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## Introduction

Progress-Monitoring Comprehension Strategy Assessments for Years 3-4 is a collection of ongoing assessments that you can administer periodically during the school year to monitor your students' growth as a result of comprehension strategy instruction or intervention. Each assessment consists of a reading passage and five test items designed to measure one specific strategy. The assessments cover fifteen comprehension strategies (see the Table of Contents) and there are three assessments per strategy. The assessments cover a range of reading levels for Years 3-4. Administer the level of assessment that best meets your students' needs.

Assessment Level	Administer to the Following Students	
Year Three	Students in Year 3 reading at levels 30–38 (N–P) Students in Year 4 reading at levels 30–38 (N–P)	
Year Four	Students in Year 4 reading at level 40 (Q–R) Students in Year 5 reading at level 40 (Q–R)	

You may wish to administer assessments after completing instruction in a particular strategy, or you may administer the assessments at other appropriate times, such as the end of each marking period. These pages may be used as reading assessments or listening assessments.

# Administering and Scoring the Reading Comprehension Assessments

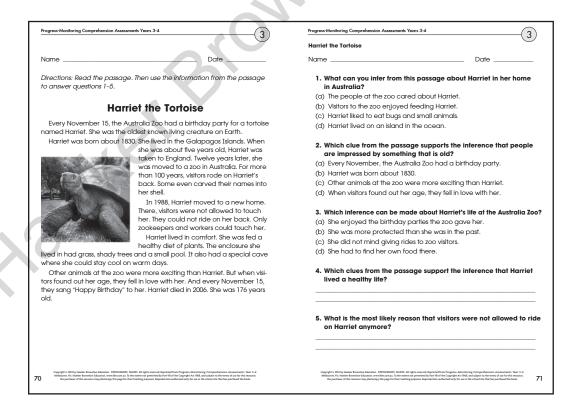
The Year 3 and Year 4 Ongoing Comprehension Strategy Assessments are designed to be used primarily as reading comprehension assessments. Each assessment consists of a reading passage and five questions. Three of the questions are multiple-choice questions; the other two are short-answer questions.

Short-answer questions require students to write out their answers. Most of these responses will be one to three sentences long.

Plan for about 15–20 minutes to administer an Ongoing Comprehension Strategy Assessment, but allow more time if needed.

#### To Administer an Ongoing Assessment

- 1. Make a copy of the assessment for each student.
- 2. Have students write their names and the date at the top of each test page.
- 3. Direct students to read each passage and answer the questions that go with it.
- 4. For each multiple-choice question, instruct students to choose the best answer and fill in the bubble beside the answer they choose.
- 5. For short-answer questions, instruct students to write their responses (in phrases or complete sentences) on the lines provided.

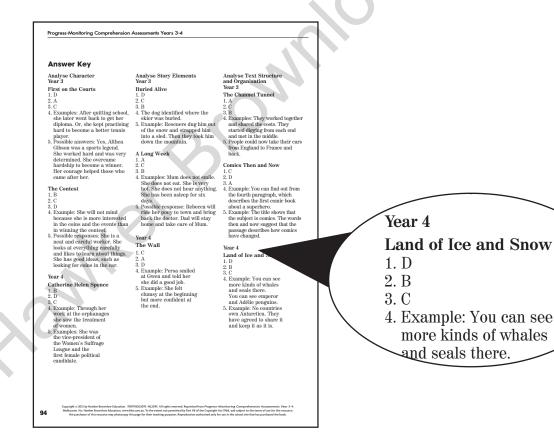


#### **Listening Comprehension**

The Year 3 and Year 4 Ongoing Comprehension Strategy Assessments may also be used as measures of listening comprehension. To use these assessments for listening purposes, read the passage aloud to the student(s) and have the student(s) answer the questions. The student(s) may respond by marking and writing their answers on the test page, or you may have student(s) give oral responses. If you prefer, you may use two of the three assessments for each strategy for reading comprehension and the other for listening comprehension.

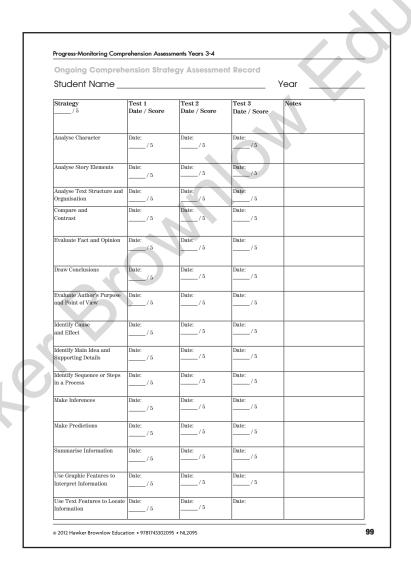
#### To Score the Ongoing Assessment

- 1. Refer to the appropriate Answer Key (see pages 98–102). The Answer Key provides the letter of the correct response for each multiple-choice question. The Answer Key also provides a sample correct response for each short-answer question.
- 2. Mark each question correct or incorrect on the test page. You may need to interpret the students' written responses and decide whether the responses are correct, based on the sample answers in the Answer Key.
- 3. To find the total score, count the number of items answered correctly.



