makes logical and often insightful predictions about content and organization based on text features and prior knowledge
2. Word skills	<input type="checkbox"/> tries to sound-out new words; may give up quickly	<input type="checkbox"/> when reminded, will use various strategies with unfamiliar words	<input type="checkbox"/> uses various strategies to figure out unfamiliar words; may need prompting	<input type="checkbox"/> uses various strategies to figure out unfamiliar words; usually successful
3. Main idea	<input type="checkbox"/> has difficulty identifying main ideas <input type="checkbox"/> does not use text features	<input type="checkbox"/> identifies some main ideas <input type="checkbox"/> may need support to use text features	<input type="checkbox"/> accurately identifies main ideas, although may have difficulty restating <input type="checkbox"/> uses text features; may need reminding	<input type="checkbox"/> restates main ideas in own words <input type="checkbox"/> uses text features effectively
4. Summarizing	<input type="checkbox"/> with support, may identify some relevant details <input type="checkbox"/> answers by guessing instead of reading <input type="checkbox"/> answers are often incomplete and/or inaccurate	<input type="checkbox"/> identifies some relevant details; may miss some key details <input type="checkbox"/> may have difficulty locating some specific details <input type="checkbox"/> answers are generally accurate; parts vague or incomplete	<input type="checkbox"/> identifies relevant details <input type="checkbox"/> rereads and skims to find specific details <input type="checkbox"/> answers are accurate and complete	<input type="checkbox"/> identifies specific relevant details <input type="checkbox"/> rereads and skims for specific details; becoming efficient <input type="checkbox"/> answers are clear, precise, accurate, and complete
5. Inferences and conclusions	<input type="checkbox"/> has difficulty telling how the information in a selection is like or unlike other information they know	<input type="checkbox"/> tells some ways the information in the selection is like or unlike other information they knew	<input type="checkbox"/> makes logical connections between new information and what they already know	<input type="checkbox"/> makes logical connections; may question or evaluate new information in terms of prior knowledge

Based on Reading 44 Strategies and adapted from the B.C. Performance Standards – Grade 4 – Reading for Information

4e année – 2e trimestre

**Évaluation de la lecture en classe**  
(B.C. Performance Standards : Reading for Information)

Fiche de l'enseignant – 4<sup>e</sup> 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  
                 

**2. Compréhension du vocabulaire**

(Figuring out Unknown Words)

not yet      meets (minimal)      fully meets      exceeds  
                 

**3. Idée principale**

(Main Idea)

not yet      meets (minimal)      fully meets      exceeds  
                 

**4. Faire un résumé de l'histoire**

(Summarizing)

not yet      meets (minimal)      fully meets      exceeds  
                 

**5. Inférences et conclusions**

(Inferences and Conclusions)

not yet      meets (minimal)      fully meets      exceeds  
                 

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

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<i>With support, the student may be able to read and recall brief, simple information passages and procedures. Often needs one- to-one help for both reading and comprehension activities. Work is often inaccurate or incomplete; tends to rely on guessing.</i>	<i>The student is able to read simple and direct information and procedural texts (including simple diagrams and charts), but may need some support. Work is generally accurate; parts may be incomplete.</i>	<i>The student is able to read simple and direct information and procedural texts (including simple diagrams and charts) and complete assigned tasks independently. Work is generally accurate and complete</i>	<i>The student is able to read straightforward information and procedural materials with some technical or specialized language and features, and complete assigned tasks independently and efficiently. Work often exceeds requirements of the task.</i>

Performance globale:

