

L'évaluation de la lecture

Textes informatifs

Ensemble d'évaluation pour la classe

6e 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

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.

6e année – 1^{er} trimestre Évaluation de la lecture en classe
 (B.C. Performance Standards : Reading for Information)

Fiche de l'enseignant – 6e 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 prédiction (Background Knowledge et Prediction)				
not yet <input type="checkbox"/>	meets (minimal) <input type="checkbox"/>	fully meets <input type="checkbox"/>	exceeds <input type="checkbox"/>	
2. Compréhension du vocabulaire (Figuring out Unknown Words)				
not yet <input type="checkbox"/>	meets (minimal) <input type="checkbox"/>	fully meets <input type="checkbox"/>	exceeds <input type="checkbox"/>	
3. Idée principale (Main Idea)				
not yet <input type="checkbox"/>	meets (minimal) <input type="checkbox"/>	fully meets <input type="checkbox"/>	exceeds <input type="checkbox"/>	
4. Faire un résumé de l'histoire (Summarizing)				
not yet <input type="checkbox"/>	meets (minimal) <input type="checkbox"/>	fully meets <input type="checkbox"/>	exceeds <input type="checkbox"/>	
5. Inférences et conclusions (Inferences and Conclusions)				
not yet <input type="checkbox"/>	meets (minimal) <input type="checkbox"/>	fully meets <input type="checkbox"/>	exceeds <input type="checkbox"/>	

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 is able to read brief, straightforward information and procedural texts with familiar language and simple graphics. Work may be inaccurate or incomplete. Often needs one-to-one support to complete tasks.</i>	<i>The student is able to read straightforward information and procedures, including illustrations and other graphics, but may have difficulty with specialized language and complex ideas. Work is generally accurate, but may be incomplete or lack detail</i>	<i>The student is able to read straightforward information and procedures, including illustrations and other graphics that include some specialized language and complex ideas. Completes assigned tasks accurately and independently.</i>	<i>The student is able to read elaborate information and procedures, including illustrations and other graphics, that include specialized language and complex ideas. Completes assigned tasks independently, thoroughly and efficiently, often exceeding requirements of the task.</i>

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

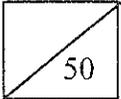
Focus d'instruction _____

On est sportif en France!

année – 1^{er} trimestre

tiré de Tout ados – Le tour du monde francophone – niveau 2- Gage Learning – p. 11

Le tour de France



Le cyclisme est une forme d'exercice très populaire. Dans plusieurs pays, le cyclisme est un mode de transport utilisé par beaucoup de gens. Il est souvent plus rapide que l'automobile dans les grandes villes et ne cause pas de pollution. Le cyclisme existe aussi comme sport de compétition. La course de cyclisme la plus célèbre est sans doute le Tour de France.

Tous les ans, au mois de juillet, les Français suivent cette course en personne ou à la télé. Le Tour de France est télévisé dans beaucoup de pays. Les concurrents viennent d'un grand nombre de pays différents.

Le Tour de France couvre 4 000 kilomètres et traverse des montagnes. Il est divisé en 20 étapes. Chaque étape représente la distance à courir en une journée. Le gagnant est le cycliste qui accumule le plus grand nombre de points dans les étapes.

Un prix spécial est le maillot jaune. On donne le maillot jaune au cycliste qui a le meilleur temps dans une étape. Ce cycliste a le droit de porter le maillot jaune pendant qu'il continue à avoir le meilleur temps.

Le tennis

Le tennis est un sport français! Il tire son origine du « jeu de paumes ». On a commencé à jouer au jeu de paumes en France au 12^e siècle. Dans le jeu original, deux joueurs frappaient un filet. Au début, on frappait la balle avec la paume de la main. Plus tard, on a utilisé des gants, puis des bâtons, et finalement des raquettes pour frapper la balle. Aux 16^e et 17^e siècles, c'est le sport préféré des rois de France et des rois d'Angleterre.

Chaque année on tient un grand tournoi international en France, le Roland Garros, joué au stade Roland Garros à Paris.

