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FOR THE TEACHER

What is *Comprehensive Assessment of Reading Strategies (CARS Plus Series)*?

Comprehensive Assessment of Reading Strategies is a diagnostic reading series that allows you to identify and assess a student's level of mastery for each of 12 reading strategies (8 strategies in Book A, 6 strategies in Books P and AA).

This ten-level program is designed for students in years P to 8. *Comprehensive Assessment of Reading Strategies* helps teachers place students in *Strategies to Achieve Reading Success (STARS Plus Series)* for reading instruction and remediation.

What is in the *CARS Plus* student book?

- **Pretests, Benchmarks, Post Tests**
Each of the 15 tests provides a reading passage and 12 selected-response questions in Books B–H, 8 selected-response questions in Book A and 6 selected-response questions in Books P and AA. The reading passages showcase a variety of literary genres. Each question focuses on a specific reading strategy. All of these tests assess the same strategies.
- **Self-assessment Forms**
Students complete Self-assessment 1 after completing all 5 Pretests and Self-assessment 2 after completing all 5 Post Tests.
- **Answer Forms**
Students use the Answer Forms to record their answers.

In *Comprehensive Assessment of Reading Strategies, Book B*, students practise the following 12 reading strategies:

- Finding Main Idea
- Recalling Facts and Details
- Understanding Sequence
- Recognising Cause and Effect
- Comparing and Contrasting
- Making Predictions
- Finding Word Meaning in Context
- Drawing Conclusions and Making Inferences
- Distinguishing Between Fact and Opinion
- Identifying Author's Purpose
- Interpreting Figurative Language
- Distinguishing Between Real and Make-believe

What is in the *CARS Plus* teacher guide?

- **Information for the Teacher**
Suggestions and instructions for using *Comprehensive Assessment of Reading Strategies* effectively in the classroom.
- **Research Summary**
A summary of the research that supports the *CARS Plus Series* is included in the teacher guide.
- **Understanding the Strategies**
This four-page reproducible can be used with students as a skill-review summary. It can also be used to reinforce the strategies practised in the student book.
- **Teacher Assessments**
Teachers complete the assessments after the students have completed all 5 Pretests and then again after all 5 Post Tests.
- **Class Performance Chart**
This reproducible is for recording class results for the Pretests and Post Tests.
- **Completed Answer Forms**
Teachers use the completed Answer Forms to easily correct the tests.

What is the difference between the Pretests, the Post Tests and the Benchmarks?

The 5 Pretests and the 5 Post Tests are designed to assess mastery. The length of the reading passages and the number of questions are the same in each of these ten tests. The passages in the Pretests and Post Tests are each one page, followed by one question for each strategy. Since each test contains only one strategy-specific question, it is important to administer all of the five Pretests in order to assess a student's overall performance and all of the five Post Tests to determine a student's overall progress. Administering multiple tests, and compiling the results, provides reliable information about each strategy.

The passages in the Benchmarks are two pages. The Benchmarks allow you to assess how well the students apply strategies to longer reading passages. The Benchmarks are meant to be used as individual progress-monitoring tools to monitor progress in applying multiple reading strategies to a passage.

When should I use the *CARS Plus Series* in the classroom?

Students complete the tests in the *CARS Plus Series* in the following manner:

- **Pretests:** To get accurate results, administer all 5 Pretests within a five-day period at the beginning of the school year.
- **Benchmarks:** The 5 Benchmarks are progress-monitoring tools and may be completed at any time after the Pretests and before the Post Tests. Space out the administration of the Benchmarks to best meet your classroom needs.
- **Post Tests:** To get accurate results, administer all 5 Post Tests within a five-day period.

How do I use the *CARS Plus Series* with the *STARS Plus Series*?

Because *Comprehensive Assessment of Reading Strategies* is a diagnostic tool, you can determine areas where an individual student needs improvement.

- **Pretests:** Use the results of the Pretests to identify areas of strength and weakness and to place students in *Strategies to Achieve Reading Success*, the instructional companion of the *CARS Plus Series*.
- **Benchmarks:** Use the Benchmarks to evaluate students' needs and monitor progress in applying multiple reading strategies to a passage.
- **Post Tests:** Use the Post Tests to assess mastery of the strategies taught in the *STARS Plus Series*.

How much time is required to complete *Comprehensive Assessment of Reading Strategies*?

