

L'évaluation de la lecture

Textes informatifs

Ensemble d'évaluation pour la classe

5e 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 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 1st Term, 2nd Term and 3rd Term
- Single copies of the Reading selection for each term
- Class Reading Assessment Recording Sheet

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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.

5e année – 1er trimestre Évaluation de la lecture en classe
(B.C. Performance Standards : Reading for Information)
Fiche de l'enseignant – 5^e année

Nom de l'élève _____ Date _____

6. Précision (Accuracy):

_____ nbr. de mots corrects x 2 = _____ %
>95% = niveau independant
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 prédiction
(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 is able to read simple and direct selections with familiar language. Work is often inaccurate or incomplete.</i>	<i>The student is able to read straightforward information and procedures, but may need help to complete assigned tasks. Work often lacks detail.</i>	<i>The student is able to read straightforward information and procedures and complete assigned tasks independently. Work is generally accurate and complete.</i>	<i>The student is able to read materials with an increasing amount of technical or specialized language and features and complete assigned tasks efficiently. Work often exceeds requirements.</i>

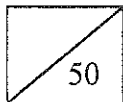
Performance globale: not yet meets (minimal) fully meets exceeds
☐ ☐ ☐ ☐

Focus d'instruction _____



tiré de Portes ouvertes sur notre pays – Manuel de français 2B. (Guérin) p. 86

Le coyote appartient à la famille des canidés, qui inclut le renard, le loup et le chien. Le coyote se rapproche du berger allemand.



Quelquefois, certaines personnes confondent le loup et le coyote. Un coyote adulte est plus petit. Il pèse de 9 à 23 kilogrammes. Un loup pèse deux à trois fois ce poids. Leurs cris sont différents. Le loup pousse un seul long hurlement. Par contre le coyote pousse une série d'aboiements forts et répétés. Yip-yip-awhooo!

Qu'est-ce qu'il mange?

Le coyote se nourrit principalement de souris, de lapins, de taupes, d'écureuils et d'autres petits mammifères. Il arrive qu'il reçoive un repas gratuit parce qu'il vole la souris ou le lapin d'un autre carnivore. En général, il chasse la nuit. Quelquefois, un groupe de coyotes se rassemble pour chasser de plus grands animaux, comme un cerf.

Est-ce que le coyote vit seul?

Non, les coyotes préfèrent vivre en couple. Un mâle et une femelle restent souvent ensemble toute leur vie. Un jeune coyote gagne le cœur d'une femelle par un concours de hurlements. Celui qui hurle le plus longtemps et le plus fort gagne l'amour de la femelle.

Sont-ils de bons parents?

Oui les coyotes sont d'excellents parents. La femelle a la tâche de trouver un repaire. Elle s'assure de trouver un terrier qui est bien caché. Au début de l'été, elle met bas une portée de 5 à 7 petits. Les chiots naissent les yeux fermés et les oreilles pendantes. Le premier mois, les petits se nourrissent du lait de leur mère. Après, ils mangent de la viande.

A l'âge de deux mois, les jeunes coyotes font la connaissance de leur père. Avant ce temps, le père protégeait sa famille du danger et déposait la nourriture à l'entrée du terrier. Les deux parents leur apprennent à chasser et à reconnaître les animaux qui sont dangereux pour eux.

En automne, les parents laissent leurs jeunes se débrouiller seuls. Si la chance leur sourit, les coyotes vivront jusqu'à l'âge de dix ans et élèveront plusieurs familles.