not yet      meets (minimal)      fully meets      exceeds  
                 

Focus d'instruction \_\_\_\_\_

## Fort Victoria

Par Marie-Antoinette Delorme

4e année – 2e trimestre

tiré de *Explorons le passé de la Colombie-Britannique* (1986) p. 20

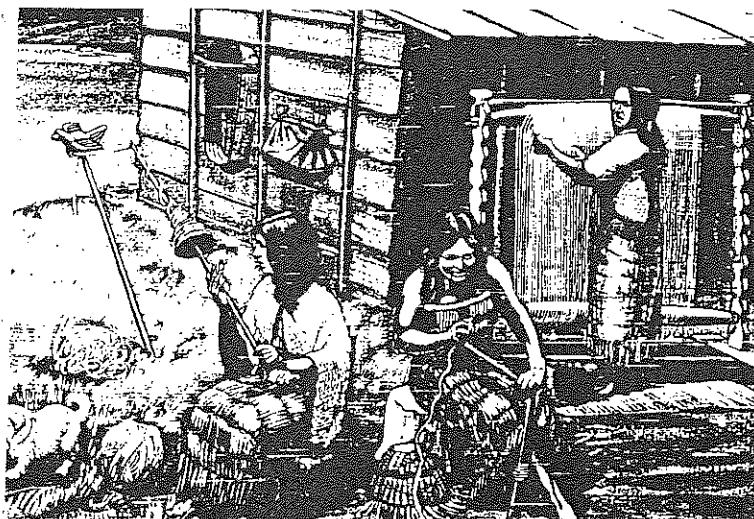
Vers 1840, des négociants en fourrures cherchaient un endroit pour y construire un nouveau poste de traite. Ils voulaient acheter des fourrures. Ils ont demandé à un homme, nommé James Douglas, de trouver un bon endroit.

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James Douglas était négociant en fourrures. Il savait de quoi un bon poste de traite avait besoin. Il fallait un port, c'est-à-dire un endroit abrité, où les bateaux pourraient jeter l'ancre sans danger. Il fallait des arbres pour la construction des maisons et des meubles. Il fallait de bonnes terres pour établir des fermes, pour nourrir les habitants du poste de traite. Il fallait aussi un bon climat pour faire pousser les récoltes.

Après avoir beaucoup cherché, James Douglas a trouvé le bon endroit, sur la côte sud de l'Île de Vancouver. Des Indiens Salish de la côte vivaient là, dans de petits villages.

Cet endroit avait une petite anse abritée pour les navires et les canots. Ses grands arbres pourraient donner du bois. Il y avait des clairières qui seraient bonnes pour la culture et l'élevage et le climat était doux.



## Fiche de l'élève – 4e année – 2e trimestre

Nom \_\_\_\_\_

Date \_\_\_\_\_

1. Le titre de ce texte est **Fort Victoria**. A quoi penses-tu quand tu lis ce titre?

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**1. Connaissances antérieures et prédition**

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 abrité veut dire?

---

---

**2. Compréhension du nouveau vocabulaire**

Not yet   Meets   Fully Meets   Exceeds

Comment as-tu deviné le sens de ce mot?

---

---

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

---

---

**3. Idée principale**

Not yet   Meets   Fully Meets   Exceeds

4. Quels sont les détails importants dans ce texte?

---

---

**4. Faire un résumé de l'histoire**

Not yet   Meets   Fully Meets   Exceeds

5. Pourquoi penses-tu que les Indiens Salish avaient déjà choisi cet endroit sur l'Ile de Vancouver pour s'y établir?

---

---

**5. Inférences et conclusions**

Not yet   Meets   Fully Meets   Exceeds

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Nom de l'élève \_\_\_\_\_

Date \_\_\_\_\_

**6. Précision (Accuracy):**

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Performance globale:

not yet      meets (minimal)      fully meets      exceeds  
                  

Focus d'instruction \_\_\_\_\_

## Le harfang des neiges



tiré de *Les récits du mardi – 4<sup>e</sup> année (Editions Marie-France) 1992.* p. 32

Le harfang des neiges est un oiseau qui aime le froid. Il habite la toundra. Vêtu d'un confortable manteau de plumes blanches, il peut braver les vents glacés de cette région nordique.

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Cet oiseau a des allures de grand seigneur lorsqu'il vole, face au vent, le ventre rasant le sol, à la recherche de gibier. Il appartient à la famille des hiboux et des chouettes. Son corps peut mesurer 69 centimètres et l'envergure de ses ailes, 1,5 mètre.

Malgré sa forte taille, il vole sans faire de bruit. Comme un planeur. Ses victimes ne l'entendent pas venir. Sa victime préférée, c'est un petit rongeur portant le nom de lemming. Il voit le rongeur de loin, même par les nuits sans lune. Il fonce sur lui à la vitesse d'une fusée.

Ses yeux sont fixes. Pour voir à gauche ou à droite, il doit tourner la tête. Cet oiseau ne chante pas, mais il peut crier. Il possède un répertoire de cris qui vont des sons puissants aux sons doux. Il crie si fort qu'on peut l'entendre à plus de quatre kilomètres dans l'immensité de l'Arctique.

Quand le lemming se fait rare dans la toundra, le harfang vole vers le sud à la recherche de nourriture. S'il ne trouve pas de lemmings, il cherchera le lièvre, le rat ou même le canard. On le voit alors planer au-dessus des plaines cultivées de la région du lac Saint-Jean et de la vallée du Saint-Laurent.