- Each of the 5 Pretests and each of the 5 Post Tests require 45 minutes for completion, correction and discussion.
- Self-assessments 1 and 2 each require about 20 minutes for completion. Students should complete self-assessments no more than one or two days after completion of Pretests 1–5 and Post Tests 1–5.
- Each of the 5 Benchmarks requires 60 minutes for completion, correction and discussion.

You can adjust these suggested times as needed to accommodate your daily schedule of instruction.

Where do students record their answers?

Students must record their answers on the appropriate Answer Form that appears in the student book. The Answer Form for the Pretests is on page 57, Post Tests is on page 59 and Benchmarks is on page 61. Ask students to detach the form and fill in the personal-information section.

Next to each item number on the Answer Form is an abbreviation that identifies the strategy. Once you have a student's completed Answer Form, total the number of correct responses for each strategy. Then transfer these totals to the appropriate teacher assessment to begin the assessment process.

What is the correction procedure?

For the Pretests and Post Tests, correct the tests after students have completed all 5 tests. For the Benchmarks, correct each test immediately following its completion. For the best results, correct each test orally with students. Explain concepts that students may not fully understand. Discuss why correct answer choices are correct and why the remaining choices are not correct.

If possible, elicit from students their reasoning for choosing an incorrect answer. Incorrect answer choices often include a variety of misunderstandings about the question. Discussing why choices are correct and incorrect will help students review and clarify how they approached a particular strategy.

What forms of student assessment are featured in the *CARS Plus Series* and how do I use them?

In addition to the reading passages and strategy-based questions, *Comprehensive Assessment of Reading Strategies* contains two student self-assessments.

Student Assessments

Students become more successful in reading when they assess their own performance against known standards. Student self-assessment also helps teachers gain insight into a student's measure of performance. Difficulties that a student experiences are often revealed through self-assessment. Self-assessment focuses students on the process of *performance* rather than the *end result*.

For example, in the *CARS Plus* self-assessments, students see how well they recognise and apply reading strategies, rather than focus on how many responses are correct or incorrect. Therefore, the self-assessments become a valuable tool for both student and teacher.

There are 2 self-assessments in the student book. One student self-assessment is completed after all 5 Pretests and the second student self-assessment is completed after all 5 Post Tests.

SELF-ASSESSMENTS 1 AND 2 (pages 58 and 60 of student book)

Students complete Self-assessment 1 after Pretests 1–5 have been corrected and discussed. Arrange one-on-one conferencing to discuss students' responses to Self-assessment 1 before continuing with the Benchmarks. Help students identify their strengths and weaknesses and provide instruction for a specific strategy, if needed. Students complete Self-assessment 2 after Post Tests 1–5 have been corrected and discussed.

Answers to the questions on the self-assessment require thoughtful, written responses. The questions are carefully constructed to help students

- analyse their performance.
- determine areas in which they are experiencing difficulty.
- describe any difficulties they are having.
- rate their performance for completing the tests.

What forms of teacher assessment are featured in the *CARS Plus Series* and how do I use them?

Teacher Assessments

There are 3 teacher assessments. These 3 assessments are completed for each student after they have completed Pretests 1–5 and Post Tests 1–5.

Teacher Assessments help facilitate individualised instruction in the classroom. For example, by using the results of student assessments and your teacher assessments, reading groups are easily established for instruction with the *STARS Plus Series*. You will be able to determine how to organise student groups based on reading level and mastery over specific reading strategies.

The purposes of the teacher assessments are to

- identify an individual student's areas of strength and weakness when applying a reading strategy.
- determine in which specific areas, if any, remediation is needed.

TEACHER ASSESSMENT 1 (reproducible on page 11 of teacher guide)

This assessment is completed using the student's corrected Answer Form. This assessment reveals a student's performance for each of the reading strategies.

TEACHER ASSESSMENT 2 (reproducible on page 12 of teacher guide)

This assessment is completed using Teacher Assessment 1. Using the data from Teacher Assessment 1, you create a bar graph that provides a visual comparison of a student's level of mastery for each of the reading strategies.

TEACHER ASSESSMENT 3 (reproducible on page 13 of teacher guide)

This assessment is completed using Teacher Assessments 1 and 2. Using the data from these assessments, you are able to provide a review of a student's overall strengths and weaknesses, as well as provide an analysis of those areas that need improvement. This analysis allows you to document what action will be taken – remediation or further instruction – to help the student achieve mastery as well as document the student's progress after those steps have been taken.

