

TEACHER GUIDE



ASSESSING LEVELS OF COMPREHENSION

F

Short Response Reading Questions



How does the reading passage text affect the level of comprehension elicited by a question?

Here is an example of how one question may elicit three different levels of comprehension, depending on how the information appears in, or can be attained from, the reading passage text.

Question: What do the words *dog groomer* mean in the article?

It might seem that this question would have a literal, or concrete, answer; but that is not always the case.

The passage reads: “Mrs Lacey is a dog groomer. A dog groomer is someone who washes, brushes and trims the hair of dogs.” This answer is, in fact, literal. The answer is right there, directly stated, in two consecutive sentences. Answering the question elicits the FIND IT level of comprehension.

The passage reads: “Mrs Lacey is a dog groomer. She has done this work for fifteen years, and she loves it. She washes, brushes and trims the hair of dogs.” The answer is there, but it is not all in one place. The directly stated pieces of information have to be found and put together to figure out the answer. Answering the question elicits the CONNECT IT level of comprehension.

The passage reads: “Mrs Lacey is a dog groomer. She has done this kind of work for fifteen years. Almost every dog that she washes, brushes and trims seems grateful. Mrs Lacey feels that this is the best job in the world, and she can’t imagine doing anything else.” The answer is not directly stated, but it is implied. The answer must be inferred by using the clues in the passage text. Answering the question elicits the ADD TO IT level of comprehension.

In the example above, the same question can engage three different levels of comprehension, depending on how the answer information is attained from the passage text. As students gain practice in answering questions at the various levels of comprehension, they can become more confident in working at whatever level is necessary to find the answer to a question.

How do the four levels of comprehension relate to reading strategies?

The chart below shows the general relationship of the four levels of comprehension to various reading strategies. In *Assessing Levels of Comprehension*, the reading strategies reflect the type of question asked, or “what the questions ask you to do”. The reading strategies are those featured in other Curriculum Associates reading series, as well as additional reading strategies. You will note that some of the reading strategies are listed next to more than one level of comprehension. This is because the level of comprehension elicited depends on how the answer information can be attained from the passage text. A Reading Strategies Chart on page 18 of the teacher guide lists the reading strategy associated with each question.

Level of Comprehension	Reading Strategies	
Level One FIND IT	<ul style="list-style-type: none"> Finding Vocabulary Meaning in Context Recalling Details 	<ul style="list-style-type: none"> Understanding Sequence Recognising Cause and Effect Comparing and Contrasting
Level Two CONNECT IT	<ul style="list-style-type: none"> Finding Vocabulary Meaning in Context Finding Main Idea Understanding Sequence 	<ul style="list-style-type: none"> Recognising Cause and Effect Comparing and Contrasting Summarising (Books C–H)
Level Three ADD TO IT	<ul style="list-style-type: none"> Finding Vocabulary Meaning in Context Finding Main Idea Interpreting Figurative Language Making Predictions Drawing Conclusions and Making Inferences 	<ul style="list-style-type: none"> Distinguishing Between Fact and Opinion (Books B–H) Distinguishing Between Real and Make-believe (Books A–C)
Level Four GO BEYOND IT	<ul style="list-style-type: none"> Identifying Author’s Purpose Identifying Text Features Understanding Literary Elements and Features 	<ul style="list-style-type: none"> Recognising Correspondences Understanding Resources

What is in the student book?

Each *Assessing Levels of Comprehension, Multiple Choice Reading Questions* student book contains

- ten lessons. Each lesson provides a reading passage and 12 multiple choice questions.
- three self-assessment forms for students. Students complete Self-assessment 1 after Lessons 1–5 and Self-assessment 2 after Lessons 6–10. If students work on Lessons 1–10 without a break after Lesson 5, they complete only Self-assessment 3.
- an Answer Form. Students use the Answer Form to record their answers.

Each *Assessing Levels of Comprehension, Short Response Reading Questions* student book contains

- ten lessons. Each lesson provides a reading passage and 12 short response questions (students write their answers directly in the student book).
- three self-assessment forms for students. Students complete Self-assessment 1 after Lessons 1–5 and Self-assessment 2 after Lessons 6–10. If students work on Lessons 1–10 without a break after Lesson 5, they complete only Self-assessment 3.

What is in the teacher guide?

Each teacher guide contains

- suggestions and instructions for using *Assessing Levels of Comprehension* effectively in the classroom.
- a research summary that supports the *Assessing Levels of Comprehension* series.
- Understanding the Levels of Comprehension, a two-page resource that can be used as a review, summary, or reinforcement of the four levels of comprehension.
- five teacher assessments.
- a Class Performance Chart for recording class results.
- a completed Answer Form for *Assessing Levels of Comprehension, Multiple Choice Reading Questions*.
- a completed Answer Key for *Assessing Levels of Comprehension, Short Response Reading Questions*.