Certains mots qu'on utilise en anglais viennent du français. Par exemple, le mot « tennis » a son origine dans le verbe français « tenez ». « Love », qui en anglais représente un score de zéro, vient de « l'œuf ».

Fiche de l'élève – 6e année –1er trimestre

Nom _____ Date _____

Le titre de ce texte est **On est sportif en France!**. 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

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

2. Qu'est-ce que le mot **concurrents** 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 principale de ce texte?

3. Idée principale

Not yet Meets Fully Meets Exceeds

4. Quels sont les détails importants dans ce texte? Fais un résumé du texte.

4. Faire un résumé de l'histoire

Not yet Meets Fully Meets Exceeds

5. Pourquoi penses-tu que le cyclisme et le tennis sont des sports populaires en France ?

5. Inférences et conclusions

Not yet Meets Fully Meets Exceeds

6e année – 1er trimestre Evaluation 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 is able to read brief, straightforward information and procedural texts with familiar language and simple graphics. Work may be inaccurate or incomplete. Often needs one-to-one support to complete tasks.</i>	<i>The student is able to read straightforward information and procedures, including illustrations and other graphics, but may have difficulty with specialized language and complex ideas. Work is generally accurate, but may be incomplete or lack detail</i>	<i>The student is able to read straightforward information and procedures, including illustrations and other graphics that include some specialized language and complex ideas. Completes assigned tasks accurately and independently.</i>	<i>The student is able to read elaborate information and procedures, including illustrations and other graphics, that include specialized language and complex ideas. Completes assigned tasks independently, thoroughly and efficiently, often exceeding 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	<ul style="list-style-type: none"> <input type="checkbox"/> has difficulty making connections to prior knowledge <input type="checkbox"/> has difficulty predicting; may offer illogical guesses 	<ul style="list-style-type: none"> <input type="checkbox"/> makes some simple connections to prior knowledge <input type="checkbox"/> makes simple, logical predictions about content based on text features and prior knowledge 	<ul style="list-style-type: none"> <input type="checkbox"/> makes logical connections between new information prior knowledge <input type="checkbox"/> makes logical predictions about content and uses text features; may be able to predict structure 	<ul style="list-style-type: none"> <input type="checkbox"/> compares new information with prior knowledge; shows insight <input type="checkbox"/> anticipates content and structure
2. Word skills	<ul style="list-style-type: none"> <input type="checkbox"/> tends to sound out new words; may give up easily 	<ul style="list-style-type: none"> <input type="checkbox"/> uses sounding out, context clues, and dictionaries; may not notice word parts in specialized language 	<ul style="list-style-type: none"> <input type="checkbox"/> uses context clues, word structure, graphic clues, glossaries and dictionary to figure out unfamiliar words; may have difficulty with specialized language 	<ul style="list-style-type: none"> <input type="checkbox"/> independently uses a variety of strategies and resources to figure out specialized vocabulary
3. Main idea	<ul style="list-style-type: none"> <input type="checkbox"/> has difficulty distinguishing between main ideas and supporting details <input type="checkbox"/> needs assistance to use text features <input type="checkbox"/> often focuses on decoding and does not check for understanding; with support uses appropriate strategies stand 	<ul style="list-style-type: none"> <input type="checkbox"/> identifies most main ideas; often has trouble restating them <input type="checkbox"/> may need prompting to use text features <input type="checkbox"/> needs prompting to check understanding and adjust comprehension strategies 	<ul style="list-style-type: none"> <input type="checkbox"/> accurately identifies main idea, may need prompting to restate <input type="checkbox"/> uses text features effectively to preview and locate information <input type="checkbox"/> checks for understanding; adjusts strategies to deal with specific problems 	<ul style="list-style-type: none"> <input type="checkbox"/> accurately restates main idea; may be able to explain some connections <input type="checkbox"/> uses text features quickly, effectively and efficiently to preview, locate and organize information <input type="checkbox"/> evaluates own understanding; chooses effective strategies to approach challenging material
4. Summarizing	<ul style="list-style-type: none"> <input type="checkbox"/> guesses or tries to recall details rather than rereading text <input type="checkbox"/> locates some relevant supporting details <input type="checkbox"/> needs template and intensive support to make simple notes 	<ul style="list-style-type: none"> <input type="checkbox"/> locates some information needed for a question or activity; often incomplete <input type="checkbox"/> locates most relevant supporting details <input type="checkbox"/> makes simple notes; often misses key information 	<ul style="list-style-type: none"> <input type="checkbox"/> rereads and skims effectively to find specific details to complete questions or activities <input type="checkbox"/> locates specific, relevant supporting details to respond to questions or tasks <input type="checkbox"/> uses logical categories or headings to make accurate notes 	<ul style="list-style-type: none"> <input type="checkbox"/> accurately summarizes and presents factual information <input type="checkbox"/> locates specific, relevant details to respond to questions <input type="checkbox"/> makes accurate notes that reflect all or most of the main ideas
5. Inferences and conclusions	<ul style="list-style-type: none"> <input type="checkbox"/> misinterprets literal information <input type="checkbox"/> reactions or judgements are often vague or unsupported 	<ul style="list-style-type: none"> <input type="checkbox"/> interprets all or most literal information accurately <input type="checkbox"/> offers some simple reactions; reasons are often vague 	<ul style="list-style-type: none"> <input type="checkbox"/> interprets literal information and graphics; some inferences may be unsupported <input type="checkbox"/> offers simple reactions; reasons may be vague 	<ul style="list-style-type: none"> <input type="checkbox"/> supports simple inferences and interpretations with specific evidence <input type="checkbox"/> offers reactions with reasons