What should I do with the completed student self-assessments, teacher assessments and the Answer Forms?

The completed student self-assessments, teacher assessments and the Answer Forms may be placed in the student's portfolio for review by reading specialists, administrators or another teacher. As a student works through *Comprehensive Assessment of Reading Strategies*, the portfolio allows teachers and parents to see the student's growth and performance over time.

How do I record results for the entire class on the Class Performance Chart?

After students have completed each Pretest and Post Test, record the number of correct responses to the strategy-based questions for your entire class on the reproducible Class Performance Chart, on page 14 of the teacher guide. Tick off the appropriate box to indicate if the chart represents data collected from Pretests 1–5 or Post Tests 1–5.

For each student, record the number of correct responses (out of 5) for each strategy. Then total the responses to determine the overall number of correct responses (out of 60 for Books B–H, out of 40 for Book A, out of 30 for Books P and AA) for each student. Using the Class Performance Chart in this way provides an opportunity to evaluate classroom progress over time.

What should I do if students are having difficulty understanding specific strategy questions?

You may want to pause and focus on the question types and strategies before students move on to the next lesson. Understanding the Strategies, on pages 7–10, is a useful reproducible tool for instructing students on how to answer a strategy-based question.

Make a copy of Understanding the Strategies for each student. Take the students, as a class, through a lesson they have already completed.

Read the reading passage aloud or enlist a student volunteer to read it. Then discuss each strategy-based question and the answer choices, referring to the strategy descriptions in Understanding the Strategies. As student volunteers answer each question, explain why an answer choice is correct, as well as why the remaining choices are not correct.

What is the CARS Plus/STARS Plus/Extensions Collection?

Step 1. Diagnose and Benchmark

Comprehensive Assessment of Reading Strategies allows you to identify and assess a student's level of mastery for each of 12 reading strategies in Books B–H, 8 strategies in Book A and 6 strategies in Books P and AA.

Step 2. Instruction

Strategies to Achieve Reading Success provides scaffolded instruction – modelled instruction, guided practice and independent practice – that supports student success with the strategies assessed in *Comprehensive Assessment of Reading Strategies*.

Step 3. Ensure Mastery for On-Level Students

Extensions in Reading Series reinforces, extends and applies concepts developed in *Strategies to Achieve Reading Success* with more sophisticated elements: graphic organisers, longer passages, paired selections and models.

RESEARCH SUMMARY

The following is a summary of the research upon which *Comprehensive Assessment of Reading Strategies* is based.

INTRODUCTION TO THE SERIES

Comprehensive Assessment of Reading Strategies (CARS Plus Series) is the diagnostic portion of a reading program that spans from diagnosis to assessment. This diagnostic tool identifies reading strategies that are understood, as well as those that need further study and reinforcement. The organisational design of the *CARS Plus Series* is grounded in several areas of research: reading comprehension, metacognition and self-assessment, and effectiveness of classroom assessment.

The *CARS Plus Series* Concentrates on Twelve Reading Strategies

The *CARS Plus Series* provides practice with twelve reading strategies that are the core reading tools students need in order to make sense of what they are reading. “... [M]any students have demonstrated difficulties with skills that are central to reading comprehension (i.e. identifying main topics, significant supporting information and relations between a text’s main topics)” (Seidenberg, 1989).

The reading skills of Finding Main Idea, Recalling Facts and Details, Understanding Sequence, Recognising Cause and Effect, Comparing and Contrasting, Making Predictions, Drawing Conclusions and Making Inferences, Distinguishing Between Fact and Opinion, Distinguishing Between Real and Make-believe (Books B–C) and Identifying Author’s Purpose may be difficult for some students to master because the thinking processes involved in applying the strategies are abstract in nature. These reading skills represent the unseen text structure of a reading passage. The reading strategies Finding Word Meaning in Context, Interpreting Figurative Language and Summarising (Books D–H) are direct tools readers can actively use to comprehend reading selections. Book A probes eight reading strategies. Books P and AA probe six reading strategies. These reading strategies are essential because of the difficulty students experience with different styles of language. With the *Comprehensive Assessment of Reading Strategies Series*, teachers gain a clear road map of reading instruction for each student.

