

Reading Assessments

Students will be given grade level assessments regardless of a child's guided reading level.

K – None

1st grade

last quarter

2nd grade

state diagnostic – October
end of 2nd nine weeks
end of 4th nine weeks

3rd grade

during 2nd nine weeks
state assessments

4th grade

during 2nd nine weeks (narrative, expository, technical)
state assessments

5th grade

during 2nd nine weeks (narrative, expository, technical,
persuasive)
state assessments

***assessments are reported to the building principal on district data base

***tests will be graded using the state's five-scale system (unsatisfactory, basic, satisfactory, proficient, advanced)

***schools are highly encouraged to practice multiple-choice formats in the genres all year.

McPherson Reading Assessments Teacher Directions

- Please note that this reading assessment is to be used as a district assessment. It may also be used for school improvement purposes.

The McPherson Reading Assessments were modeled after the Kansas State Reading Assessments so that similar data about student reading achievement may be collected and compared. Local reading assessments are direct measures of the indicators marked for assessment within the *Kansas Curricular Standards for Reading and Writing*, revised January 2005.

Teacher must:

- Review test instructions prior to actual testing.
- Be familiar with the indicators marked for assessment within the *Kansas Curricular Standards for Reading and Writing* and the *USD 418 Language Arts Curriculum*.
- Plan for one testing session of at least 45 minutes to administer this assessment for each genre.
- NOT provide students with prior knowledge concerning the reading passages.
- NOT explain test items or any part of a selection, provide clues to students during testing, or read items for students. (First grade teachers may read aloud questions only to their class.)
- NOT provide classroom materials or posters, including a dictionary, thesaurus, or any other teaching resources

Students should:

- Have as much time as needed to finish the assessment.
- Be able to use blank paper to take notes or make visuals.
- Write on the test or use scratch paper for graphic organizers or illustrations to assist in making sense of the text
- Reread the text as often as necessary
- Receive the same individual student accommodations as they receive on a regular basis during instruction or testing in the classroom (as indicated on individual IEP's)
- NOT use an organizer designed by the teacher
- NOT have the items or selections read to them (except 1st grade questions only)

Each test session begins with a presentation to the students intended to focus their attention on the task at hand, to inform them about the area from which the selections they will be reading is drawn, and to offer strategies for reading the selection and responding to the questions. The goal is to help motivate students by creating an anticipatory set for the task and the assessment. The intention is not to “teach” but rather to present a general review as to what to expect and how to “think about and take the assessment.”

Directions for administering the practice assessment:

Distribute one reading assessment to each student. Be sure that every student has a pencil. Ask students to write their names on the answer sheet provided with the test.

Read the following directions aloud to students as they follow along on their tests. Read clearly and slowly answering any questions asked by students.

Read aloud these bold directions:

The reading test you are about to take contains a reading passage followed by several questions to answer. For each question, there is only one correct answer. After reading the selection, read the first question. Then, decide which is the correct answer. Circle your answer for each choice. Are there any questions?

In this session, you are going to read a (n) ---narrative, expository, technical, persuasive---selection. (Teacher please choose the correct genre for this test.)

Before you begin to read this selection, first scan titles, headings, pictures, italicized and bold faced words.

Second, carefully read all the questions.

Third, then read the selection slowly.

Fourth, answer the questions.

Remember to reread and highlight or underline where you found the answer in the selection. Write the question number next to what you highlight to prove your answer.

Does anyone have any questions?
(STOP reading aloud.)

When you have finished answering their questions, instruct students to turn to the first page of the selection, write their names at the top of the page and begin.

Move quietly around the room. Observe that students are following instructions: (1) scanning/reading the selection and (2) answering the questions. Give assistance to any student having problems following instructions. *You may not assist students with pronunciations or definitions within the selection or the questions (except with first grade questions).* Remind students of the time remaining for the test session.

When students have completed the assessment, review them to make sure that all students have written their names on the tests. Collect and score the assessments.

Additional District Writing Guidelines (Updated 2005-2006)

- *Stories must be Personal Narratives. Personal Narratives are stories that are composed by the writer involving the actual presence or actions of him or herself.

- *No retelling of video games, movies, etc. as this story needs to be a personal narrative.

- *Do not attach the rough draft. The Final Copy is all that will be rated.

- *The rating of "1" will be given to any story that has not followed District Guidelines.