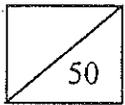
Entrevue avec Hélène Kita: La vie d'une Canado-Japonaise

5e année – 2^e trimestre

tiré de Portes ouvertes sur notre pays – Manuel de français 3B. (Guérin) p 38

Maple Ridge, Colombie-Britannique

Je m'appelle Hélène et je suis une Canado-Japonaise. Mon père m'a appris durant toute ma jeunesse à jouir de ma culture japonaise tout en vivant dans un environnement canadien.



Je me souviens de mon père qui me demandait toujours de travailler très fort à cause de nos racines japonaises. Par exemple, si deux personnes devaient faire une demande d'emploi, l'une Japonaise, l'autre Caucasienne, je me devais d'être plus habile et intelligente pour obtenir ce même emploi. Je me rappelle aussi des enfants qui criaient: "Eh! Regarde, c'est une Jap!". Jap est une expression anglaise pour dire Japonaise. Alors, mes amis prenaient ma défense, mais je ne ripostais pas; j'étais trop gênée.

Vers l'âge de douze ans, je voulais avoir le teint clair et la peau blanche. Je voulais être une "Blanche." Je n'ai pas appris à parler japonais. Maintenant je m'aperçois que je réagissais contre mon héritage culturel et je le regrette beaucoup. Je veux mieux connaître ma culture japonaise.

Quand j'étais jeune, à la maison de mes parents, ma mère préparait les repas en alternant; une journée, nous mangions de la cuisine japonaise, puis le lendemain un repas canadien. Ma famille vivait près d'un verger avec un grand jardin de légumes. Les Japonais ne mangent pas beaucoup de viande. A table, j'utilisais mes petites baguettes rouges, un bol pour le riz et une petite assiette pour le poisson ou les légumes. Ma mère fêtait Noël en servant une dinde cuite à point. Pour le jour de l'An, nous avons toujours célébré cette occasion d'une façon très spéciale. La vieille, ma mère préparait des plats copieux de riz et de légumes traditionnels japonais.

J'ai participé à plusieurs fêtes et festivals d'automne et j'aime toujours porter mon kimono et danser des danses folkloriques du Japon. Même si je ne parle pas le japonais couramment comme mes parents, je connais plusieurs mots.

J'apprécie maintenant la chance de partager cette magnifique culture avec mes parents japonais.

