

**TEACHING TO
DIVERSITY**

TOOLS FOR INSTRUCTION
AND READING ASSESSMENT

Reading Assessment Program Guide for Grade 12

Rubric and Reading Passages

Jennifer Katz



PORTAGE & MAIN PRESS

© 2013 by Jennifer Katz

Pages of this publication designated as reproducible with the following icon (☞) may be reproduced under licence from Access Copyright. All other pages may only be reproduced with the express written permission of Portage & Main Press, or as permitted by law.

All rights are otherwise reserved and no part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, scanning, recording or otherwise, except as specifically authorized.

Portage & Main Press gratefully acknowledges the financial support of the Province of Manitoba through the Department of Culture, Heritage, Tourism & Sport and the Manitoba Book Publishing Tax Credit, and the Government of Canada through the Canada Book Fund (CBF) for our publishing activities.

Print format ISBN: 978-1-55379-464-6

PDF format ISBN: 978-1-55379-465-3

Printed and bound in Canada by Prolific Group

Cover and interior design by Relish New Brand Experience Inc.

Illustrations by Jess Dixon



PORTAGE & MAIN PRESS

100-318 McDermot Avenue
Winnipeg, MB, Canada R3A 0A2
Tel: 204-987-3500 • Toll free: 1-800-667-9673
Toll-free fax: 1-866-734-8477
Email: books@portageandmainpress.com
www.portageandmainpress.com



Product group from well-managed
forests, controlled sources and
recycled wood or fiber
www.fsc.org Cert no. SW-COC-002150
© 1996 Forest Stewardship Council

Contents

Reading Comprehension and Fluency/Decoding	5
Explanations of TtD RAP Components	6
READINFO: Performance Standards in Reading for Information	6
TtD RAP: Four Assessment Packages per Grade	7
Calculation of Reading Levels in the Reading Passages	10
Recommended Timing for the Reading Assessments	11
Administering an Assessment	11
Individual Conference with Teacher	12
After the Assessment	14
Highlight Students' Performance on Individual Rubrics	14
Summary/Profile of Class Performance	15
Blackline Masters	16
Titles and Levels of TtD RAP Reading Passages	16
Coding Guide	18
READINFO: Performance Standards in Reading for Information, Grade 12	19
READINFO: Summary/Profile of Class Performance, Grade 12	22
Grade 12 Assessment Packages	25

Reading Comprehension and Fluency/Decoding

The publications included in the series Tools for Instruction and Reading Assessment support the three-block model of universal design for learning, presented in my book *Teaching to Diversity* (TtD). For each grade from 1–12, this series offers two tools:

1. *A Model Unit* in two parts: (i) the instructional manual for one integrated thematic unit of the school year plan; (ii) a full set of activities drawing on the concept of multiple intelligences (MI). Part ii is not available for grades 11 and 12.
2. *A Reading Assessment Program Guide*, also in two parts: (i) the guide with blackline masters and grade-specific rubrics; (ii) four levelled Reading Passages to use for assessment throughout the school year.

TtD: pp. 74–85

The materials in this guide focus on assessing students' progress in the key elements of reading comprehension and fluency/decoding. These differ from the rubrics built in TtD, because the rubrics for science and social studies are conceptual in nature, whereas those for reading and writing are strategic, not conceptual. That is, we want to teach readers how to approach, process, and transform text regardless of the topics and concepts within it. However, the same challenge exists for teachers in assessing diverse students whether in science or reading; that is, the challenge to *not* assess students *only* through the written word.

TtD: pp. 93–103

When students are asked to write out their response to a reading comprehension passage, many cannot show in written form what they learned or understood from the passage. I have found no way to fully assess students' reading fluency and comprehension without actually hearing each student read, then talking with them one-on-one, and questioning what they understood of what they read. They need to be allowed to write, draw, and/or speak to show what they know, so that their teacher gains a comprehensive understanding of students' performance in reading.

This program is modelled on a process developed by Faye Brownlie in British Columbia. It evolves out of the READINFO Rubric of B.C. Performance Standards for each grade. (See pp. 19–21.) READINFO stands for “reading for information”; that is, reading informational texts (nonfiction) in the content areas. To these standards, I added learning outcomes that reference significant comprehension strategies not addressed in the performance standards—strategies such as imaging, synthesizing, and questioning. The writing performance standards, on the other hand, I found to be comprehensive and useful, so I did not attempt to create another.

The focus in this package is on reading for information, because this area is often a barrier to students' success in school. Students need to be able to make sense of informational text in order to succeed in science, social studies, mathematics, vocational courses, and so on. Using this rubric, teachers can assess students' progress in authentic ways during classroom lessons and activities and in formal/summative reading assessments—not just over one term but over the school year—and plan whole-class, small-group, and individualized instruction to meet the needs of diverse learners.