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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.

| | | | |
|---|---|---|---|
| Progress-Monitoring Comprehension Assessments Years 3-4 | 3 | Progress-Monitoring Comprehension Assessments Years 3-4 | 3 |
| Name _____ | Date _____ | Name _____ | Date _____ |
| <p><i>Directions: Read the passage. Then use the information from the passage to answer questions 1–5.</i></p> | | <p>Harriet the Tortoise</p> | |
| <p>Every November 15, the Australia Zoo had a birthday party for a tortoise named Harriet. She was the oldest known living creature on Earth.</p> <p>Harriet was born about 1830. She lived in the Galapagos Islands. When she was about five years old, Harriet was taken to England. Twelve years later, she was moved to a zoo in Australia. For more than 100 years, visitors rode on Harriet's back. Some even carved their names into her shell.</p> <p>In 1988, Harriet moved to a new home. There, visitors were not allowed to touch her. They could not ride on her back. Only zookeepers and workers could touch her.</p> <p>Harriet lived in comfort. She was fed a healthy diet of plants. The enclosure she lived in had grass, shady trees and a small pool. It also had a special cave where she could stay cool on warm days.</p> <p>Other animals at the zoo were more exciting than Harriet. But when visitors found out her age, they fell in love with her. And every November 15, they sang "Happy Birthday" to her. Harriet died in 2006. She was 176 years old.</p> | | <p>1. What can you infer from this passage about Harriet in her home in Australia?</p> <p>(a) The people at the zoo cared about Harriet. (b) Visitors to the zoo enjoyed feeding Harriet. (c) Harriet liked to eat bugs and small animals. (d) Harriet lived on an island in the ocean.</p> <p>2. Which clue from the passage supports the inference that people are impressed by something that is old?</p> <p>(a) Every November, the Australia Zoo had a birthday party. (b) Harriet was born about 1830. (c) Other animals at the zoo were more exciting than Harriet. (d) When visitors found out her age, they fell in love with her.</p> <p>3. Which inference can be made about Harriet's life at the Australia Zoo?</p> <p>(a) She enjoyed the birthday parties the zoo gave her. (b) She was more protected than she was in the past. (c) She did not mind giving rides to zoo visitors. (d) She had to find her own food there.</p> <p>4. Which clues from the passage support the inference that Harriet lived a healthy life?</p> <p>_____</p> <p>_____</p> <p>5. What is the most likely reason that visitors were not allowed to ride on Harriet anymore?</p> <p>_____</p> <p>_____</p> | |
| 70 | <p><small>Copyright © 2012 by Hawker Brownlow Education. 9781743302095. All rights reserved. Reprinted from Progress-Monitoring Comprehension Assessments Year 3-4 Melbourne, VIC: Hawker Brownlow Education. www.hbe.com.au. To the extent not prohibited by Part 18 of the Copyright Act 1968, and subject to the terms of use for this resource, the purchaser of this resource may photocopy this page for their teaching purposes. Reproduction authorized only for use in the school one that has purchased the book.</small></p> | 71 | <p><small>Copyright © 2012 by Hawker Brownlow Education. 9781743302095. All rights reserved. Reprinted from Progress-Monitoring Comprehension Assessments Year 3-4 Melbourne, VIC: Hawker Brownlow Education. www.hbe.com.au. To the extent not prohibited by Part 18 of the Copyright Act 1968, and subject to the terms of use for this resource, the purchaser of this resource may photocopy this page for their teaching purposes. Reproduction authorized only for use in the school one that has purchased the book.</small></p> |

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.