Adapté d'un texte de Nicole Morin, d'après une entrevue réalisée avec Hélène Kita

Fiche de l'élève – 6e année – 2e trimestre

Nom _____ Date _____

<p>1. Le titre de ce texte est Entrevue avec Hélène Kita : La vie d'une Canado-Japonaise. A quoi penses-tu quand tu lis ce titre? _____</p> <p>_____</p> <p>_____</p> <p>D'après toi, quelles informations va-t-on trouver dans ce texte?</p> <p>_____</p> <p>_____</p>	<p>1. Connaissances antérieures et prédiction</p> <p>Not yet Meets Fully Meets Exceeds</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<div style="border: 1px solid black; padding: 5px; text-align: center;"> <p><i>Maintenant, lis le reste du texte. Ensuite, réponds aux questions suivantes.</i></p> </div> <p>2. Qu'est-ce que le verbe ne ripostais pas veut dire?</p> <p>_____</p> <p>_____</p> <p>Comment as-tu deviné le sens de ce verbe? _____</p> <p>_____</p>	<p>2. Compréhension du nouveau vocabulaire</p> <p>Not yet Meets Fully Meets Exceeds</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p>3. Quelle est l'idée principale de ce texte?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>3. Idée principale</p> <p>Not yet Meets Fully Meets Exceeds</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p>4. Quels sont les détails importants dans ce texte? Fais un résumé du texte.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>4. Faire un résumé de l'histoire</p> <p>Not yet Meets Fully Meets Exceeds</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p>5. Comment l'attitude d'Hélène envers la culture japonaise a changé depuis qu'elle est devenue adulte?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>5. Inférences et conclusions</p> <p>Not yet Meets Fully Meets Exceeds</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>

6e année – 2e trimestre Évaluation de la lecture en classe
(B.C. Performance Standards : Reading for Information)

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

Not Yet Within Expectations	Meets Expectations (minimal level)	Fully Meets Expectations	Exceed Expectations
<i>With support, the student is able to read brief, straightforward information and procedural texts with familiar language and simple graphics. Work may be inaccurate or incomplete. Often needs one-to-one support to complete tasks.</i>	<i>The student is able to read straightforward information and procedures, including illustrations and other graphics, but may have difficulty with specialized language and complex ideas. Work is generally accurate, but may be incomplete or lack detail</i>	<i>The student is able to read straightforward information and procedures, including illustrations and other graphics that include some specialized language and complex ideas. Completes assigned tasks accurately and independently.</i>	<i>The student is able to read elaborate information and procedures, including illustrations and other graphics, that include specialized language and complex ideas. Completes assigned tasks independently, thoroughly and efficiently, often exceeding 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	<ul style="list-style-type: none"> <input type="checkbox"/> has difficulty making connections to prior knowledge <input type="checkbox"/> has difficulty predicting; may offer illogical guesses 	<ul style="list-style-type: none"> <input type="checkbox"/> makes some simple connections to prior knowledge <input type="checkbox"/> makes simple, logical predictions about content based on text features and prior knowledge 	<ul style="list-style-type: none"> <input type="checkbox"/> makes logical connections between new information prior knowledge <input type="checkbox"/> makes logical predictions about content and uses text features; may be able to predict structure 	<ul style="list-style-type: none"> <input type="checkbox"/> compares new information with prior knowledge; shows insight <input type="checkbox"/> anticipates content and structure
2. Word skills	<ul style="list-style-type: none"> <input type="checkbox"/> tends to sound out new words; may give up easily 	<ul style="list-style-type: none"> <input type="checkbox"/> uses sounding out, context clues, and dictionaries; may not notice word parts in specialized language 	<ul style="list-style-type: none"> <input type="checkbox"/> uses context clues, word structure, graphic clues, glossaries and dictionary to figure out unfamiliar words; may have difficulty with specialized language 	<ul style="list-style-type: none"> <input type="checkbox"/> independently uses a variety of strategies and resources to figure out specialized vocabulary
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4. Summarizing	<ul style="list-style-type: none"> <input type="checkbox"/> guesses or tries to recall details rather than rereading text <input type="checkbox"/> locates some relevant supporting details <input type="checkbox"/> needs template and intensive support to make simple notes 	<ul style="list-style-type: none"> <input type="checkbox"/> locates some information needed for a question or activity; often incomplete <input type="checkbox"/> locates most relevant supporting details <input type="checkbox"/> makes simple notes; often misses key information 	<ul style="list-style-type: none"> <input type="checkbox"/> rereads and skims effectively to find specific details to complete questions or activities <input type="checkbox"/> locates specific, relevant supporting details to respond to questions or tasks <input type="checkbox"/> uses logical categories or headings to make accurate notes 	<ul style="list-style-type: none"> <input type="checkbox"/> accurately summarizes and presents factual information <input type="checkbox"/> locates specific, relevant details to respond to questions <input type="checkbox"/> makes accurate notes that reflect all or most of the main ideas
5. Inferences and conclusions	<ul style="list-style-type: none"> <input type="checkbox"/> misinterprets literal information <input type="checkbox"/> reactions or judgements are often vague or unsupported 	<ul style="list-style-type: none"> <input type="checkbox"/> interprets all or most literal information accurately <input type="checkbox"/> offers some simple reactions; reasons are often vague 	<ul style="list-style-type: none"> <input type="checkbox"/> interprets literal information and graphics; some inferences may be unsupported <input type="checkbox"/> offers simple reactions; reasons may be vague 	<ul style="list-style-type: none"> <input type="checkbox"/> supports simple inferences and interpretations with specific evidence <input type="checkbox"/> offers reactions with reasons