Metacognition and Self-assessment

Metacognitive training in reading is a very effective instructional technique. “Good readers often will reflect on what they have just read, perhaps evaluating the credibility of the material ... Monitoring also occurs at the conclusion of a reading. Thus, good readers can be aware of whether their understanding of the text is consistent with all the ideas expressed in it” (Pressley, 2002, p. 297). The *CARS Plus Series* employs metacognitive questioning in the form of student self-assessment activities. The self-questioning in each student assessment brings to the forefront the student’s knowledge about a concept or strategy. They are sorting, organising and consolidating their thoughts about their reading performance through self-evaluation and monitoring.

Effectiveness of Classroom Assessment

Comprehensive Assessment of Reading Strategies is a diagnostic tool that helps teachers focus their reading instruction and helps students recognise the reading strategies that need improvement. Trimble, Gay and Mathews (2005) summarise current findings about the benefits of using diagnostic assessments to guide instruction. “Black and William (1998) and Guskey (2003) have documented the use of classroom assessments to improve instruction. Both *Turning Points 2000* (Jackson & Davis, 2000) and the Southern Regional Education Board (2008) recommend using data from ongoing assessments and access to more data is now well defined” (p. 26).

Comprehensive Assessment of Reading Strategies offers teachers a flexible schedule in which to administer the assessments and record students’ performances. “In a standards-based classroom, assessment is an integral part of instruction and is aligned with the curriculum. The teacher collects evidence of the students’ knowledge, their ability to use that knowledge and their disposition toward learning. Student performance is monitored to promote learning, to adjust instruction and to report progress” (Midgett, 2008).

CONCLUSION

Comprehensive Assessment of Reading Strategies is an effective tool that provides teachers with immediate feedback on students' reading strengths and weaknesses. Armed with this information, teachers are then able to focus their instructional goals to gain maximum student learning. Students are engaged with their learning progress through metacognitive self-assessments. Students are motivated to think about their reading performance and the acquisition of reading strategies. Teachers can be assured of student engagement because *Comprehensive Assessment of Reading Strategies* delivers immediate feedback on individual student performances and enables students to take an active role in monitoring their learning.

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UNDERSTANDING THE STRATEGIES

- **Finding Main Idea**

The main idea of a reading passage is a sentence that tells what the passage is mostly about. Questions about main idea might ask you to find what a passage is *mostly about* or *mainly about*. The questions might also ask you to choose the best title for a passage. When answering a question about main idea, ask yourself, *What is the passage mostly about?* Then choose your answer.

- **Recalling Facts and Details**

Every reading passage contains facts and details. The facts and details tell more about the main idea. Questions about facts and details ask you about something that was stated in the passage. To answer a question about a fact or detail, look back to the passage to find the answer.

- **Understanding Sequence**

Sometimes, a passage is told in order, or sequence. Different things happen at the beginning, middle and ending of a passage. Questions about sequence ask you to remember and put events or details in order. Questions about sequence often contain key words such as *first*, *then*, *last*, *after* or *before*.

UNDERSTANDING THE STRATEGIES

- **Recognising Cause and Effect**

A cause is something that happens. An effect is something that happens because of the cause. Read this sentence: “I forgot to set my alarm clock, so I was late for school.” The cause of being late for school was forgetting to set the alarm clock. The effect of forgetting to set the alarm clock is being late for school. Questions about cause and effect usually begin with the key words *why*, *what happened* or *because*.

- **Comparing and Contrasting**

Some questions ask you to find how two things are alike or different. This is called compare and contrast, or finding likenesses and differences. Questions that ask you to compare or contrast usually contain key words such as *most like*, *different*, *alike* or *similar*.

- **Making Predictions**

A prediction is something you think will happen in the future. Questions about predictions ask what will *probably* or *most likely* happen next. You will not find the answer to these questions in the passage. But there are clues you can use from the passage to make a good guess about what might happen next.

UNDERSTANDING THE STRATEGIES

- **Finding Word Meaning in Context**

Sometimes when you read, you find a word whose meaning you do not know. Often you can tell the meaning of the word by the way the word is used in the sentence. This is called understanding word meaning in context. Questions about meaning in context ask you to find the meaning of a word that may not be familiar to you. If you have trouble choosing an answer for a question like this, try each answer choice in the sentence where the word appears in the passage. See which answer choice makes the most sense.