Fiche de l'élève – 5e année – 1er trimestre

Nom _____ Date _____

1. Le titre de ce texte est Le coyote a-t-il des cousins? A quoi penses-tu quand tu lis ce titre? _____ _____ D'après toi, quelles informations va-t-on trouver dans ce texte? _____ _____	1. Connaissances antérieures et prédiction Not yet Meets Fully Meets Exceeds ☐ ☐ ☐ ☐
<i>Maintenant, lis le reste du texte. Ensuite, réponds aux questions suivantes.</i> 2. Qu'est-ce que le mot <u>portée</u> veut dire? _____ _____ Comment as-tu deviné le sens de ce mot? _____ _____	2. Compréhension du nouveau vocabulaire Not yet Meets Fully Meets Exceeds ☐ ☐ ☐ ☐
3. Quelle est l'idée importante de ce texte? _____ _____ _____	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. En quoi les coyotes sont-ils différents de leurs 'cousins'? _____ _____ _____	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
<i>With support, the student is able to read simple and direct selections with familiar language. Work is often inaccurate or incomplete.</i>	<i>The student is able to read straightforward information and procedures, but may need help to complete assigned tasks. Work often lacks detail.</i>	<i>The student is able to read straightforward information and procedures and complete assigned tasks independently. Work is generally accurate and complete.</i>	<i>The student is able to read materials with an increasing amount of technical or specialized language and features and complete assigned tasks efficiently. Work often exceeds requirements.</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	☐ has difficulty predicting; may offer illogical guesses	☐ makes simple, logical predictions about content based on text features and prior knowledge	☐ makes logical predictions about content and uses text features; may be able to predict structure	☐ anticipates content and structure
2. Word skills	☐ may be unable to identify problems or self-correct ☐ may "give up" on unfamiliar words	☐ recognizes problems; has difficulty adjusting strategies ☐ uses context clues if prompted	☐ checks for understanding adjusts strategies ☐ uses various strategies to figure out unfamiliar words	☐ evaluates own understanding ☐ independently figures out unfamiliar words
3. Main idea	☐ does not identify most main ideas ☐ may ignore text features	☐ identifies most main ideas ☐ uses text features if prompted	☐ identifies main ideas ☐ uses text features effectively	☐ restates main ideas in own words ☐ uses text features efficiently
4. Summarizing	☐ work is often incomplete, confusing, or inaccurate ☐ needs support to make simple notes ☐ tends to randomly guess	☐ work is usually accurate, but may be vague in places or missing some details ☐ makes simple notes; may omit a great deal of information ☐ may have difficulty finding specific details	☐ work is clear, detailed, and complete ☐ makes organized notes ☐ skims and reads for details	☐ work is precise, accurate, and thorough ☐ makes organized and complete notes ☐ finds specific details efficiently
5. Inferences and conclusions	☐ may misinterpret literal information ☐ has difficulty telling how the information in a selection is like or unlike other information they know	☐ few inferences ☐ tells some ways the information in a selection is like or unlike other information they know about the topic	☐ may make some inferences ☐ makes logical connections between new information and what they already know; gives some explanation	☐ makes inferences ☐ makes logical connections; often questions or evaluates new information in terms of prior knowledge

Based on Reading 44 Strategies and adapted from the B.C. Performance Standards – Grade 5 – Reading for Information

Nom de l'élève _____ Date _____

6. Précision (Accuracy):

_____ nbr. de mots corrects x 2 = _____ %

>95% = niveau independant

90-95% = niveau d'instruction

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respecte la ponctuation oui _____ non _____

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☐☐☐☐**2. Compréhension du vocabulaire**

(Figuring out Unknown Words)

not yet

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(Main Idea)

not yet

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(Summarizing)

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Performance globale:

not yet

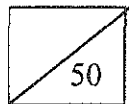
meets (minimal)

fully meets

exceeds

☐☐☐☐

Focus d'instruction _____



Essaie d'imaginer le Canada quand il était habité seulement par les Autochtones. La plupart d'entre eux vivaient dans de petits villages. Certains cultivaient la terre, d'autres pêchaient ou chassaient. Il y a environ 400 ans les premiers Européens sont arrivés, depuis lors, des millions d'immigrants se sont établis au Canada. Ils ont construit des villes et des usines, des routes et des voies ferrées.

Les premiers immigrants étaient les colons français. Ils ont établi des fermes et ont construit des villes le long du Saint-Laurent. D'autres se sont établis dans certaines régions des provinces Atlantiques. Mais le Canada est un immense pays et les établissements français n'en constituaient qu'une petite partie.