Based on Reading 44 Strategies and adapted from the B.C. Performance Standards – Grade 6 – Reading for Informa

6e année – 3e trimestre **Évaluation de la lecture en classe**
 (B.C. Performance Standards : Reading for Information)

Fiche de l'enseignant – 6e 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 <input type="checkbox"/>	meets (minimal) <input type="checkbox"/>	fully meets <input type="checkbox"/>	exceeds <input type="checkbox"/>	
2. Compréhension du vocabulaire (Figuring out Unknown Words)				
not yet <input type="checkbox"/>	meets (minimal) <input type="checkbox"/>	fully meets <input type="checkbox"/>	exceeds <input type="checkbox"/>	
3. Idée principale (Main Idea)				
not yet <input type="checkbox"/>	meets (minimal) <input type="checkbox"/>	fully meets <input type="checkbox"/>	exceeds <input type="checkbox"/>	
4. Faire un résumé de l'histoire (Summarizing)				
not yet <input type="checkbox"/>	meets (minimal) <input type="checkbox"/>	fully meets <input type="checkbox"/>	exceeds <input type="checkbox"/>	
5. Inférences et conclusions (Inferences and Conclusions)				
not yet <input type="checkbox"/>	meets (minimal) <input type="checkbox"/>	fully meets <input type="checkbox"/>	exceeds <input type="checkbox"/>	

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 is able to read brief, straightforward information and procedural texts with familiar language and simple graphics. Work may be inaccurate or incomplete. Often needs one-to-one support to complete tasks.</i>	<i>The student is able to read straightforward information and procedures, including illustrations and other graphics, but may have difficulty with specialized language and complex ideas. Work is generally accurate, but may be incomplete or lack detail</i>	<i>The student is able to read straightforward information and procedures, including illustrations and other graphics that include some specialized language and complex ideas. Completes assigned tasks accurately and independently.</i>	<i>The student is able to read elaborate information and procedures, including illustrations and other graphics, that include specialized language and complex ideas. Completes assigned tasks independently, thoroughly and efficiently, often exceeding requirements of the task.</i>

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

Focus d'instruction _____

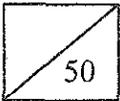
Les pionniers de l'aviation*

6e année – 3e trimestre

tiré de *Portes ouvertes sur notre pays. Manuel 3B – Guérin – p. 143*

Les frères Wright

En 1902, les frères Wright ont parcouru, à l'aide d'un prototype d'avion muni d'un moteur, une distance de 37 mètres en 12 secondes. Ce premier exploit a suscité beaucoup d'intérêt au Canada pour les toutes nouvelles machines volantes. Plusieurs pionniers canadiens ont œuvré ici et aux États-Unis dans la construction et l'essai des premiers prototypes d'avions.



