| Purpose of Assessment | CASI is used:  
- to diagnose student strengths and learning needs related to the Ontario reading expectations and achievement chart categories (September)  
- to inform planning and instruction for the individual student, small group and whole class (ongoing)  
- as a summative assessment tool when linked to instructional focus (February)  
- to help students become more aware of themselves as readers  
- to support collaborative marking and division/school discussions. |
|-----------------------|------------------------------------------------------|
| What does it measure? | The tools in CASI measure a student’s:  
- approach to reading, values, attitudes toward reading, reading interests  
- level of comprehension  
- knowledge and understanding, inferring, creative/critical thinking, conventions of written text, ability to explain, support and apply what has been read and making connections among texts, personal experiences and life situations. |
| Elements of the Instrument | Assessment elements include:  
- Reading Interviews  
- Reading Attitude Survey  
- Reading Interests Inventory  
- Reading Passages and Questions  
- Student Self-Assessment  
Elements to support marking:  
- CASI Reading Rubric  
- Sample of student responses at four levels of performance and rationale about the student responses |
| When to Administer the Reading Assessment | September/early October: Administer Reading Interview (one on one is recommended); Reading Attitude Survey (can be whole class); Reading Interests Inventory (whole class); Student Self-Assessment (whole class); Passages and Questions (whole class, for diagnostic purposes)  
February/early March: Reading Interests Inventory (whole class); Student Self-Assessment (whole class); Passages and Questions (whole class; results may be used for diagnostic, formative and/or summative purposes) |
| Interpretation of Results and Connections to the Program | In the CASI Reading Assessment a level of performance is assigned as the teacher assesses the quality of student responses and rates the student’s work according to a set of predetermined criteria.  
Tools provided to identify and prioritize planning and instruction for individual student, class, division and school are:  
- Class Tracking Sheet  
- Instructional Follow-up Plan  
- Student self assessment  
- Follow up strategies (pg 22-35 of the CASI Teacher’s Guide) are identified to target specific skills and to meet programming needs. |
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<td>Reading Interviews&lt;br&gt;Page 43&lt;br&gt;CASI Teacher’s Guide</td>
<td>• Strategies students use when reading including strengths and weaknesses&lt;br&gt;• Student interests and attitudes about reading</td>
<td>• Conduct individual Reading Interviews during Independent Reading block&lt;br&gt;• Record student responses to questions on Reading Interview sheet</td>
<td>• Help the teacher design appropriate reading experiences for each student&lt;br&gt;• Helps the teacher to select materials&lt;br&gt;• Helps the teacher and students determine next steps</td>
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<td>Reading Attitude Survey&lt;br&gt;Page 44&lt;br&gt;CASI Teacher’s Guide</td>
<td>• Attitude towards reading</td>
<td>• Can be implemented whole class or one-to-one during reading conference&lt;br&gt;• Teacher may choose to read questions aloud to ensure understanding of survey questions</td>
<td>• Awareness of students’ attitudes towards reading is important because their attitudes influence motivation and affect achievement&lt;br&gt;• Knowledge of attitudes can be addressed through a follow-up conference and steps taken to promote success in reading&lt;br&gt;• Follow-up strategies are provided to encourage positive attitudes towards reading (pg 19-20)</td>
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<td>Reading Interests Inventory&lt;br&gt;Pg 45, 46&lt;br&gt;CASI Teacher’s Guide</td>
<td>• Reading interests of students</td>
<td>• Can be completed whole class, individually or one-to-one during reading conference&lt;br&gt;• Teacher may choose to read Inventory questions aloud to ensure understanding of all genres listed and/or provide a sample of each genre&lt;br&gt;• Summarize reading interests of the class using the Reading Interest Inventory: Class Tally Form (pg 46)</td>
<td>• Aids teacher in selecting books for classroom instruction and classroom libraries based on student interest&lt;br&gt;• Helps the teacher in making programming decisions (i.e., grouping students, developing themes and focusing lessons)&lt;br&gt;• Follow-up strategies are provided to maximize students’ interest in reading (pg 21)</td>
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<td>Reading Passages and Questions</td>
<td>• Student ability to respond independently to unfamiliar text&lt;br&gt;• Student comprehension as measured by the Achievement Chart categories; knowledge / understanding, inferring, creative/critical thinking, conventions of written text, ability to explain,</td>
<td>• Select an alternative assessment for students who will not be able to complete the grade level assessment independently (See pg 8: CASI and the Struggling Reader)&lt;br&gt;• Administer as a whole class (each student must read and respond individually)&lt;br&gt;• Let students refer to the reading passage when answering questions, but not a dictionary or thesaurus during the assessment</td>
<td>• Information gathered is used to determine next steps and instructional strategies related to the categories of the reading rubric&lt;br&gt;• Use the Instructional Follow-up Plan (pg 55-56) to identify, prioritize and record student needs determined from data on Class Tracking Sheet&lt;br&gt;• Supports collaborative marking and division / school discussions&lt;br&gt;• Supports communication with parents about student’s reading achievement</td>
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### CASI Assessment Elements - Continued

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| **Reading Passages and Questions (continued)** | support and apply what has been read and make connections among texts, personal experiences and life situations | • Assess responses using:  
- CASI Reading Rubric (pg 47-48 in the CASI Teacher’s Guide)  
- Student samples and rationales about student responses found in the CASI Scoring Guide.  
- Detailed instructions for scoring student responses (page 16 of the CASI Teacher’s Guide)  
• Record individual student’s score for each question on the Class Tracking Sheet (pages 53-54 in the CASI Teacher’s Guide) | |

### CASI Elements to Support Marking

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| **CASI Reading Rubric** | • The student’s achievement levels (1-4) in each of the four categories | • Passage questions are matched to specific categories with explicitly stated criteria and descriptors  
• Passage questions are aligned with a specific category regardless of grade level (e.g., questions 1,4,5 – knowledge and understanding)  
• Rubric can be used by teachers to assess students’ responses either independently or collaboratively  
• Can be used within the structure of a reading lesson | • The rubric gives both students and teachers criteria for each level of performance  
• The level of performance enables the teacher to focus planning and instruction in all components of their reading program  
• The level of performance enables students to set goals and/or improve learning |
| **Sample Student Responses and Rationale** | • Models student responses at every achievement level for all passage questions and categories | • Rationales are presented to support teachers in determining student achievement levels  
• Sample student responses support understanding of success criteria for each passage question | • Helps establish rationale in assigning a particular level, based on the criteria within the category, as related to the specific passage question  
• After the assessment the samples responses and rationale can be shared with students |