Progress-Monitoring Comprehension Assessments Years 3-4

Answer Key

| | | |
|--|--|--|
| <p>Analyse Character Year 3</p> <p>First on the Courts 1. D 2. A 3. C 4. Examples: After quitting school, she later went back to get her diploma. Or, she kept practising hard to become a better tennis player. 5. Possible answers: Yes, Althea Gibson was a sports legend. She worked hard and was very determined. She overcame hardship to become a winner. Her courage helped those who came after her.</p> <p>The Contest 1. B 2. C 3. D 4. Example: She will not mind because she is more interested in the coins and the events than in winning the contest. 5. Possible responses: She is a neat and careful worker. She looks at everything carefully and likes to learn about things. She has good ideas, such as looking for coins in the car.</p> <p>Year 4 Catherine Helen Spence 1. B 2. D 3. C 4. Example: Through her work at the orphanages she saw the treatment of women. 5. Examples: She was the vice-president of the Women's Suffrage League and the first female political candidate.</p> | <p>Analyse Story Elements Year 3</p> <p>Buried Alive 1. D 2. C 3. B 4. The dog identified where the skier was buried. 5. Example: Rescuers dug him out of the snow and strapped him into a sled. Then they took him down the mountain.</p> <p>A Long Week 1. A 2. C 3. B 4. Examples: Mum does not smile. She does not eat. She is very hot. She does not hear anything. She has been asleep for six days. 5. Possible response: Rebecca will hide her pony to town and bring back the doctor. Dad will stay home and take care of Mum.</p> <p>Year 4 The Wall 1. C 2. A 3. D 4. Example: Persa smiled at Owen and told her she did a good job. 5. Example: She felt clumsy at the beginning but more confident at the end.</p> | <p>Analyse Text Structure and Organisation Year 3</p> <p>The Channel Tunnel 1. A 2. C 3. B 4. Examples: They worked together and shared the costs. They started digging from each end and met in the middle. 5. People could now take their cars from England to France and back.</p> <p>Comics Then and Now 1. C 2. D 3. A 4. Example: You can find out from the fourth paragraph, which describes the first comic book about a superhero. 5. Example: The title shows that the subject is comics. The words then and now suggest that the passage describes how comics have changed.</p> <p>Year 4 Land of Ice and Snow 1. D 2. B 3. C 4. Example: You can see more kinds of whales and seals there. You can see emperor and Adélie penguins. 5. Example: No countries own Antarctica. They have agreed to share it and keep it as it is.</p> |
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Year 4
Land of Ice and Snow
1. D
2. B
3. C
4. Example: You can see more kinds of whales and seals there.

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.

Progress-Monitoring Comprehension Assessments Years 3-4

Ongoing Comprehension Strategy Assessment Record

Student Name _____ Year _____

| Strategy ____/5 | Test 1 Date / Score | Test 2 Date / Score | Test 3 Date / Score | Notes |
|---|------------------------|------------------------|------------------------|-------|
| Analyse Character | Date: ____/5 | Date: ____/5 | Date: ____/5 | |
| Analyse Story Elements | Date: ____/5 | Date: ____/5 | Date: ____/5 | |
| Analyse Text Structure and Organisation | Date: ____/5 | Date: ____/5 | Date: ____/5 | |
| Compare and Contrast | Date: ____/5 | Date: ____/5 | Date: ____/5 | |
| Evaluate Fact and Opinion | Date: ____/5 | Date: ____/5 | Date: ____/5 | |
| Draw Conclusions | Date: ____/5 | Date: ____/5 | Date: ____/5 | |
| Evaluate Author's Purpose and Point of View | Date: ____/5 | Date: ____/5 | Date: ____/5 | |
| Identify Cause and Effect | Date: ____/5 | Date: ____/5 | Date: ____/5 | |
| Identify Main Idea and Supporting Details | Date: ____/5 | Date: ____/5 | Date: ____/5 | |
| Identify Sequence or Steps in a Process | Date: ____/5 | Date: ____/5 | Date: ____/5 | |
| Make Inferences | Date: ____/5 | Date: ____/5 | Date: ____/5 | |
| Make Predictions | Date: ____/5 | Date: ____/5 | Date: ____/5 | |
| Summarise Information | Date: ____/5 | Date: ____/5 | Date: ____/5 | |
| Use Graphic Features to Interpret Information | Date: ____/5 | Date: ____/5 | Date: ____/5 | |
| Use Text Features to Locate Information | Date: ____/5 | Date: ____/5 | Date: ____/5 | |

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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.

The Contest

Name _____ Date _____

1. What detail from the passage tells you that Jessie enjoys learning things?

- (a) Jessie looked closely at the 50-cent coin. It was true!
- (b) Jessie studied each one. They were so interesting!
- (c) After lunch, Jessie and Jon showed the coin to Mr Cho.
- (d) That night, Jessie looked at the coins in her bank.

2. What did Jon like best about finding 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 was different

3. Which word best describes Jon?

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

4. How do you think Jessie will feel when she finds out Jon has more coins?

5. Describe Jessie's character, using details from the passage.

Name _____ Date _____

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.

Catherine Helen Spence

Name _____ Date _____

1. For much of her life, Catherine Helen Spence's main goal was to

_____.

- (a) vote for a prime minister
- (b) gain equal rights for women
- (c) become a lawyer
- (d) help families immigrate to Australia

2. Based on the information in the passage, which words best describe the character of Catherine Helen Spence?

- (a) angry and fierce
- (b) generous and caring
- (c) humorous and sharp
- (d) intelligent and determined

3. Which fact supports the character traits you chose in question two?

- (a) She took for granted that women could vote.
- (b) Her father was a lawyer and she got a good education.
- (c) She wrote many articles and fought for women's rights.
- (d) She lived at home and wrote fiction novels.

4. What led Catherine Helen Spence to become involved in electoral reform?

5. Catherine Helen Spence was considered a daring and dedicated leader. Give one or two details from the passage to support this statement.
