Diagnostic Assessment for Basic Level Reading Texts

Preparatory Level and Grade 4 Level

Note to Teacher

Prior to administering the Reading and Interpretation Assessment Tasks, notice that there are two assessment tasks at the Basic Level of proficiency:

- In Text 1, vocabulary and structure are geared to students with minimal knowledge and comprehension of English. They could be considered for placement in the APD Preparatory Program, depending on the results of their assessment.
- In Text 2, vocabulary and structure are slightly more complex and are geared to students with beginner knowledge and comprehension of English. They could be considered for placement in the APD Grade 4 Level Program, depending on the results of their assessment.

Once the level of reading has been determined, students should be assigned the corresponding writing assignment. This writing assessment will identify their writing strengths and weaknesses.

Diagnostic Assessment for Basic Level Reading – Text 1

Teacher Instructions

Pre-Reading and Activating Prior Knowledge for Text 1

Ask the student the following questions:

1. If you think of your best friend, what makes that person your best friend?

2. What are the qualities of a good friend?

Reading for Meaning

Approach the reading of the text in the way that best suits the student:

- Read the first sentence and then have him/her read the rest silently. Do not read the entire text to the student.
- Invite the student to read a portion aloud after discussing the text. Check for fluency as he/she is reading.
- Assist with sounding out or understanding words or phrases if needed.

Observations for Assessment

- Observe reading behaviours (e.g., subvocalizing, word attack skills, rereading, etc.) and take notes to help assess the student when completing the Final Assessment Chart.
- In order to determine student levels of proficiency in English, instructions should be given in English as much as possible. Try to avoid giving instructions in French.

Comprehension Questions

- Read the reading comprehension questions to the student.
- The student can present his/her answers by writing directly on the student page.
- Some questions may be answered orally if the teacher chooses to do so. However, these should be pointed out before the student begins writing the answers to the questions.
- The student may want to answer in French if he/she has a limited vocabulary. Allow the student to do so, as his/her responses will help to determine reading ability, knowledge and comprehension.

Text 1

My Best Friend

My best friend is named Jake.

He lives in a house on my street with his mother, Isabella, his father, John, and his two sisters, Anne and Christine.

Jake has brown hair and blue eyes, and he is very tall for his age.

Every day, Jake and I walk to school together.

We like to play basketball after school. Jake is my very best friend!



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Questions

1. How does Jake get to school?

_____

_____

2. How do you know that Jake is the writer's very best friend?

_____

_____

3. Give two words that describe Jake.

_____

_____

4. Where is Jake's house?

_____

_____

5. How do you get to school every day?

_____

_____

6. Match the French words to the English words found in the box.

a) tall	b) together	c) eyes	d) street
e) lives	f) best	g) after	h) hair

1) yeux: _____
2) meilleur: _____
3) grand: _____
4) cheveux: _____
5) ensemble: _____
6) après: _____
7) rue: _____
8) (il) demeure: _____

Diagnostic Assessment for Basic Level Reading – Text 2

Teacher Instructions

Pre-Reading and Activating Prior Knowledge for Text 2

1. Ask the student what type of text this is. Invite the student to explain his/her answer. If the student is unable to answer, list possible choices such as a "story", a "recipe" or a "poem".

2. Invite the student to look at the illustration and then to predict the subject of the poem.

Reading for Meaning

Approach the reading of the text in the way that best suits the student:

- Read the first sentence and then have him/her read the rest silently. Do not read the entire text to the student.
- Invite the student to read a portion aloud after discussing the text. Check for fluency as he/she is reading.
- Assist with sounding out or understanding words or phrases if needed.

Observations for Assessment

- Observe reading behaviours (e.g., subvocalizing, word attack skills, rereading, etc.) and take notes to help assess the student when completing the Final Assessment Chart.
- In order to determine student levels of proficiency in English, instructions should be given in English as much as possible. Try to avoid giving instructions in French.

Comprehension Questions

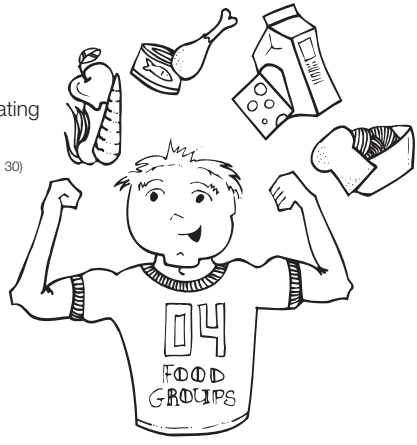
- Present the reading comprehension questions to the student.
- The student can present his/her answers by writing directly on the student page.
- Some questions may be answered orally if the teacher chooses to do so. However, these should be pointed out before the student begins writing the answers to the questions.
- The student may want to answer in French if he/she has a limited vocabulary. Allow the student to do so, as his/her responses will help to determine reading ability, knowledge and comprehension.
- Encourage the student to answer in complete sentences wherever possible.

