

Reading Comprehension Assessment Guide

Comprehension Strategy Toolkit

As reading comprehension is a silent, internal process, we need to look for ways to make learning and thinking visible. The following rubrics have been designed to guide teaching and learning to elicit deeper levels of comprehension.

In terms of teaching these can be used to guide the explicit teaching of particular aspects of English, especially the Literature strand. It also encourages students to explore the powerful and effective ways that successful authors use language so that they can go on to explore these literary devices in creating their own texts.

Students can be encouraged to use the rubrics to guide their responses to texts. For example ask students to respond to an aspect/ question when writing Reading Log comments. Parents can

also be encouraged to use the rubric to help guide their child's thinking when responding to a text. E.g. : "Did the character remind you of anyone you know in real life?"

Providing students with these rubrics or adapted versions for younger students, can help to make learning intentions clear and allow for goal setting. Empowering students with this sort of 'map' sets clear expectations and encourages students to take more ownership of their learning.



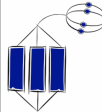
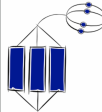
The rubrics also act as an assessment tool. By highlighting aspects that students show evidence of throughout a unit of work, or over the course of the year, students and teachers can keep track of achievements and goal setting.

Activating Prior Knowledge	
Self-monitoring	
Predicting	
Visualising	
Making Connections	
Questioning	
Inferring	
Synthesising	
Summarising	



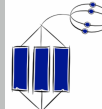
Guide to Reading Standards

	R	1	2	3	4	5	6	7
Running Records	9-11 (4 terms)	17-20	21-24	23-24	24-26	Age appropriate 27-29		29-30
Fountas & Pinnell	A-C	B-I	H-M	L-P	O-T	S-W	V-Y	X-Z
Lexile Levels		200-299	300-450	500-650	600-750	700-850	800-950	875-1025
PAT-R (mean Scaled Score)		92 Growth 13 points	103 Growth 11 points	112 Growth 9 points	120 Growth 8 points	126 Growth 5 points	129 Growth 3 points	131 Growth 3 points
Fluency		60 words/min	90-100 words/ min	100-120 words/min - <3 errors with reading texts of increasing complexity				
SPAT	Subtests 1 & 2 in early Reception Subtests 3 to 7 by end of Reception	Subtests 8 to 11						
Oxford Sight Words	1-50	50-100	100-200	200-300	300-404	404+		
EALD Language and Literacy Level	4	5	6	7	8	9	10	11



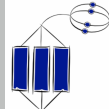
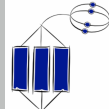
Reading Comprehension Assessment Guide

Fiction Element	1. Here 	2. Here 	3. Hidden 	4. Head 
Characters	Lists characters	Describe the main character(s)	Inferred	Evaluative
	Identify the main characters in the story	Describe the characters relationships with other people in the story. Choose some relevant/ interesting quotes. Choose some relevant/interesting actions/thoughts of the character.	Personality Strengths Qualities Weaknesses/ Human faults Nature/ Character What information did you use from the text to make this inference? What do these quotes tell you about the character? What do the character's actions/ thoughts/feelings tell you about them?	What is the author trying to get across to you? Does this character remind you of anyone else? In real-life or from another book/DVD/etc. How good was my thinking/ predicting/inference? How do you feel towards the characters? Would you like...as your friend? Why/Why not?
Setting	Lists settings Identify where the story takes place	Descriptive words and phrases linked to the setting	Inferred What do you imagine the setting to be like? Use what you know from your own experiences to add to the description from the author.	How did the author make you feel during the reading of this book? How do you think the author did this?
			Mood/ Atmosphere Explain the exciting, sad, or funny, parts of the story.	Choose a section of the text to read aloud and explain what effect it had on you.
Plot	Lists key words/events Identify the main events in the story	Ordered list (chronological order)	Structure of text identified and used to explain Eg. Narrative: Orientation, Complication, Resolution	Explain your emotional response to content – interest, boredom, fear, hate, amusement, etc. Choose a section from the text to read aloud. Explain your reaction to it.



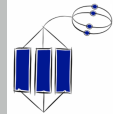
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Fiction Element	1. Here 	2. Here 	3. Hidden 
Themes/ Messages		<p>Comparisons (Differences and similarities) You could use a Venn Diagram or a matrix to compare.</p>	<p>What message do you think the author is trying to get across in this text? How does the author want you to feel about the character's actions? Why do you think the author has chosen to write this text this way? What is the author's purpose? (inform, entertain, persuade)</p>
			<p>How were attitudes different? How were expectations of male and females different? Here and there - Compare place Then and now - Compare time He and she - Compare gender He and he - Compare male characters She and she - Compare female characters</p>
Language	<p>Lists words from the text Identify key vocabulary</p>	<p>Selected adjectives, adj phrases, interesting noun groups, verbs (Able to identify parts of speech)</p> <p>Explore effective sentence structure and innovate on this.</p>	<p>Inferred literal meaning of figurative language</p> <ul style="list-style-type: none"> - similes - metaphors - personification <p>Purpose of words, phrases used for characterisation, action, description of setting, mood created.</p>
			<p>What do you think about these issues/ values/ attitudes?</p> <p>How do they apply to people's lives today?</p> <p>Choose a section of the text that highlights a good use of language. Explain your reaction, response, feelings.</p> <p>What did you think of the author's/ illustrator's artistic ability to paint word pictures which cause you, the reader, to visualise, smell, taste, hear or feel? Be prepared to read a section out loud and explain.</p>