#### **Using the Results**

- 1. Use the results of the Ongoing Comprehension Strategy Assessments to evaluate each student's understanding of the tested strategy or skill.
- 2. A student who understands and applies a given strategy should answer at least four of the five items correctly. A student who answers correctly fewer than four items may need additional instruction on a particular strategy.
- 3. Use the Scoring Chart on page 103 to keep track of students' scores on the assessments during the school year. The chart provides space for writing a student's score on each of the assessments and for noting comments relevant to a student's progress in learning a particular strategy.



Name	 Date _	

Directions: Read the passage. Then use the information from the passage to answer questions 1–5.

#### The Contest

Jessie paid for her lunch. She took her change and put it on her tray. Then she sat down to eat with her friends.

"Look at your 50-cent coin!" Jon said. "There's a ship on it! This is so cool!" Jessie looked closely at the coin. It was true! On one side there was a picture of Queen Elizabeth II, and on the other side was a ship.

After lunch, Jessie and Jon showed the coin to Mr Cho. "This is a commemorative coin," he told them. "The first commemorative coin was made in 1970. Lots of different commemorative coins have been released over the years."

"Let's have a contest!" Jon said to Jessie. "Let's see who can find more commemorative coins, but each one has to be different."

That night, Jessie looked at the coins in her bank. She asked Dad to check the coins in his pockets. She even looked in the little coin cup in the car. All together she found six different 50-cent coins. Jessie studied each one. They were so interesting! Each one showed something important about an event in Australian history. Jessie got some paper and made a neat list of the events. Then she drew a picture of each 50-cent coin.

Jon told his family about the contest. "Let's all look for 50-cent coins!" he said. Jon's family all jumped up to look. Jon found three coins, and his mother and father gave him seven more. His brother gave him five, and his sister gave him two. Jon counted all the coins. "I have 17 coins, and there are nine different ones! I'll win the contest for sure," he said.

Progress-Monitoring Comprehension Assessments Years 3	-4
The Contest	
Name	Date
What detail from the passage things?	tells you that Jessie enjoys learning
(a) Jessie looked closely at the 50-c	ent coin. It was true!
(b) Jessie studied each one. They w	vere so interesting!
(c) After lunch, Jessie and Jon show	ved the coin to Mr Cho.
(d) That night, Jessie looked at the	coins in her bank.
2. What did Jon like best about fi	nding commemorative coins?
(a) finding out about ships	
(b) getting his family involved in the	fun
(c) winning the contest	
(d) seeing how each 50-cent coin v	was different

- (a) sly
- (b) friendly
- (c) curious
- (d) enthusiastic

How do you	hink Jessie will feel when	she finds out Jon has more co
. Describe Je	ssie's character, using	details from the passage.

Name	Date	
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Directions: Read the passage. Then use the information from the passage to answer questions 1–5.

### **Catherine Helen Spence**

Today, we take it for granted that women can vote and sit in parliament. This was not always so. Women won the right to vote, thanks to leaders like Catherine Helen Spence. She fought for equal rights for women. She wanted women to have the same rights as men.

Catherine Helen Spence was born in 1825 in Scotland. Her father was a lawyer. The family immigrated to South Australia in 1839.

In her earlier years, Catherine spent most of her time writing novels and journal articles offering social commentary about the colony and its future.

In 1872, Catherine founded the Boarding-Out Society with Caroline Emily Clark, to board orphaned, destitute and reformed delinquent children in the homes of families. She did a lot of work to raise the awareness of, and improve the lives of, women and children. During this work with women, Catherine realised women were very discriminated against, and became an enthusiast for electoral reform.

In 1891, Catherine joined the fight for the right for women to vote and became vice-president of the Women's Suffrage League of South Australia. Due to the League's determination, women were given the right to vote in 1894. Continuing the fight for women's rights, Catherine became the first female political candidate in 1897.

Catherine Helen Spence became a symbol of what Australian women could attempt and achieve. She continued to fight for women's and children's rights until her death in 1910.

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