



Assessing Reading

The following has been developed in response to a request by Curriculum Support Teachers in relation to developing a consistent approach to assessing reading across the Diocese. It was based on work produced by Education Queensland and has been significantly modified by Curriculum Support Teachers at cluster meetings held in Semester 2, 2012.

ASSESSING THE 5 ASPECTS OF READING

Effective teaching of reading across all Learning Areas provides planned and explicit opportunities for students to develop:

- fluency
- a broad and deep vocabulary
- active comprehension strategies
- knowledge of texts and textual features
- knowledge of the world.

These five aspects of reading are connected. Effective readers bring together their skills and knowledge of each aspect to make sense of what they are reading. Each aspect is of equal importance, although effective teachers may make choices about emphasis, depending on the year level and language resources of their students.¹

ASPECT	FEATURES	SUGGESTED STRATEGIES	SUGGESTED ASSESSMENT
FLUENCY	<ul style="list-style-type: none">• Text processing strategies• Metalinguistics – phonological awareness – phonemic awareness – graphophonics• Automaticity of word decoding	<ul style="list-style-type: none">• Daily reading TO, WITH & BY• 3 Cueing Systems• Word Sorts – letter/sound/meaning patterns• Practice of sight and high frequency words	<ul style="list-style-type: none">• In context of learning area tasks• Letter, sound, sight word checklists• Oral Delivery checklist• One Minute Reads - cold/hot timing

¹Education Queensland - <http://learningplace.com.au/deliver/content.asp?pid=49198> Last Accessed on 24/07/12#

ASPECT	FEATURES	SUGGESTED STRATEGIES	SUGGESTED ASSESSMENT
	<ul style="list-style-type: none"> • Sight word automaticity and accuracy • Oral Delivery 	<ul style="list-style-type: none"> • 5 Finger Test for independent text choice • Repeated reading and revisiting of text • High accuracy independent reading 	<ul style="list-style-type: none"> • Running Record
VOCABULARY	<ul style="list-style-type: none"> • Oral language experiences • Language-rich environment • Word learning strategies • contextual - context clues • morphemic - word parts • definitional - dictionary use • Metalinguage of reading 	<ul style="list-style-type: none"> • Word walls, key vocabulary lists • Dictionary, thesaurus, glossary use • Word Work eg. Word Clines, Translations • Semantic Maps eg. Frayer’s Model • Support-a-Talker eg. Barrier Games • Summary – process/participant/circumstance • Cloze 	<ul style="list-style-type: none"> • In context of learning area tasks • Cloze • Multiple Choice • Burt Word Reading Test
KNOWLEDGE OF TEXTS	<ul style="list-style-type: none"> • Genre/Text Types across learning areas • Audience/Purpose of texts • Imaginative, informative, persuasive texts • Written, visual and media texts • Text form/structure • Language features • Skim, scan, close and continuous reading 	<ul style="list-style-type: none"> • Text annotation • Graphic overlays • Functional grammar colour coding • Compare/contrast text types • Text Form Organisational Frameworks 	<ul style="list-style-type: none"> • In context of learning area tasks • Library borrowing statistics – fiction/nonfiction
KNOWLEDGE OF WORLD	<ul style="list-style-type: none"> • Connection of known to new knowledge • Building of field/subject/domain knowledge • Identification of universal themes or Big Ideas • Encouragement of questioning, sense of wonder and investigation • Interest in local and current events 	<ul style="list-style-type: none"> • Connect <ul style="list-style-type: none"> • Text-to-Self • Text-to-Text • Text-to-World • Inquiry learning • Shared experiences • Creative representation of theme • View and respond to current affairs eg. BTN 	<ul style="list-style-type: none"> • In context of learning area tasks • ‘Visible Thinking’ to capture and compare pre and post-reading data eg. Word Webs, KWL, probe question
ACTIVE COMPRHENSION STRATEGIES	<ul style="list-style-type: none"> • Strategy use Before-During-After reading • Metacognitive use of Comprehension Strategies: activate prior knowledge, predict, question, infer, identify main ideas, visualise, monitor, summarise, reflect • Meaning organisation of texts 	<ul style="list-style-type: none"> • Think Alouds • Reciprocal Teaching • Top Level Structure (and its associated graphic organisers and signalling words) • 3 Level Reading Guide • Questioning eg. 5W + H, Q Cube , Q Chart 	<ul style="list-style-type: none"> • In context of learning area tasks • Multiple choice • Cloze • Short answer

