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Introduction

Progress-Monitoring Comprehension Strategy Assessments for Years 5-6 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 sixteen comprehension strategies (see Table of Contents), and there are three assessments per strategy. The assessments cover a range of reading levels for Years 5-6. Administer the level of assessment that best meets your students' needs.

| Assessment Level | Administer to the Following Students |
|------------------|--|
| Year 5 | Students in Year 5 reading at Levels 44-50 (S-U) Students in Year 6 reading at Levels 44-50 (S-U) |
| Year 6 | Students in Year 6 reading at Level 60 (V-X) Students in Year 7 reading at Level 60 (V-X) |

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 5 and Year 6 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.

| | |
|---|---|
| <p>Progress-Monitoring Comprehension Assessments Years 5-6 5</p> <p>Name _____ Date _____</p> <p><i>Directions: Read the passage. Then use the information from the passage to answer questions 1-5</i></p> <p style="text-align: center;">The Chain of Life</p> <p>Although it might strike you as a strange concept, you are a link in a chain. This chain is made up of large animals, like you, the smaller animals that they (and you) eat, and the plants that those smaller animals eat. You've probably guessed that this chain is the food chain.</p> <p>Food chains exist in all kinds of habitats. There are food chains in oceans, lakes and rivers. There are food chains in rain forests and on grassy plains. Wherever plants and animals live and grow, there are food chains.</p> <div style="text-align: center;"> </div> <p>Let's use an ocean habitat to discover how a food chain works. The first link is made up of ocean plants. The second link includes the tiny fish that feed on these plants. These tiny fish are food for larger fish, such as tuna and swordfish. What eats these larger fish? Sharks and dolphins do, and so do many people! It is our need for food that links us to these ocean creatures and plants.</p> <p><small>Copyright © 2012 by Hawker Brownlow Education. 9781743302101 NL2101. All rights reserved. Reproduced from Progress-Monitoring Comprehension Assessments Years 5-6. Melbourne, VIC: Hawker Brownlow Education, www.hbe.com.au. To the extent not permitted by Part 198 of the Copyright Act 1968, and subject to the terms of use for this resource, the purchase of this resource may photocopy this page for their teaching purposes. Reproduction authorized only for use in the school or institution that has purchased the book.</small></p> <p>94</p> | <p>Progress-Monitoring Comprehension Assessments Years 5-6 5</p> <p>The Chain of Life</p> <p>Name _____ Date _____</p> <p>1. Which creature is the highest link on the food chain shown in the picture?</p> <p>(a) snake (b) toad (c) grasshopper (d) hawk</p> <p>2. What does a snake eat?</p> <p>(a) toads (b) baby hawks (c) grasshoppers (d) smaller snakes</p> <p>3. Which creature is eaten by a toad?</p> <p>_____</p> <p>4. Which creature on this food chain does not eat another creature?</p> <p>(a) toad (b) snake (c) grasshopper (d) hawk</p> <p>5. Use this food chain to explain why grasshoppers are important to hawks.</p> <p>_____</p> <p><small>Copyright © 2012 by Hawker Brownlow Education. 9781743302101 NL2101. All rights reserved. Reproduced from Progress-Monitoring Comprehension Assessments Years 5-6. Melbourne, VIC: Hawker Brownlow Education, www.hbe.com.au. To the extent not permitted by Part 198 of the Copyright Act 1968, and subject to the terms of use for this resource, the purchase of this resource may photocopy this page for their teaching purposes. Reproduction authorized only for use in the school or institution that has purchased the book.</small></p> <p>95</p> |
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Listening Comprehension

The Year 5 and Year 6 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 (on pages 104–109). 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 student's 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 5-6