- *Prompting is **NOT** allowed on the district assessment.

- *Peer Editing may be used within the guidelines as constructive criticism. Suggestions may be made by the peer editor, but the writer must physically make the changes to their story, not the peer editor.

- *Stories must be written in English.

- *Attach a summary of the accommodations made by teachers, paras, or aides (as stated on student's IEP/Accommodation Plan).

USD #418 READING ASSESSMENT

Student _____

Teacher _____

Grade _____

Date _____

Part 1 Expository

1 <input type="radio"/> Y <input type="radio"/> N	6 <input type="radio"/> Y <input type="radio"/> N	11 <input type="radio"/> Y <input type="radio"/> N	16 <input type="radio"/> Y <input type="radio"/> N	21 <input type="radio"/> Y <input type="radio"/> N	26 <input type="radio"/> Y <input type="radio"/> N	31 <input type="radio"/> Y <input type="radio"/> N	36 <input type="radio"/> Y <input type="radio"/> N	<u>Unsatisfactory</u> (<68%)	_____
2 <input type="radio"/> Y <input type="radio"/> N	7 <input type="radio"/> Y <input type="radio"/> N	12 <input type="radio"/> Y <input type="radio"/> N	17 <input type="radio"/> Y <input type="radio"/> N	22 <input type="radio"/> Y <input type="radio"/> N	27 <input type="radio"/> Y <input type="radio"/> N	32 <input type="radio"/> Y <input type="radio"/> N	37 <input type="radio"/> Y <input type="radio"/> N	<u>Basic</u> (68%)	_____
3 <input type="radio"/> Y <input type="radio"/> N	8 <input type="radio"/> Y <input type="radio"/> N	13 <input type="radio"/> Y <input type="radio"/> N	18 <input type="radio"/> Y <input type="radio"/> N	23 <input type="radio"/> Y <input type="radio"/> N	28 <input type="radio"/> Y <input type="radio"/> N	33 <input type="radio"/> Y <input type="radio"/> N	38 <input type="radio"/> Y <input type="radio"/> N	<u>Proficient</u> (80%)	_____
4 <input type="radio"/> Y <input type="radio"/> N	9 <input type="radio"/> Y <input type="radio"/> N	14 <input type="radio"/> Y <input type="radio"/> N	19 <input type="radio"/> Y <input type="radio"/> N	24 <input type="radio"/> Y <input type="radio"/> N	29 <input type="radio"/> Y <input type="radio"/> N	34 <input type="radio"/> Y <input type="radio"/> N	39 <input type="radio"/> Y <input type="radio"/> N	<u>Advanced</u> (87%)	_____
5 <input type="radio"/> Y <input type="radio"/> N	10 <input type="radio"/> Y <input type="radio"/> N	15 <input type="radio"/> Y <input type="radio"/> N	20 <input type="radio"/> Y <input type="radio"/> N	25 <input type="radio"/> Y <input type="radio"/> N	30 <input type="radio"/> Y <input type="radio"/> N	35 <input type="radio"/> Y <input type="radio"/> N	40 <input type="radio"/> Y <input type="radio"/> N	<u>Exemplary</u> (93%)	_____

Part 2 Persuasive

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Part 3 Technical

1 <input type="radio"/> Y <input type="radio"/> N	6 <input type="radio"/> Y <input type="radio"/> N	11 <input type="radio"/> Y <input type="radio"/> N	16 <input type="radio"/> Y <input type="radio"/> N	21 <input type="radio"/> Y <input type="radio"/> N	26 <input type="radio"/> Y <input type="radio"/> N	31 <input type="radio"/> Y <input type="radio"/> N	36 <input type="radio"/> Y <input type="radio"/> N	<u>Unsatisfactory</u> (<68%)	_____
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Part 4 Narrative

1 <input type="radio"/> Y <input type="radio"/> N	6 <input type="radio"/> Y <input type="radio"/> N	11 <input type="radio"/> Y <input type="radio"/> N	16 <input type="radio"/> Y <input type="radio"/> N	21 <input type="radio"/> Y <input type="radio"/> N	26 <input type="radio"/> Y <input type="radio"/> N	31 <input type="radio"/> Y <input type="radio"/> N	36 <input type="radio"/> Y <input type="radio"/> N	<u>Unsatisfactory</u> (<68%)	_____
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Revised 5/26/03