

**TEACHING TO
DIVERSITY**

TOOLS FOR INSTRUCTION
AND READING ASSESSMENT

Reading Assessment Program Guide for Grade 1

Rubric and Reading Passages

Jennifer Katz



PORTAGE & MAIN PRESS

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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



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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). Note: 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. 19–20.) 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.