Text 2

Help your body
Eat good food every day
Apples and oranges, carrots and peas
Love your fruits and vegetables
Tuna and beans, chicken and nuts
High in protein, that is what they are
Yogurt, milk and cheese

Enjoy your recommended daily portions
A slice of bread, a bowl of pasta
Take some in your lunch today
Invest time in your health
Never forget
Growing happens with healthy eating

(Source *: Wild about Reading Grades* 4, 5, and 6, p. 30)



Questions

1. What is the subject of this poem?

   _____

   _____

2. List three types of food high in protein.

   _____

   _____

3. Explain the phrase, “Invest time in your health”.

   _____

   _____

4. Give this poem a title.

   _____

   _____

5. Can you find three words in the poem that look like French words that you know?

   _____

   _____

6. Can you name three types of food that you like to eat?

   _____

   _____

7. Why should we eat good food?

   _____

Reading and Interpretation – Observation and Assessment Chart
APD – Preparatory Level and Grade 4 Level

Student: _____ Teacher: _____ Date: _____

Student Profile Preparatory Level	Teacher Observation Notes	Student Profile Grade 4 Level	Teacher Observation Notes
Fluency			
The student is having difficulty reading. **He/She:** ❑ hesitates often while reading aloud. ❑ decodes with much hesitation, thus pronouncing correctly few familiar words and pronouncing unfamiliar words as he/she would French words. ❑ auto-corrects pronunciation, rarely. ❑ substitutes certain words by others. ❑ uses no intonation, never varies volume and respects punctuation randomly.		**The student shows some ability reading English.** **He/She:** ❑ reads aloud with a minimum amount of fluency (often in a word by word manner). ❑ decodes with hesitation, thus pronouncing correctly some familiar words, and pronouncing most unfamiliar words as he/she would French words. ❑ auto-corrects pronunciation, sometimes. ❑ substitutes certain words by others. ❑ uses some intonation, varies volume and respects punctuation occasionally.	

Reading Comprehension Strategies			
The student is having trouble applying familiar reading strategies. **He/She:** ❑ activates with much help his/her prior knowledge about the topic before reading the text. ❑ makes few and unrelated predictions about the text. ❑ finds very little key information by skimming and scanning the text. ❑ shows limited or no understanding by rereading words or sections of the text. ❑ uses few comprehension strategies (e.g., referring to illustrations, predicting) to determine the meaning. ❑ shows many signs of incomprehension by body language or by asking repeatedly for explanations and/or clarifications during and after reading.		**The student is attempting to apply some familiar reading strategies.** **He/She:** ❑ activates with some help his/her prior knowledge about the topic before reading the text. ❑ makes a few related predictions about the text. ❑ finds a limited amount of key information by skimming and scanning the text. ❑ shows some understanding by rereading words or sections of the text. ❑ uses a few comprehension strategies (e.g., referring to illustrations, titles and sub-titles, etc.) to determine the meaning. ❑ comprehends the text by asking for many explanations and/or clarifications during and after reading.	

Reading for Meaning			
The student is having trouble understanding the text. **He/She:** ❑ reads very simple, heavily illustrated texts. ❑ gives several wrong answers to simple questions about the text. ❑ makes, with help, a few connections between the text and personal experiences. ❑ shows a limited comprehension of the key events of a story. ❑ points out a few of the important characters in a story. ❑ uses, whenever possible, knowledge of high-frequency words and phrases and simple sentence structures to decode the meaning of short, simple texts. ❑ has difficulty retelling a story or a story segment using another form such as a drawing.		**The student is attempting to understand the text.** **He/She:** ❑ reads short, simple and familiar texts. ❑ gives a few correct answers to simple questions about the text. ❑ makes, with help, a few connections between the text and personal experiences. ❑ shows a limited comprehension of the major and minor events of a story. ❑ points out most of the important characters in a story and may be able to identify a few basic connections and relationships between them. ❑ identifies a few very basic elements of the structure of short, simple texts and a few of their basic characteristics (e.g., an acrostic poem and the first letters of each line that form a word). ❑ points out, with help, the basic connections between a text and its illustrations.	

Vocabulary

The student is having difficulty with the vocabulary.
He/She:

- ❑ demonstrates limited understanding of vocabulary. He/she asks constantly for explanations or clarifications when attempting to understand vocabulary used in the pre-reading discussion, the text and the comprehension questions.
- ❑ recognizes a very limited amount of frequently used words.
- ❑ recognizes a few words and structures derived from French.
- ❑ uses a few basic word-solving strategies (e.g., identifies common letter patterns, word order in a sentence) and visualization strategies (e.g., uses illustrations) to decode and pronounce unfamiliar and/or multi-syllabic words and to help him/her understand short, simple and familiar texts.
- ❑ uses mainly French words and/or structures to answer questions. Occasionally, he/she will use very basic English words in some of the sentences.
- ❑ seems, at times, frustrated by unfamiliar words and spelling and repeatedly asks for clarifications, especially when answering questions.

The student is attempting to understand the vocabulary.
He/She:

- ❑ asks frequently for explanations or clarifications when attempting to understand vocabulary used in the pre-reading discussion, the text or the comprehension questions.
- ❑ recognizes some frequently used words.
- ❑ recognizes some words and structures derived from French.
- ❑ uses some basic word-solving strategies (e.g., identifies common letter patterns) and visualization strategies (e.g., draws a picture) to decode and pronounce unfamiliar and/or multi-syllabic words and to help him/her understand short, simple texts.
- ❑ uses French and English words and/or very basic sentences to answer questions.
- ❑ seems less frustrated by unfamiliar words and spelling but asks very frequently for clarifications, especially when answering questions.

Placement

APD Prep Level ☐

APD Grade 4 Level ☐

Re-assess – Text 1 ☐, Text 2 ☐, Text 3 ☐, Text 4 ☐, Text 5 ☐, Text 6 ☐

Regular English Program – Grade _____ Level ☐