Les plus connus sont sans doute associés à l'est du pays et à l'*Aerial Experiment Association*. L'équipe du Dr Alexandre Graham Bell a, entre autres, construit le célèbre avion « Silver Dart ». Mais, l'Ouest canadien a eu aussi ses pionniers de l'aviation. Bien que moins connus, ils ont quand même réussi des exploits dignes d'être racontés. Nous vous présentons un aperçu des exploits et des échecs de certains de ces pionniers.

Les frères Underwood

Krugerville, près de Settler en Alberta, est l'endroit où ont eu lieu les premières expériences aériennes au Canada. Les frères Underwood, John, George et Elmer, ont construit un appareil de 204 kilogrammes. Il n'avait pas de fuselage et les ailes de 13 mètres avaient une forme elliptique. Exposé le 1^{er} juillet 1907, à la foire de Stettler, l'appareil a beaucoup impressionné les gens.

Le 10 août 1907, John est monté à une hauteur de 3 mètres à bord de l'appareil. Il est resté un quart d'heure suspendu entre ciel et terre. Il a été le premier homme au Canada à avoir été levé dans les airs par un cerf-volant.

W.W. Gibson

En 1904, W.W. Gibson était propriétaire d'une quincaillerie à Balgonie, village situé à 25 km à l'est de Régina, en Saskatchewan. Il s'est beaucoup intéressé au vol en entendant parler du succès des frères Wright. Il a construit plusieurs modèles réduits d'avions qu'il faisait décoller du toit de son magasin. Ces modèles étaient munis d'un ressort et réussissaient de courts vols. Puis il a construit un moteur de quatre cylindres. Mais ce premier moteur vibrerait trop.

En 1910 Gibson a construit le *Twin-Plane* qui a réussi un court vol. Le 24 septembre, 1910, il a fait un vol de 61 m et, grâce à cet exploit, il est entré dans l'histoire de l'aviation canadienne. C'était la première fois qu'un avion canadien réussissait un vol libre.

*Titre original - L'Avion

Fiche de l'élève – 6e année – 3e trimestre

Nom _____ Date _____

Le titre de ce texte est **Les pionniers de l'aviation**. 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