Answer Key

| | | |
|--|--|---|
| <p>Make Predictions Year 5 An Afternoon in Wilmington 1. C 2. B 3. Example: Someone would investigate and find a runaway slave hidden in the hay, or the farmer would drive quickly away. 4. Example: William would tell his father about what happened, or the slave in the hay wagon would escape. 5. A</p> <p>On the Bus 1. A 2. Example: There will be trouble between Rick and Greg. 3. D 4. B 5. Example: He will bring the note to the principal and will have to explain that he was bothering Rick. He may have to apologise to Rick or stay in at recess.</p> <p>Year 6 Australian Immigration Today 1. D 2. A 3. C 4. Example: There would be more immigrants from Asia, India, Europe and other countries. 5. Example: There would be less diversity because fewer people would come from distant countries.</p> | <p>Summarise Information Year 5 From Smoke Signals to Satellites 1. B 2. Example: Piles of stones were placed by the trail to give directions for travellers. 3. C 4. Example: Communications have changed a lot over the centuries, from the first printing press to the most modern microchips. 5. D</p> <p>White House Animals 1. A 2. Example: The boys had fun with their goats inside the White House. 3. D 4. A 5. Example: Some barnyard animals have lived at the White House. They included Lincoln's goats, Theodore Roosevelt's pony, and Wilson's sheep.</p> <p>Year 6 Dorothea Lange: A Sensitive Eye 1. C 2. D 3. Example: Lange photographed poor people all over the U.S. She won their trust and got their permission first. She tried to capture people while they were working or doing regular things. 4. Example: Lange's most famous photograph, "Migrant Mother," became a symbol of the Great Depression. It shows a mother holding two small children. 5. C</p> | <p>Use Graphic Features to Interpret Information Year 5 What's That Sound? 1. B 2. Example: It is round, spiral-shaped. 3. B 4. cochlea and the 5. D</p> <p>The Chain of Life 1. D 2. A 3. grasshoppers 4. C 5. Examples: W grasshoppers go hungry, C food for snakes eat snakes.</p> <p>Year 6 The Picture of Health 1. D 2. A 3. Example: the bread group and the meat group 4. Example: the fats, oils, and sweets are shown at the top of the pyramid. 5. C</p> |
|--|--|---|

The Chain of Life

1. D
2. A
3. grasshoppers
4. C

Examples: With grasshoppers

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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 110 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

| | | | | | | | | | | | | | | | | | | | |
|---|--------------------------------|--------------------------------|--------------------------------|--------------|---|---|--------------------------------|--------------------------------|--------------------------------|--|--|--|--|--|--------------------|--|--|--|--|
| <small>Progress-Monitoring Comprehension Assessments Years 5-6</small> Ongoing Comprehension Strategy Assessment Record Student Name _____ Year _____ | | | | | <small>Ongoing Comprehension Strategy Assessment Record</small> Ongoing Comprehension Strategy Assessment Record (continued) Student Name _____ Grade _____ | | | | | | | | | | | | | | |
| Strategy | Test 1 Date / Score | Test 2 Date / Score | Test 3 Date / Score | Notes | | Strategy | Test 1 Date / Score | Test 2 Date / Score | Test 3 Date / Score | Notes | | | | | | | | | |
| Analyse Character | Date: ___/___/5 | Date: ___/___/5 | Date: ___/___/5 | | | ___/5 | Date: ___/___/5 | Date: ___/___/5 | Date: ___/___/5 | | | | | | | | | | |
| Analyse Story Elements | Date: ___/___/5 | Date: ___/___/5 | Date: ___/___/5 | | | Make Judgments | Date: ___/___/5 | Date: ___/___/5 | Date: ___/___/5 | | | | | | | | | | |
| Analyse Text Structure and Organisation | Date: ___/___/5 | Date: ___/___/5 | Date: ___/___/5 | | | Make Predictions | Date: ___/___/5 | Date: ___/___/5 | Date: ___/___/5 | | | | | | | | | | |
| Compare and Contrast | Date: ___/___/5 | Date: ___/___/5 | Date: ___/___/5 | | | Summarise Information | Date: ___/___/5 | Date: ___/___/5 | Date: ___/___/5 | | | | | | | | | | |
| Draw Conclusions | Date: ___/___/5 | Date: ___/___/5 | Date: ___/___/5 | | | Use Graphic Features to Interpret Information | Date: ___/___/5 | Date: ___/___/5 | Date: ___/___/5 | | | | | | | | | | |
| Evaluate Author's Purpose and Point of View | Date: ___/___/5 | Date: ___/___/5 | Date: ___/___/5 | | | Use Text Features to Locate Information | Date: ___/___/5 | Date: ___/___/5 | Date: ___/___/5 | | | | | | | | | | |
| Evaluate Fact and Opinion | 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 | | | | | | | | | | | | | | | | |
| <small>110</small> | | | | | <small>NL2101 • 9781743302101 • © 2012 Hawker Brownlow Education</small> | | | | | <small>© 2012 Hawker Brownlow Education • 9781743302101 • NL2101</small> | | | | | <small>111</small> | | | | |

Name _____ Date _____

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

The “No Pets” Problem

Anthony Lester adored animals, but unfortunately he could not own a dog, cat, guinea pig or even a white mouse. Anthony was allergic to animal fur.

