

Assessing Students' Understanding of Reading Comprehension Strategies



Think about Comprehension Assessment:

Turn and talk about the following question:

What did comprehension assessment look like when we were elementary and middle school students?




Think about Comprehension Assessment:

Turn and talk about the following question:

Of those assessment tools, what really assessed what you knew about reading comprehension?




What does assessment mean to you?



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What are some ways to assess students' thinking about comprehension?



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Strategies that Strengthen Comprehension

- Thinking Aloud
- Using Schema
- Inferring
- Asking Questions
- Determining Importance in Text
- Setting a Purpose for Reading
- Monitoring Comprehension
- Visualizing
- Synthesizing and Retelling
- Analyzing Text Structure/Patterns



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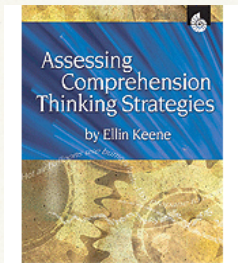
When students truly comprehend, they...

- Think more deeply about texts
- Focus on what's important
- Retain and apply information from the text in a new setting
- Change and/or broaden their thinking because of the text
- Change how they are thinking about the content based on the type of text



Assessment Tool

- Developed by Ellin Keene and Lori Kamola
- Based on research described in Mosaic of Thought
- Made into a teacher-friendly assessment tool



Why is this so important?

- Students need the opportunity to **describe their thinking process**—**how** and **why** a comprehension strategy helps increase comprehension
- Students can **focus on thinking about the text** rather than retelling/responding to the text



How can the assessments be used?

- Formative and summative
- Document thinking
- Use rubric to monitor growth over time
- Assess one strategy at a time as a pre/post test
- Assess all strategies to plan instruction
- Use included text (fiction and nonfiction, at eight reading levels)
- Use any other leveled text



Options for Assessment

- One-on-one with student reading silently and responding orally
- One-on-one with student reading silently and responding in writing
- One-on-one with text read aloud




Options for Assessment

- Small or large groups with text read aloud and students responding in writing
- Small or large groups with students reading silently and responding in writing



Time to Practice!

1. Use the sample text and assessment to practice with a neighbor.
2. Score the assessment using the rubric provided.
3. Discuss what you learned from asking these questions.
4. Think about how this knowledge can be used to plan instruction.


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Thank You!


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