Peu à peu des immigrants venus d'Europe et des Etats-Unis ont défriché les terres et construit des villages. Certains autres, en particulier les Chinois, ont construit la voie ferrée qui traverse le pays d'une côte à l'autre. La voie ferrée a ouvert de nouvelles régions à la colonisation dans les Prairies. Les immigrants y ont établi des fermes, des ranchs et de petites communautés.

A mesure que le Canada a grandi, il avait besoin de milliers de travailleurs pour construire des routes, des canaux, des ports et des barrages, et des immigrants ont fourni la main-d'œuvre. Ils ont aussi contribué au développement de nouveaux établissements. Depuis la fin des années 1940, par exemple, de nombreux immigrants portugais sont venus s'installer dans des villes nouvelles construites près des ressources naturelles, comme les villes minières de Thompson, au Manitoba, et Kitimat, en Colombie-Britannique.

* Note aux enseignants : Pour rendre ce texte plus accessible aux élèves en immersion, les verbes au passé simple dans le texte original ont été changé au passé composé.

Fiche de l'élève – 5e année – 2e trimestre

Nom _____ Date _____

1. Le titre de ce texte est Les immigrants aident à bâtir le Canada. A quoi penses-tu quand tu lis ce titre? _____ _____ D'après toi, quelles informations va-t-on trouver dans ce texte? _____ _____	1. Connaissances antérieures et prédiction Not yet Meets Fully Meets Exceeds ☐ ☐ ☐ ☐
<i>Maintenant, lis le reste du texte.</i> <i>Ensuite, réponds aux questions suivantes.</i> 2. Qu'est-ce que le mot colonisation veut dire? _____ _____ Comment as-tu deviné le sens de ce mot? _____ _____	2. Compréhension du nouveau vocabulaire Not yet Meets Fully Meets Exceeds ☐ ☐ ☐ ☐
3. Quelle est l'idée importante de ce texte? _____ _____ _____	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. Comment les immigrants ont-ils contribué au développement de notre pays? _____ _____ _____	5. Inférences et conclusions Not yet Meets Fully Meets Exceeds ☐ ☐ ☐ ☐

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

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Based on Reading 44 Strategies and adapted from the B.C. Performance Standards – Grade 5 – Reading for Information

5e année – 3e trimestre

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

Fiche de l'enseignant – 5e année

Nom de l'élève _____ Date _____

6. Précision (Accuracy):

_____ nbr. de mots corrects x 2 = _____ %

>95% = niveau independant

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 prédiction
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not yet meets (minimal) fully meets exceeds
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2. Compréhension du vocabulaire
(Figuring out Unknown Words)

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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
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5. Inférences et conclusions
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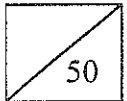
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Performance globale: not yet meets (minimal) fully meets exceeds
 ☐ ☐ ☐ ☐

Focus d'instruction _____

tiré de Autour de nous : Les arbres – Les éditions Scholastic (1999) p. 18



Sur la côte du Pacifique, en Colombie-Britannique, le climat est si doux et très pluvieux. Ce sont des conditions favorables à la croissance des arbres, qui y poussent mieux que partout au Canada. C'est dans cette zone forestière que l'on trouve les plus grands et les plus vieux arbres du Canada. Certains ont plus de mille ans et atteignent la hauteur d'un immeuble de trente étages.

Si tu as la chance de te promener dans ces forêts, tu y verras d'immenses arbres, principalement des pruches occidentales, des épinettes de Sitka et des thuyas géants. Le sous-bois est tapissé de mousse, de fougères et de champignons. Ce type de forêt constitue un habitat idéal pour de nombreuses espèces d'animaux, depuis le cerf mulet jusqu'à la limace terrestre.