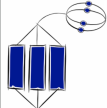
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Fiction Element	1. Here 	2. Here 	3. Hidden 	4. Head 
Questions and answers	<p>Poses questions about the:</p> <ul style="list-style-type: none"> Characters Setting Events <p>Who...</p> <p>What...</p> <p>When...</p> <p>Where...</p>	<p>Pose questions which need to be answered by using facts gathered from different parts of the text.</p> <p>What did the two main characters have in common?</p>	<p>Pose questions which require people to make judgements.</p> <p>Eg. Was is fair...</p> <p>Was it realistic that...</p> <p>Would...happen in real life?</p> <p>Was it OK for... to...?</p> <p>Would you do the same as...if you were in a similar situation?</p> <p>How...</p>	<p>Pose questions to compare with other texts/ authors.</p> <p>How was this text similar/ different to...?</p> <p>How are (author 1) and (author 2) similar/different?</p> <p>Use examples from the texts to explain.</p> <p>Why...</p>
Illustrations	<p>Describes the illustrations</p> <ul style="list-style-type: none"> colour materials used 	<p>Describe the style</p> <ul style="list-style-type: none"> sketch realistic photos animation 	<p>What message is communicated through the pictures?</p> <p>Does this add to the written text?</p> <p>How?</p>	<p>What is your opinion of this artists work? Compare it with another artist/ illustrator.</p>
Author's Style		<p>What are some similarities in this author's work? Think about storyline, characters, language, and illustrations.</p> <p>Narrated/Third person</p> <p>Omniscient</p> <p>First Person</p>	<p>Why did this author include certain ideas, actions?How does this author use language?</p> <p>Similes, metaphors, rhyming, repetition, alliteration, onomatopoeia, effective noun groups, interesting vocabulary, humour.</p>	<p>What did you like about this author? Why?</p> <p>How is this author similar or different to another?</p>

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Non-fiction Key Elements	Here 	Hidden 	Head 
	Identifies/ Recognises Oral - written	Connects Oral - written	Applies/ Synthesises/ Evaluates Oral - written
Topic Main Ideas	Identifies the topic	Identifies the author's purpose (to entertain, inform, and/or persuade) Identifies primary, secondary source	Identifies bias Identifies attitudes and values of the time/ author and compares to today. Compares texts on similar topics.
Details	Identifies the important points: Who? What? Where? When? Why? How? Retells (On a scale - inaccurate -sketchy - detailed/ accurate) Uses Graphic Organisers to help note and recall information	Able to succinctly discuss in a detailed way. Able to use headings and sub-headings appropriately to write detailed summary.	Synthesises information with prior knowledge to make connections. Chooses to do further reading to verify/ confirm information.
Structures and Features	Identifies how the text is structured - chronological order - classification - randomly - use of images, photos, maps Identifies language features - types of vocabulary (technical language, description, scientific classification) - types of sentences (topic, simple, compound, complex) - structure of paragraphs - headings and sub-heading (types of words used)	Uses identified structure to locate required information - skims, scans - uses visual information - uses contents, index, glossary Uses identified language features to discuss ideas orally. - signal words (cause and effect) - explains patterns noticed at word, sentence, paragraph, whole text level.	Takes note of source for bibliography, using standards identified. (Title, Publisher/ Author, date and country of publication) Applies identified language features to discuss/ present ideas in writing. Evaluates effect of language choice on the reader

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Non-fiction Key Elements	Here 	Hidden 	Head 
Vocabulary	Re-reads, reads on, uses clues around the unknown word, makes connections with prior knowledge and understanding of the topic.	Uses glossary to clarify understanding of technical vocabulary Discusses meaning	Uses technical vocabulary to communicate - orally then in writing
Accuracy	Able to identify the author/ authors/ editors. Able to identify publishing details.	Accurately presents information about the topic to reflect what has been learnt. Able to identify points in the text that might be questionable E.g. Show opinion, bias, outdated information, inaccurate data.	Evaluates credibility, authenticity and authority of the source. Is this text believable? How authoritative is it? (Gov, organisation, individual with authority?) Raises questions to help make judgements. Compares information with that from other sources. Whose perspective is being represented? Is there another perspective?

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Assessment Notes		
Date	Focus Area/ Goal Set	Comments

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Prompts		
Meaning	Structure	Visual
<p>To help students use meaning, say:</p> <ul style="list-style-type: none"> • Did that make sense? • Look at the picture and think what would make sense. • Read it again and think what would make sense. • You said...did that make sense? 	<p>To help students use structure, say:</p> <ul style="list-style-type: none"> • Did that sound right? • Can we say it like that? • Read it again and think what would sound right. • You said...did that sound right? 	<p>To help students use visual information, say:</p> <ul style="list-style-type: none"> • Did that look right? • What could you try? • Do you know a word that starts with those letters? • Do you know a word like that? • What do you think it could be?
<p>To help students check on themselves (self-monitor) say:</p> <ul style="list-style-type: none"> • There was a tricky part there - you find it. • Are you right? • You made a mistake there, try that again. 	<p>To help students self-correct, say:</p> <ul style="list-style-type: none"> • I like the way you found out what was wrong by yourself. • You made a mistake on that page (or in that sentence) can you find it? • Nothing!!! Allow time for the student to self-correct. 	<p>To help students cross check, say:</p> <ul style="list-style-type: none"> • It could be...that would make sense, but look at ... • Could it be...or...or...? • Check it - does it look right and sound right to you?

Acknowledgements:

Fiction rubric based on Barrett Taxonomy, <http://teacherpages.nhcs.net/schools/parsley/karlysokolowski/Documents/ReadingComprehension/Barrett's%20Taxonomy%20of%20Reading%20Comprehension.pdf>

Symbols based on SOLO Taxonomy, used with permission (Pam Hook, 2011, New Zealand) <http://pamhook.com/solo-taxonomy/>

Nelson Cengage Learning, Guided Reading in the Classroom