READING BENCHMARKS

Reading Benchmarks to be used as a guide only and in relation to all available assessment information

SEMESTER ONE

ASSESSMENT DEVICE	PREP					YEAR 1					YEAR 2					YEAR 3					
	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	
HIGH FREQUENCY WORDS E.G. M100W AND M200W	Red – Gold (BM = 32)	Red (8) – Gold (BM=20)	Gold (BM=12)	Gold (BM=6)	Gold (BM<6)	Aqua – Gold (BM = 160)	Purple – Gold (BM = 140)	Violet – Gold (BM = 100)	Orange – Gold (BM=74)	Green – Gold (BM<58)		Beyond 200 (BM=200+)	Lemon – Gold (BM=200)								
PM BENCHMARK 2000 AND KIT 2 2002	5+	3 - 4	1 - 2	Correct concepts of print, letter recognition and phonemic awareness		15+	12 - 14	10 - 11	7 - 9	<7	23+	21 - 24	17 - 20	12 - 16	<12	29+	27 - 28	24 - 26	20 - 23	<20	

SEMESTER TWO

ASSESSMENT DEVICE	PREP					YEAR 1					YEAR 2					YEAR 3					
	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	
HIGH FREQUENCY WORDS E.G. M100W AND M200W	Green (& beyond) - Gold (BM=58+)	Blue – Gold (BM=42)	Red – Gold (BM=32)	Red (8) – Gold (BM=20)	Gold (or less) (BM=12)	All 200 (BM=200)	Lime - Gold (BM=180)	Aqua – Gold (BM=160)	Pink – Gold (BM=120)	Violet – Gold (BM<100)					All 200 (BM=200)						
PM BENCHMARK 2000 AND KIT 2 2002	9+	7 - 8	5 - 6	4	1 - 3	20+	17 - 19	15 - 16	12 - 14	<12	28+	26 - 27	24 - 25	20 - 23	<20	30+	29 - 30	26 - 28	24 - 25	<24	

SEMESTER TWO

ASSESSMENT DEVICE	PREP					YEAR 1					YEAR 2					YEAR 3				
	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E
PAT-R READING STANINE						8-9	6-7	5	3-4	1-2	8-9	6-7	5	3-4	1-2	8-9	6-7	5	3-4	1-2
NAPLAN READING BANDS																6	5	3-4	2	1
COMPREHENSION READING AGE E.G. PROBE, TORCH						>12m CA	>6-12m CA	CA	<6-12m CA	<12m CA	>12m CA	>6-12m CA	CA	<6-12m CA	<12m CA	>12m CA	>6-12m CA	CA	<6-12m CA	<12m CA
BURT WORD READING TEST						>12m CA	>6-12m CA	CA	<6-12m CA	<12m CA	>12m CA	>6-12m CA	CA	<6-12m CA	<12m CA	>12m CA	>6-12m CA	CA	<6-12m CA	<12m CA

ASSESSMENT DEVICE	YEAR 4					YEAR 5					YEAR 6					YEAR 7				
	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E
PAT-R READING STANINE	8-9	6-7	5	3-4	1-2	8-9	6-7	5	3-4	1-2	8-9	6-7	5	3-4	1-2	8-9	6-7	5	3-4	1-2
NAPLAN READING BANDS						8	7	5-6	4	3						9	8	6-7	5	4
COMPREHENSION READING AGE E.G. PROBE, TORCH	>12m CA	>6-12m CA	CA	<6-12m CA	<12m CA	>12m CA	>6-12m CA	CA	<6-12m CA	<12m CA	>12m CA	>6-12m CA	CA	<6-12m CA	<12m CA	>12m CA	>6-12m CA	CA	<6-12m CA	<12m CA
BURT WORD READING TEST	>12m CA	>6-12m CA	CA	<6-12m CA	<12m CA	>12m CA	>6-12m CA	CA	<6-12m CA	<12m CA	>12m CA	>6-12m CA	CA	<6-12m CA	<12m CA	>12m CA	>6-12m CA	CA	<6-12m CA	<12m CA