

**Alternative Assessments**  
**Grade 3-Reading**

**Alternative Assessments should be administered to the following students:**

- **those who have taken the DSTP in the same grade level 2 or more times**
- **those who have scored 2 or less on the DSTP**
- **those whose promotion is in jeopardy**

**The Alternative Assessment may be given in the spring of 3<sup>rd</sup> grade. These results will be used if the student has received a 1 or 2 on the DSTP two times.**

The State of Delaware has approved an **Alternative Assessment Application** for the Christina School District. It contains a combination of assessments for students not passing the DSTP in Grade 3. Teachers will use these assessments to verify that a child has met the requirements of the state standards for grade 3 even though they have not received a 3 on the DSTP in reading.

**Criteria:** Alternative Assessment Application must include the following documentation indicating that the student has met the required performance for:

- Individual Reading Inventory or Benchmark Books  
**and**
- Alternative Theme Test

**A. Individual Reading Inventory:** An informal reading test that is given individually to a student to help determine that student's independent, instructional, and frustration level. It is made up of grade level story passages and comprehension questions. These passages are taken from Basic Reading Inventory, Eighth Edition, Jerry L. Johns, Northern Illinois University, published by Kendall/Hunt. Use any of the following three selections:

- Grade 4-B 5414    The Detectives**
- Grade 4-LN 5414    Danny and the Dragon**
- Grade 4-LE 5414    Early Travel**

Performance required: Instructional level both in oral reading and in comprehension in one of the three selections.

State Standards: 2, 3, 4

- B. Benchmark Books:** (A series of children’s books organized by Reading Recovery Levels ). Students reading level is determined through both **reading fluency** and **comprehension scores** . The reading fluency score is obtained by figuring out the percentage of words read correctly (oral reading). The comprehension score is determined by having the student retell the story. The retelling protocols were developed by teachers and administrators from the Christina School District based on Reading Recovery Levels.

Performance required: Third grade students must receive a reading fluency score of 90% and a comprehension score of 70% on a “cold” read at Level 24A, Ishmael and the Glass Horse or 24B, The King’s Treasure (end of third grade Reading Recovery Level).

State Standards: 2,3,4

- C. Houghton Mifflin Theme Test (adapted by the Christina School District):** These theme tests were rewritten to match the format of the DSTP and the State Standards. Adaptation was done by teachers and administrators from the Christina School District under the supervision of and collaboration with the University of Delaware and Dr. Carol Vukelich. All items were field tested, rewritten, and field tested again when needed. Test 1 uses two nonfiction selections about the great San Francisco earthquakes (*If You Lived at the Time of the Great San Francisco Earthquake*, by Ellen Levine and *Watching for Earthquakes* from Childcraft, Vol.4). Questions 1-8 are multiple choice addressing standards 2,3,4. Question 9 is short answer at the interpreting level addressing standards 1,2,3,4 and question 10 is text based addressing standards 1,2,3,4. Test 2 uses a fiction selection *The Kitchen Kids* by Elsie J. Larson and a recipe on how to make bread tarts. Question 1-8 are multiple choice addressing standards 2,3,4. Questions 9 and 10 are short answers at the interpreting level addressing standards 1,2,3,4.

Performance required: Minimum total rubric score of 3 or better on one of the two tests.

State Standards: 1,2,3,4