- **Drawing Conclusions and Making Inferences**

When you read, many times you must figure out things on your own. The author doesn't always tell you everything. For example, you might read these sentences: "The moon cast an eerie glow in Jake's room. Suddenly, he saw a shadow by the window. Jake sat up in bed, frozen with fear." From what the author has written, you can tell that it is probably night-time, because the moon is out and Jake is in bed. Questions about drawing conclusions often contain the key words *you can tell* or *probably*.

- **Distinguishing Between Fact and Opinion**

Questions about facts and opinions ask you to find which statements are fact statements and which statements are opinion statements. Remember, a fact is something that is true. An opinion tells how a person feels about something. Facts can be proven. Opinions cannot. Statements that are opinions often contain key words such as *most*, *best*, *niciest* and *greatest*.

UNDERSTANDING THE STRATEGIES

- **Identifying Author's Purpose**

Questions about author's purpose ask you why the author wrote the passage. Most authors write for one of these reasons: to persuade (make someone want to do something), to give information, to describe or to entertain. You can remember these four reasons by remembering P.I.D.E. – P for persuade, I for information, D for description and E for entertain.

- **Interpreting Figurative Language**

Sometimes, writers use words in such a way that their meaning is different from their usual meaning. For example, someone who has told a secret might say, "I spilled the beans." This is an example of figurative language. These words do not mean that the person actually spilled some beans. These words mean "I didn't mean to tell the secret."

- **Distinguishing Between Real and Make-believe**

Some things in passages could happen. These things are real. Some things in passages could not really happen. These things are make-believe. Questions about real and make-believe ask you to find things that could happen or things that could not happen. These questions often contain the key words could really happen or could not really happen.

TEACHER ASSESSMENT 1

Complete this page after the student has completed a series of five tests.

Please tick the appropriate box. Pretests 1–5 Post Tests 1–5

Student's Name: _____ Date: _____

Teacher's Name: _____

Assessing the Strategies

Students answer a question about each strategy once in each lesson, or a total of five times. Use the student's completed Answer Form to fill in the chart below. First, record the total number of correct responses for each strategy. Then record the percentage of correct responses for each strategy.

Strategy	Number of Correct Responses	Per cent Correct
Finding Main Idea (MI)	_____ out of 5	= _____ %
Recalling Facts and Details (FD)	_____ out of 5	= _____ %
Understanding Sequence (US)	_____ out of 5	= _____ %
Recognising Cause and Effect (CE)	_____ out of 5	= _____ %
Comparing and Contrasting (CC)	_____ out of 5	= _____ %
Making Predictions (MP)	_____ out of 5	= _____ %
Finding Word Meaning in Context (WM)	_____ out of 5	= _____ %
Drawing Conclusions and Making Inferences (CI)	_____ out of 5	= _____ %
Distinguishing Between Fact and Opinion (FO)	_____ out of 5	= _____ %
Identifying Author's Purpose (AP)	_____ out of 5	= _____ %
Interpreting Figurative Language (FL)	_____ out of 5	= _____ %
Distinguishing Between Real and Make-believe (RM)	_____ out of 5	= _____ %

TEACHER ASSESSMENT 2

Complete this page after the student has completed a series of five tests.

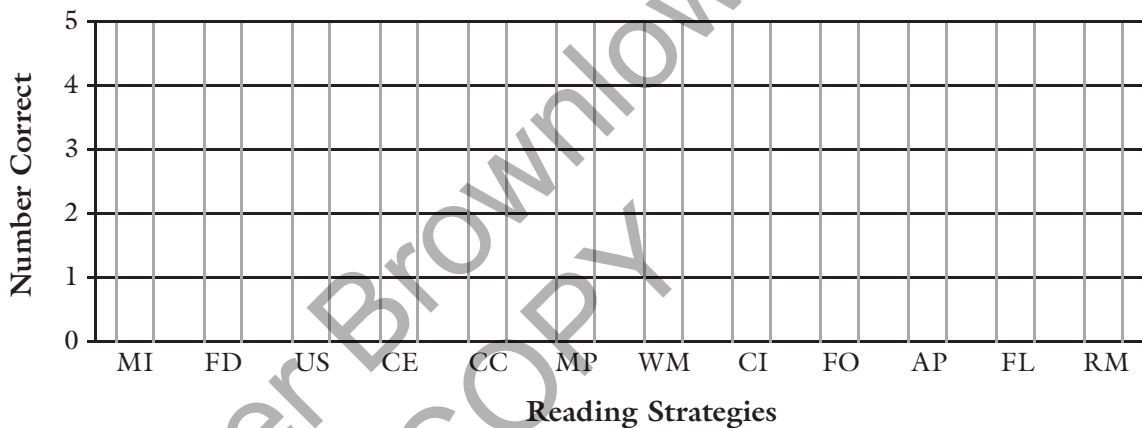
Please tick the appropriate box. Pretests 1-5 Post Tests 1-5

