Grade 6 English Reading Assessment

BLUEPRINT

Overview

The *Grade 6 English Reading Assessment* is an assessment of students' reading skills based on the *Atlantic Canada English Language Arts Curriculum Outcomes - Grade 6* and the *New Brunswick Provincial Achievement Standards in Reading - End of Grade 6*, which are aligned with the Organization for Economic Co-operation and Development's (OECD) definition of functional literacy. Data obtained from the *Grade 6 English Reading Assessment* provide information about individual student achievement and school, district, and provincial trends.

The assessment is administered to all students in Grade 6 unless an exemption has been granted. To be successful, students must attain a level of *Appropriate Achievement* (*AA*) or above. The assessment is administered annually in the spring.

Reading Comprehension

The *Grade 6 English Reading Assessment* consists of selected-response items based on a selection of literary and information texts. Students read the passages and respond to all items through the online assessment platform. Students have 60 minutes to complete the assessment with an additional 60 minutes offered as a universal accommodation. Texts and items for the assessment are selected by a committee of New Brunswick educators and are based on the *English Language Arts Curriculum Outcomes - Grade 6* and the *Provincial Reading Achievement Standards - End of Grade 6.*

New Brunswick provincial standards outline two specific categories of text: literary and informational. Additionally, three levels of comprehension response are detailed within these standards: literal, inferential/interpretive, and personal/critical/evaluative. Item selection committees design items that measure students' abilities to respond to both categories of text with all three levels of comprehension. This allows for individual reporting of achievement for each text form, response level, and overall performance.

On page 3, the table titled "Grade 6 English Reading Assessment Targets" presents a breakdown of the assessment by text categories and comprehension response types. This table also indicates the number of questions assigned to each category and comprehension response level.

The *Grade 6 English Reading Assessment* aligns with the *Provincial Reading Achievement Standards - End of Grade 6*; however, not all aspects of these standards can be measured effectively through the selected-response format. The table titled "Provincial Reading Achievement Standards - End of Grade 6 Appropriate for the Selected-Response Item Format" on pages 4-5 specifies the standards that are appropriate for this assessment format. It should be noted that ongoing classroom assessment is not limited to selected-response questions such as multiple-choice. Regular and consistent formative assessment in the classroom continues to be an effective measure of all aspects of the *Provincial Reading Achievement Standards*.

The *Administrative Protocols and Procedures* document provides detailed information on the administration of the *Grade 6 English Reading Assessment*. For information on accommodations and exemptions, please refer to *Protocols for Accommodations and Exemptions.*

Teachers can access these documents on our Provincial Assessment Hub at: [Provincial Assessment Hub](#)

Parents can access the *Protocols for Accommodations and Exemptions* at: [Provincial Accommodations and Exemptions Protocols](#)

Grade 6 English Reading Assessment Targets

	Literary Texts		Informational Texts	
	Continuous Prose	**Non-Continuous Prose and Poetry**	**Continuous Information Text**	**Non-Continuous Information Text**
Literal Responses	10%		10%	
Inferential/Interpretive Responses	30%		30%	
Personal/Critical/Evaluative Responses	10%		10%	
Total	50%		50%	

<u>**Literary Texts**</u>

Continuous Prose may include short stories, myths, legends, drama, etc.
Non-Continuous Prose and Poetry may include poems, song lyrics, comics, excerpts from graphic novels, etc.

<u>**Informational Texts**</u>

Continuous Information Text may include articles, descriptive reports, short biographies, etc.
Non-Continuous Information Text may include charts, graphs, maps, recipes, schedules, advertisements, graphic hybrid texts, etc.

For further information about **Text Complexity** and the characteristics of **Literary Text and Informational Text**, please refer to the Provincial *Reading Achievement Standards - End of Grade 6* at: <u>Grade 6 Reading Achievement Standards</u>

Provincial Reading Achievement Standards - End of Grade 6 Appropriate for the Selected-Response Item Format	
Comprehension Responses (Appropriate Achievement)	**Comprehension Responses (Strong Achievement)**
Literal Response – "Reading the Lines" Students A. respond accurately to most literal questions by selecting and locating relevant details; locate information using a variety of sources B. identify key story elements (setting, characters, events, problem/resolution, theme/lesson) of a narrative text including most relevant details; explain how events are related to the theme; graphic organizers (e.g., timelines, story maps) may be used C. identify main ideas and supporting details using graphic organizers (e.g., timelines, charts, webs); summarize key points	**Literal Response – "Reading the Lines"** Students demonstrating strong achievement respond to questions/tasks described at the appropriate level with overall accuracy and precision. They also E. read large amounts of text distinguishing between important and unimportant details F. organize and present information gathered from a wide variety of texts
Inferential/Interpretive Response – "Reading Between the Lines" Students A. make logical inferences about characters (motivations, feelings, or personality), and story events, referring to some relevant textual details; describe relationships between characters and effect on plot or overall theme B. interpret relationships among several	**Inferential/Interpretive Response – "Reading Between the Lines"** Students demonstrating strong achievement respond to questions/tasks described at the appropriate level with overall accuracy and precision. They also E. provide thoughtful and well supported responses using specific and relevant textual examples and personal knowledge/experience

ideas to draw conclusions (e.g., plot, sequence, cause/effect, problem/solution) or make comparisons; support responses with relevant details

C. use context clues, prior knowledge, and reference tools (e.g., dictionary, glossary) to explain the meaning of new vocabulary/technical terms; provide obvious interpretations of more subtle shades of meaning, and figurative and descriptive language

D. interpret text features (e.g., headings, subheadings, captions, font, diagrams, maps, keys/legends, cutaways, graphs) and explain how they help the reader understand the text

Personal/Critical/Evaluative Response – "Reading Beyond the Lines" Students A. make personal connections: compare/contrast with personal experiences/relevant prior knowledge and make logical text-to-text comparisons; many connections go beyond the obvious and can be supported with a reasonable explanation B. express and support preferences for, and opinions about particular texts, authors, illustrators, and genres with specific details/examples C. recognize some aspects of an author's style/technique (e.g., figurative language, dialect, descriptions); explain how this influences the reader's experience; evaluate author's effectiveness by	**Personal/Critical/Evaluative Response – "Reading Beyond the Lines"** Students demonstrating strong achievement respond to questions/tasks described at the appropriate level with overall accuracy and precision. They also E. synthesize background knowledge and experiences gained through reading to make insightful text-to-text and text-to-world connections

providing relevant examples D. respond critically to texts: recognize language used to manipulate, persuade, or control; detect prejudice, stereotyping and bias D. recognize purpose, structure, and features of a variety of text forms (e.g., short story, ballad, report, explanation, persuasive, autobiography, science fiction, fantasy)	