Une partie de la forêt côtière a été constituée en parc naturel, afin de la protéger. Mais, ailleurs, la coupe du bois, effectuée à des fins industrielles, en menace la survie. Certains spécialistes de l'environnement estiment que, dans moins de trente ans, les zones forestières non protégées de la Colombie-Britannique seront presque totalement détruites. Il est vrai que l'on plante de jeunes arbres pour remplacer ceux qui ont été abbattus. Mais il faut des centaines d'années pour qu'une telle forêt se reconstitue. Et, même si toute cette région se reboise, la forêt qui la couvrirait ne pourrait jamais être la même que celle qu'on est en train de détruire. C'est pour cette raison que, partout au Canada et même ailleurs dans le monde, des groupes de pression réclament des différents paliers du gouvernement qu'ils interviennent afin que ces splendides forêts de l'Ouest soient davantage protégées, afin d'en empêcher la destruction.

Fiche de l'élève – 5e année – 3e trimestre

Nom _____ Date _____

1. Le titre de ce texte est Forêt côtière du Pacifique. A quoi penses-tu quand tu lis ce titre? _____ _____ D'après toi, quelles informations va-t-on trouver dans ce texte? _____ _____	1. Connaissances antérieures et prédiction Not yet Meets Fully Meets Exceeds ☐ ☐ ☐ ☐
<i>Maintenant, lis le reste du texte. Ensuite, réponds aux questions suivantes.</i> 2. Qu'est-ce que le mot abbattus veut dire? _____ _____ Comment as-tu deviné le sens de ce mot? _____ _____	2. Compréhension du nouveau vocabulaire Not yet Meets Fully Meets Exceeds ☐ ☐ ☐ ☐
3. Quelle est l'idée importante de ce texte? _____ _____ _____	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. Qu'est-ce que les Canadiens peuvent faire pour protéger les forêts? _____ _____ _____	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
<i>With support, the student is able to read simple and direct selections with familiar language. Work is often inaccurate or incomplete.</i>	<i>The student is able to read straightforward information and procedures, but may need help to complete assigned tasks. Work often lacks detail.</i>	<i>The student is able to read straightforward information and procedures and complete assigned tasks independently. Work is generally accurate and complete.</i>	<i>The student is able to read materials with an increasing amount of technical or specialized language and features and complete assigned tasks efficiently. Work often exceeds requirements.</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	☐ has difficulty predicting: may offer illogical guesses	☐ makes simple, logical predictions about content based on text features and prior knowledge	☐ makes logical predictions about content and uses text features; may be able to predict structure	☐ anticipates content and structure
2. Word skills	☐ may be unable to identify problems or self-correct ☐ may "give up" on unfamiliar words	☐ recognizes problems; has difficulty adjusting strategies ☐ uses context clues if prompted	☐ checks for understanding adjusts strategies ☐ uses various strategies to figure out unfamiliar words	☐ evaluates own understanding ☐ independently figures out unfamiliar words
3. Main idea	☐ does not identify most main ideas ☐ may ignore text features	☐ identifies most main ideas ☐ uses text features if prompted	☐ identifies main ideas ☐ uses text features effectively	☐ restates main ideas in own words ☐ uses text features efficiently
4. Summarizing	☐ work is often incomplete, confusing, or inaccurate ☐ needs support to make simple notes ☐ tends to randomly guess	☐ work is usually accurate, but may be vague in places or missing some details ☐ makes simple notes; may omit a great deal of information ☐ may have difficulty finding specific details	☐ work is clear, detailed, and complete ☐ makes organized notes ☐ skims and reads for details	☐ work is precise, accurate, and thorough ☐ makes organized and complete notes ☐ finds specific details efficiently
5. Inferences and conclusions	☐ may misinterpret literal information ☐ has difficulty telling how the information in a selection is like or unlike other information they know	☐ few inferences ☐ tells some ways the information in a selection is like or unlike other information they know about the topic	☐ may make some inferences ☐ makes logical connections between new information and what they already know; gives some explanation	☐ makes inferences ☐ makes logical connections; often questions or evaluates new information in terms of prior knowledge

Based on Reading 44 Strategies and adapted from the B.C. Performance Standards – Grade 5 – Reading for Information

EVALUATION DE LA LECTURE EN CLASSE

Niveau: _____ Ecole: _____

Enseignant: _____

[illegible]

EVALUATION DE LA LECTURE EN CLASSE

Date: _____

[illegible]