Student's Name: _____ Date: _____

Teacher's Name: _____

Comparing Levels of Mastery

Use the chart on Teacher Assessment 1 to complete the graph below. For each reading strategy, shade the number correct to form a bar. A completed bar graph compares a student's level of mastery for each reading strategy.



Key

MI = Finding Main Idea
 FD = Recalling Facts and Details
 US = Understanding Sequence
 CE = Recognising Cause and Effect
 CC = Comparing and Contrasting
 MP = Making Predictions

WM = Finding Word Meaning in Context
 CI = Drawing Conclusions and Making Inferences
 FO = Distinguishing Between Fact and Opinion
 AP = Identifying Author's Purpose
 FL = Interpreting Figurative Language
 RM = Distinguishing Between Real and Make-believe

TEACHER ASSESSMENT 3

Complete this page after the student has completed a series of 5 tests.

Please tick the appropriate box. Pretests 1–5 Post Tests 1–5

Student's Name: _____ Date: _____

Teacher's Name: _____

Analysis of Reading Strategies

Use the information displayed on the bar graph(s) to complete the following.

Strategies where the student shows strength: _____

Strategies where the student needs improvement: _____

Action Plan: _____

Progress Notes: _____

Comprehensive Assessment of Reading

Strategies, Book B

Pretest Answer Form

Name _____

Teacher _____

Class _____

Key

MI = Finding Main Idea

FD = Recalling Facts and Details

US = Understanding Sequence

CE = Recognising Cause and Effect

CC = Comparing and Contrasting

MP = Making Predictions

WM = Finding Word Meaning in Context

CI = Drawing Conclusions and Making Inferences

FO = Distinguishing Between Fact and Opinion

AP = Identifying Author's Purpose

FL = Interpreting Figurative Language

RM = Distinguishing Between Real and Make-believe

Date: _____

Pretest 1

- | | | | | | |
|----|-----|-------------------------|-------------------------|-------------------------|-------------------------|
| MI | 1. | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| FD | 2. | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| US | 3. | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| CE | 4. | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| CC | 5. | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| MP | 6. | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| WM | 7. | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| CI | 8. | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| FO | 9. | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| AP | 10. | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| FL | 11. | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| RM | 12. | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |

Date: _____

Pretest 2

- | | | | | | |
|----|-----|-------------------------|-------------------------|-------------------------|-------------------------|
| MI | 1. | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| FD | 2. | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| US | 3. | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| CE | 4. | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| CC | 5. | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| MP | 6. | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| WM | 7. | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| CI | 8. | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| FO | 9. | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| AP | 10. | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| FL | 11. | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| RM | 12. | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |

Date: _____

Pretest 5

- | | | | | | |
|----|-----|-------------------------|-------------------------|-------------------------|-------------------------|
| MI | 1. | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| FD | 2. | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| US | 3. | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| CE | 4. | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| CC | 5. | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| MP | 6. | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| WM | 7. | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| CI | 8. | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| FO | 9. | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| AP | 10. | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| FL | 11. | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| RM | 12. | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |

Date: _____

Pretest 3

- | | | | | | |
|----|-----|-------------------------|-------------------------|-------------------------|-------------------------|
| MI | 1. | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| FD | 2. | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| US | 3. | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| CE | 4. | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| CC | 5. | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| MP | 6. | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| WM | 7. | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| CI | 8. | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| FO | 9. | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| AP | 10. | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| FL | 11. | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| RM | 12. | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |

Comprehensive Assessment of Reading

Strategies, Book B

Post Test Answer Form

Name _____

Teacher _____

Class _____

Key

- MI = Finding Main Idea
- FD = Recalling Facts and Details
- US = Understanding Sequence
- CE = Recognising Cause and Effect
- CC = Comparing and Contrasting
- MP = Making Predictions
- WM = Finding Word Meaning in Context
- CI = Drawing Conclusions and Making Inferences
- FO = Distinguishing Between Fact and Opinion
- AP = Identifying Author's Purpose
- FL = Interpreting Figurative Language
- RM = Distinguishing Between Real and Make-believe