A la mi-mai, la femelle harfang installe son nid au creux d'un rocher et commence à couver ses œufs. Pendant ce temps, le mâle fait le guet et, lorsque s'annonce un intrus, il fait le clown pour détourner son attention.

Cet oiseau est plus qu'un oiseau, il est aussi un emblème. En 1987, on a choisi le harfang des neiges comme oiseau symbolique du Québec. Pourquoi ce choix? Le vêtement immaculé de cette chouette est à l'image de nos hivers blancs. Son courage nous rappelle celui de nos ancêtres qui, eux aussi, ont su combattre le froid et s'installer dans un pays de neige et de froidure.

## Fiche de l'élève – 4e année – 3e trimestre

Nom \_\_\_\_\_ Date \_\_\_\_\_

1. Le titre de ce texte est **Le harfang des neiges**. A quoi penses-tu quand tu lis ce titre?

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

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

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

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Comment as-tu deviné le sens de ce mot?

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

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4. Quels sont les détails importants dans ce texte?

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5. Quel oiseau choisirais-tu comme emblème de la Colombie-Britannique? Pourquoi?

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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
<p><i>With support, the student may be able to read and recall brief, simple information passages and procedures. Often needs one- to-one help for both reading and comprehension activities. Work is often inaccurate or incomplete; tends to rely on guessing.</i></p>	<p><i>The student is able to read simple and direct information and procedural texts (including simple diagrams and charts), but may need some support. Work is generally accurate; parts may be incomplete.</i></p>	<p><i>The student is able to read simple and direct information and procedural texts (including simple diagrams and charts) and complete assigned tasks independently. Work is generally accurate and complete</i></p>	<p><i>The student is able to read straightforward information and procedural materials with some technical or specialized language and features, and complete assigned tasks independently and efficiently. Work often exceeds requirements of the task.</i></p>

**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"/> has difficulty making connections to prior knowledge <input type="checkbox"/> predictions are often guesses and may not be logical	<input type="checkbox"/> makes some simple connections to prior knowledge <input type="checkbox"/> makes simple, obvious predictions about content based on text features and prior knowledge	<input type="checkbox"/> makes logical connections between new information and prior knowledge <input type="checkbox"/> makes logical predictions about content based on text features and prior knowledge	<input type="checkbox"/> compares new information with prior knowledge; shows insight <input type="checkbox"/> makes logical and often insightful predictions about content and organization based on text features and prior knowledge
2. Word skills	<input type="checkbox"/> tries to sound-out new words; may give up quickly	<input type="checkbox"/> when reminded, will use various strategies with unfamiliar words	<input type="checkbox"/> uses various strategies to figure out unfamiliar words; may need prompting	<input type="checkbox"/> uses various strategies to figure out unfamiliar words; usually successful
3. Main idea	<input type="checkbox"/> has difficulty identifying main ideas <input type="checkbox"/> does not use text features	<input type="checkbox"/> identifies some main ideas <input type="checkbox"/> may need support to use text features	<input type="checkbox"/> accurately identifies main ideas, although may have difficulty restating <input type="checkbox"/> uses text features; may need reminding	<input type="checkbox"/> restates main ideas in own words <input type="checkbox"/> uses text features effectively
4. Summarizing	<input type="checkbox"/> with support, may identify some relevant details <input type="checkbox"/> answers by guessing instead of reading <input type="checkbox"/> answers are often incomplete and/or inaccurate	<input type="checkbox"/> identifies some relevant details; may miss some key details <input type="checkbox"/> may have difficulty locating some specific details <input type="checkbox"/> answers are generally accurate; parts vague or incomplete	<input type="checkbox"/> identifies relevant details <input type="checkbox"/> rereads and skims to find specific details <input type="checkbox"/> answers are accurate and complete	<input type="checkbox"/> identifies specific relevant details <input type="checkbox"/> rereads and skims for specific details; becoming efficient <input type="checkbox"/> answers are clear, precise, accurate, and complete
5. Inferences and conclusions	<input type="checkbox"/> has difficulty telling how the information in a selection is like or unlike other information they know	<input type="checkbox"/> tells some ways the information in the selection is like or unlike other information they knew	<input type="checkbox"/> makes logical connections between new information and what they already know	<input type="checkbox"/> makes logical connections; may question or evaluate new information in terms of prior knowledge

## EVALUATION DE LA LECTURE EN CLASSE

Niveau: \_\_\_\_\_ Ecole: \_\_\_\_\_

Enseignant: \_\_\_\_\_

## EVALUATION DE LA LECTURE EN CLASSE

Date: \_\_\_\_\_