“Mum, how about a snake?” Anthony wondered aloud.

“Sorry,” said Mrs Lester. “You know snakes eat mice.”

“How about a parrot?” Anthony persisted.

“No feathers allowed,” Mr Lester said.

To every pet suggestion Anthony made, Mr and Mrs Lester replied “no pets” with heavy hearts. They did have some good news though. Anthony would soon be visiting Grandpa Lester for a holiday.

Grandpa Lester lived on west coast of Florida, America. Anthony loved the warm waters of the Gulf of Mexico and the sandy beaches there. He swam in the gulf and went fishing with his grandfather.

One night at bedtime, Grandfather Lester said to Anthony, “Get a flashlight from the garage while I get some snacks from the kitchen.” With their supplies, the two walked out the back door and towards the beach.

At Grandpa’s direction, they settled down beneath a tall palm tree. “Wait, be quiet and be patient,” said Grandpa Lester.

An hour later, Grandpa Lester’s eyes lit up as he pointed down the beach. There Anthony saw an army of large loggerhead turtles climb out of the water and onto the beach. They dug holes in the sand and laid eggs in the holes before heading back into the water. “Incredible!” Anthony whispered.

Grandpa Lester explained that these turtles climbed onto the beach only one night each year to lay their eggs.

At home a few days later, Anthony brought up the “no pets” problem once again.

“Just about every pet you would like has fur, or eats something with fur,” Mr Lester said.

Then Anthony told his parents about the night on the beach with the loggerhead turtles. “How about a turtle?” he nervously asked.

His parents looked at each other and grinned. “Perfect!” they replied.

The “No Pets” Problem

Name _____ Date _____

1. How did Anthony’s parents feel when they had to keep saying “no pets”?

- (a) pleased
- (b) relieved
- (c) sorry
- (d) impatient

2. Why couldn’t Anthony have a cat or a dog for a pet?

- (a) His apartment was too small.
- (b) He was not old enough.
- (c) His parents did not like animals.
- (d) He was allergic to animal fur.

3. Which sentence best describes Anthony?

- (a) He does not give up easily.
- (b) He likes to whine and complain.
- (c) He is used to getting his own way.
- (d) He does not get along with his parents.

4. How does Anthony feel about his grandfather? Give a detail from the story to support your answer.

5. Why did Anthony probably think that a turtle would make a better pet than a fish?

Name _____ Date _____

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

A Hero for Working People

Just after World War II, in 1949, Poland became one of many countries in Eastern Europe ruled by the Soviet Union. But in a small Polish town called Popowo, there lived a boy who would change all that.

Lech Walesa never had an opportunity to attend university. He started work fixing cars when he was 18 and then went into the army in 1965. Two years later, he became an electrician in the Gdansk shipyards. He learned to care about his fellow workers.

Over the years, Walesa became angry that he and his friends had no rights as workers and no say in their jobs. In fact, they had no say in anything. They had to do what the communist government in the Soviet Union told them to do. Walesa tried to start a workers' union in 1976, hoping that the government would listen to their demands, but instead he was fired from his job.



That didn't stop Walesa though. He started organising workers' strikes and talking to people all over Poland about his concerns. Sometimes he was in danger, but he continued his efforts anyway. He was made the head of a new group for workers called Solidarity. In 1981, Lech Walesa was arrested and confined in a house far away from the cities and the workers.

Then in 1983, word reached Poland that Lech Walesa had won the Nobel Peace Prize. Now he was famous all over the world. The government was forced to take him and his workers seriously when they called for changes in Poland. Before long, political elections were held. Lech Walesa, the hero of the Polish people, was elected president of the country. Ever since then, Polish people have been able to elect their own leaders.

A Hero for Working People

Name _____ Date _____

1. According to the passage, why did Lech Walesa want to start a workers' union?

- (a) He wanted to become rich.
- (b) He hoped it would make the government listen.
- (c) He wanted to show support for communism.
- (d) He lived far away from the cities and workers.

2. Which words best describe the character of Lech Walesa?

- (a) reckless and foolish
- (b) quiet and reserved
- (c) courageous and bold
- (d) greedy and self-serving

3. Why did Lech Walesa become angry about his situation?

4. Which detail from the passage supports the idea that Lech Walesa acted bravely?

- (a) He continued talking to people even though he was in danger.
- (b) He started fixing cars when he was only 18 years old.
- (c) He joined the army and then became an electrician.
- (d) He learned to care about his fellow workers.

5. Why was the communist government finally forced to take Lech Walesa seriously?