Date: _____

Post Test 1

- MI 1. A B C D
- FD 2. A B C D
- US 3. A B C D
- CE 4. A B C D
- CC 5. A B C D
- MP 6. A B C D
- WM 7. A B C D
- CI 8. A B C D
- FO 9. A B C D
- AP 10. A B C D
- FL 11. A B C D
- RM 12. A B C D

Date: _____

Post Test 2

- MI 1. A B C D
- FD 2. A B C D
- US 3. A B C D
- CE 4. A B C D
- CC 5. A B C D
- MP 6. A B C D
- WM 7. A B C D
- CI 8. A B C D
- FO 9. A B C D
- AP 10. A B C D
- FL 11. A B C D
- RM 12. A B C D

Date: _____

Post Test 3

- MI 1. A B C D
- FD 2. A B C D
- US 3. A B C D
- CE 4. A B C D
- CC 5. A B C D
- MP 6. A B C D
- WM 7. A B C D
- CI 8. A B C D
- FO 9. A B C D
- AP 10. A B C D
- FL 11. A B C D
- RM 12. A B C D

Date: _____

Post Test 4

- MI 1. A B C D
- FD 2. A B C D
- US 3. A B C D
- CE 4. A B C D
- CC 5. A B C D
- MP 6. A B C D
- WM 7. A B C D
- CI 8. A B C D
- FO 9. A B C D
- AP 10. A B C D
- FL 11. A B C D
- RM 12. A B C D

Date: _____

Post Test 5

- MI 1. A B C D
- FD 2. A B C D
- US 3. A B C D
- CE 4. A B C D
- CC 5. A B C D
- MP 6. A B C D
- WM 7. A B C D
- CI 8. A B C D
- FO 9. A B C D
- AP 10. A B C D
- FL 11. A B C D
- RM 12. A B C D

Comprehensive Assessment of Reading

Strategies, Book B

Benchmark Answer Form

Name _____

Teacher _____

Class _____

Key

- MI = Finding Main Idea
- FD = Recalling Facts and Details
- US = Understanding Sequence
- CE = Recognising Cause and Effect
- CC = Comparing and Contrasting
- MP = Making Predictions
- WM = Finding Word Meaning in Context
- CI = Drawing Conclusions and Making Inferences
- FO = Distinguishing Between Fact and Opinion
- AP = Identifying Author's Purpose
- FL = Interpreting Figurative Language
- RM = Distinguishing Between Real and Make-believe

Date: _____

Benchmark 1

- MI 1. A B C D
- FD 2. A B C D
- US 3. A B C D
- CE 4. A B C D
- CC 5. A B C D
- MP 6. A B C D
- WM 7. A B C D
- CI 8. A B C D
- FO 9. A B C D
- AP 10. A B C D
- FL 11. A B C D
- RM 12. A B C D

Date: _____

Benchmark 2

- MI 1. A B C D
- FD 2. A B C D
- US 3. A B C D
- CE 4. A B C D
- CC 5. A B C D
- MP 6. A B C D
- WM 7. A B C D
- CI 8. A B C D
- FO 9. A B C D
- AP 10. A B C D
- FL 11. A B C D
- RM 12. A B C D

Date: _____

Benchmark 3

- MI 1. A B C D
- FD 2. A B C D
- US 3. A B C D
- CE 4. A B C D
- CC 5. A B C D
- MP 6. A B C D
- WM 7. A B C D
- CI 8. A B C D
- FO 9. A B C D
- AP 10. A B C D
- FL 11. A B C D
- RM 12. A B C D

Date: _____

Benchmark 4

- MI 1. A B C D
- FD 2. A B C D
- US 3. A B C D
- CE 4. A B C D
- CC 5. A B C D
- MP 6. A B C D
- WM 7. A B C D
- CI 8. A B C D
- FO 9. A B C D
- AP 10. A B C D
- FL 11. A B C D
- RM 12. A B C D

Date: _____

Benchmark 5

- MI 1. A B C D
- FD 2. A B C D
- US 3. A B C D
- CE 4. A B C D
- CC 5. A B C D
- MP 6. A B C D
- WM 7. A B C D
- CI 8. A B C D
- FO 9. A B C D
- AP 10. A B C D
- FL 11. A B C D
- RM 12. A B C D

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