Where do students record their answers?

In *Assessing Levels of Comprehension, Multiple Choice Reading Questions*, students must record their answers on the Answer Form on pages 35 and 36 of the student book. Ask students to detach the form and fill in the personal-information section. Before each question is an abbreviation that identifies the level of comprehension. Once you have a student's completed Answer Form, total the number of correct responses for each level of comprehension. Then transfer these totals to the appropriate teacher assessment to begin the assessment process.

In *Assessing Levels of Comprehension, Short Response Reading Questions*, students write their answers on the lines provided in the student book. In this book, the questions under ADD TO IT and GO BEYOND IT usually ask students to use details from the reading passage to support or explain the answer. For ADD TO IT, students might briefly supplement an answer with information about the passage clues and prior knowledge they used. For GO BEYOND IT, students might briefly supplement an answer with information about the passage information that they used and the nature of the prior knowledge that they applied to it. Sample answers for all short response questions are provided in the teacher guide. The sample answers include such supplementary information.

As you correct students' answers for each lesson, use the Scoring Box at the bottom of each page to record the number of correct answers out of 3 possible correct answers for the level of comprehension. Transfer the information from the Scoring Boxes to the appropriate teacher assessment to begin the assessment process.

What is the correction procedure?

For best results, correct each lesson orally with students immediately following its completion. Explain concepts that students may not fully understand. Discuss the answers and how they were attained from the passage text. Be sure to focus on the level of comprehension. If possible, elicit from students their reasoning for choosing an incorrect answer. Incorrect answer choices often include a variety of misunderstandings about how to attain the answer information from the passage text. Discussing answers will help students review and clarify how they answer questions at various levels of comprehension.

Research indicates that students “learn when they speak”, so be sure to encourage volunteers to explain how they attained answers to questions at each of the four levels of comprehension. They should explain how they found answers all in one place (one sentence or two consecutive sentences) under FIND IT; how they found and put together pieces of answer information under CONNECT IT; how they used clues and prior knowledge under ADD TO IT; and how they applied prior knowledge to passage information under GO BEYOND IT.

What forms of assessment are featured in *Assessing Levels of Comprehension*, and how do I use them?

In addition to the reading passages and questions, *Assessing Levels of Comprehension* contains student self-assessments and teacher assessments.

STUDENT ASSESSMENTS

Students become more successful in answering reading questions at various levels of comprehension when they assess their own performance against known standards. Student self-assessment also helps teachers gain insight into a student’s measure of performance.

Some difficulties that a student may experience can best be revealed through self-assessment. This is especially important if the difficulties have been previously unknown to the teacher. Self-assessment enables students to focus on the process of performance as well as on end results. For example, in *Assessing Levels of Comprehension*, students see how well they are able to attain answer information at various levels of comprehension, as well as how many responses are correct or incorrect. Therefore, the self-assessments become a valuable tool for both student and teacher.

There are three self-assessments in the student book. Student self-assessments can be used in the following two ways.

You may choose to have students stop after completing Lessons 1–5 and Self-assessment 1. Students pause and review their performance at a halfway point and set goals for the remaining lessons. Students then go on to complete Lessons 6–10 and Self-assessment 2.

Self-assessment 1

(student book page 31 in *Assessing Levels of Comprehension, Multiple Choice Reading Questions*, student book page 51 in *Assessing Levels of Comprehension, Short Response Reading Questions*)

After completing Lessons 1–5, students complete their first self-assessment. They answer questions that require thoughtful written responses. The questions are designed to help students

- rate and analyse their performance in completing Lessons 1–5.
- determine areas where they may be experiencing difficulty.
- describe any difficulty they may be having.
- set a goal for completing the remaining five lessons.

Review student responses to Self-assessment 1 before instructing students to proceed to the remaining lessons in the book. Arrange one-on-one conferencing after students have completed their assessment. Help students identify their strengths and weaknesses, and provide instruction for a specific level of comprehension, if needed.

Self-assessment 2

(student book page 32 in *Assessing Levels of Comprehension, Multiple Choice Reading Questions*, student book page 52 in *Assessing Levels of Comprehension, Short Response Reading Questions*)

After completing Lessons 6–10, students complete their second self-assessment. Before students begin, have them review their responses to Self-assessment 1. This will help them focus on their performance in the first five lessons and will remind them of the goals they set for completing Lessons 6–10.

Self-assessment 2 contains questions that require thoughtful written responses. The questions are designed to help students

- rate and analyse their performance in completing Lessons 6–10.
- determine areas where they may be experiencing difficulty.
- compare and contrast any difficulties or successes with those they may have had in Lessons 1–5.
- assess how well they met the goal they set in Self-assessment 1.