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

2. Qu'est-ce que le mot **fuselage** 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 principale de ce texte?

3. Idée principale

Not yet Meets Fully Meets Exceeds

4. Quels sont les détails importants dans ce texte? Fais un résumé du texte.

4. Faire un résumé de l'histoire

Not yet Meets Fully Meets Exceeds

5. Pourquoi penses-tu que les pionniers de l'aviation dans ce texte sont moins connus que les autres de l'Est du Canada?

5. Inférences et conclusions

Not yet Meets Fully Meets Exceeds

6e année – 3e trimestre Evaluation 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 is able to read brief, straightforward information and procedural texts with familiar language and simple graphics. Work may be inaccurate or incomplete. Often needs one-to-one support to complete tasks.</i>	<i>The student is able to read straightforward information and procedures, including illustrations and other graphics, but may have difficulty with specialized language and complex ideas. Work is generally accurate, but may be incomplete or lack detail</i>	<i>The student is able to read straightforward information and procedures, including illustrations and other graphics that include some specialized language and complex ideas. Completes assigned tasks accurately and independently.</i>	<i>The student is able to read elaborate information and procedures, including illustrations and other graphics, that include specialized language and complex ideas. Completes assigned tasks independently, thoroughly and efficiently, often exceeding 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	<ul style="list-style-type: none"> <input type="checkbox"/> has difficulty making connections to prior knowledge <input type="checkbox"/> has difficulty predicting; may offer illogical guesses 	<ul style="list-style-type: none"> <input type="checkbox"/> makes some simple connections to prior knowledge <input type="checkbox"/> makes simple, logical predictions about content based on text features and prior knowledge 	<ul style="list-style-type: none"> <input type="checkbox"/> makes logical connections between new information prior knowledge <input type="checkbox"/> makes logical predictions about content and uses text features; may be able to predict structure 	<ul style="list-style-type: none"> <input type="checkbox"/> compares new information with prior knowledge; shows insight <input type="checkbox"/> anticipates content and structure
2. Word skills	<ul style="list-style-type: none"> <input type="checkbox"/> tends to sound out new words; may give up easily 	<ul style="list-style-type: none"> <input type="checkbox"/> uses sounding out, context clues, and dictionaries; may not notice word parts in specialized language 	<ul style="list-style-type: none"> <input type="checkbox"/> uses context clues, word structure, graphic clues, glossaries and dictionary to figure out unfamiliar words; may have difficulty with specialized language 	<ul style="list-style-type: none"> <input type="checkbox"/> independently uses a variety of strategies and resources to figure out specialized vocabulary
3. Main idea	<ul style="list-style-type: none"> <input type="checkbox"/> has difficulty distinguishing between main ideas and supporting details <input type="checkbox"/> needs assistance to use text features <input type="checkbox"/> often focuses on decoding and does not check for understanding; with support uses appropriate strategies stand 	<ul style="list-style-type: none"> <input type="checkbox"/> identifies most main ideas; often has trouble restating them <input type="checkbox"/> may need prompting to use text features <input type="checkbox"/> needs prompting to check understanding and adjust comprehension strategies 	<ul style="list-style-type: none"> <input type="checkbox"/> accurately identifies main idea, may need prompting to restate <input type="checkbox"/> uses text features effectively to preview and locate information <input type="checkbox"/> checks for understanding; adjusts strategies to deal with specific problems 	<ul style="list-style-type: none"> <input type="checkbox"/> accurately restates main idea; may be able to explain some connections <input type="checkbox"/> uses text features quickly, effectively and efficiently to preview, locate and organize information <input type="checkbox"/> evaluates own understanding; chooses effective strategies to approach challenging material
4. Summarizing	<ul style="list-style-type: none"> <input type="checkbox"/> guesses or tries to recall details rather than rereading text <input type="checkbox"/> locates some relevant supporting details <input type="checkbox"/> needs template and intensive support to make simple notes 	<ul style="list-style-type: none"> <input type="checkbox"/> locates some information needed for a question or activity; often incomplete <input type="checkbox"/> locates most relevant supporting details <input type="checkbox"/> makes simple notes; often misses key information 	<ul style="list-style-type: none"> <input type="checkbox"/> rereads and skims effectively to find specific details to complete questions or activities <input type="checkbox"/> locates specific, relevant supporting details to respond to questions or tasks <input type="checkbox"/> uses logical categories or headings to make accurate notes 	<ul style="list-style-type: none"> <input type="checkbox"/> accurately summarizes and presents factual information <input type="checkbox"/> locates specific, relevant details to respond to questions <input type="checkbox"/> makes accurate notes that reflect all or most of the main ideas
5. Inferences and conclusions	<ul style="list-style-type: none"> <input type="checkbox"/> misinterprets literal information <input type="checkbox"/> reactions or judgements are often vague or unsupported 	<ul style="list-style-type: none"> <input type="checkbox"/> interprets all or most literal information accurately <input type="checkbox"/> offers some simple reactions; reasons are often vague 	<ul style="list-style-type: none"> <input type="checkbox"/> interprets literal information and graphics; some inferences may be unsupported <input type="checkbox"/> offers simple reactions; reasons may be vague 	<ul style="list-style-type: none"> <input type="checkbox"/> supports simple inferences and interpretations with specific evidence <input type="checkbox"/> offers reactions with reasons

Based on Reading 44 Strategies and adapted from the B.C. Performance Standards – Grade 6 – Reading for Information

