

Assessing Comprehension Thinking Strategies

1. What does assessment mean to you?
2. What are some ways to assess students' thinking about comprehension?
3. What are some strategies that strengthen comprehension?

4. Why is this type of assessment so important?

Students need the opportunity to

_____ and _____ a comprehension strategy

helps increase comprehension.

And

Students can _____

rather than retelling/responding to the text.



The Spelling Bee

The final round of the Jefferson School Spelling Bee is tomorrow, and Jonas, Manuel, and Kyla are the final three contestants. They were all winners in their class spelling bees, and now they must compete against each other for the school spelling bee.

Jonas isn't looking forward to the spelling bee. He doesn't like spelling bees that much and doesn't think they mean anything. He doesn't care if he wins or not. So Jonas decides to play football all afternoon rather than study. That night he plays video games on the Internet, too!

Manuel wants to win very badly. He thinks spelling bees are important and can prove who is the best speller. He studies the words all night long. He has his mother quiz him several times, using flash cards and a timer. He even practices spelling the words backwards! Manuel wants to be prepared.

Kyla has never been in a contest before. She feels nervous and sick to her stomach. She wants to win, but she is not sure she can. She tries to study, but the words are hard to spell. She gets frustrated, so she gives up and goes to bed.

At 9:00 the next morning, the spelling bee begins. The contestants each stand in front of their class numbers. As the whole school watches, Mr. Phelps reads the words one by one. After several rounds, there is a winner. The class claps and cheers for the winner. "Congratulations!" said Mr. Phelps. "Now, it's on to the City Championship! And if you win there, you'll go to the State Championship!"



The Busy Life of Honeybees

G
Passage 4
Nonfiction

Although there are about 20,000 kinds of bees in the world, honeybees are the most useful to people because they produce honey, which people use as food, and beeswax—a substance that is used to make candles, crayons, and makeup.

Honeybees are social bees that live in groups, called colonies, inside hives. A hive might be a special white, rectangular box or a hollow area in a tree. The central structure of the colony is the wax comb, which is made up of six-sided, white wax chambers, or rooms. Some honeybee colonies have as many as 80,000 members. There are usually three types of bees in a colony—a queen, workers, and drones—and each type has a specific role to perform.

The queen's only job is to lay eggs, and in the spring, the queen lays about 2,000 eggs a day! Each colony has only one queen, who may live for up to five years. If the old queen disappears or becomes feeble, a new queen is made. Sometimes a young queen fights with an old queen until one stings the other to death.

A drone's only job is to mate with the queen. There can be up to 500 drones in each colony. Drones aren't able to hunt for food because their tongues are too short to suck up nectar from flowers, so they depend on worker bees to feed them. Drones live in the hive in the summer, but in the winter, worker bees may kick them out of the hive if there isn't enough food.

Worker bees neither lay eggs nor mate because they have other jobs to do. They spend their entire lives performing duties, or jobs, and thousands of them live in a colony. At the beginning of their lives, workers clean the hive and feed other bees. Then they produce wax and build honeycomb cells. Later, they protect the hive and eventually hunt for food. Workers hunt for food by sucking up nectar from flowers with their long tongues. Back in the hive, workers put the nectar in an empty cell, where it changes into honey. A worker bee can live for anywhere from six weeks to several months.

People thousands of years ago ate honey that they stole from hives found in trees. Today, farmers keep hives of bees, usually in boxes, and sell the honey that the bees make. Beekeepers have learned to handle their bees carefully and take their work very seriously. They wear special clothing, including gloves for their hands and veils to protect their faces so they don't get stung. If you find a hive of bees on your property, you can call a beekeeper to come and collect your bees! Thanks to the amazing and busy lives of bees, we can enjoy the sweet and sugary taste of honey and the fresh clean scent of candles.



Inferring: Oral Assessment

Directions: Read the following instructions to the student.

Record the student's responses below each question/statement.

A. Choose from narrative text or expository text for question A.

- For narrative text: **When you read (or heard me read) could you predict what was about to happen? Why did you make that prediction? Can you find something in the book that helped you to make that prediction? What do you already know that helped you make that prediction?**
 - For expository text: **In addition to what you have read (or heard me read) so far, what do you think the author wants you to know or learn at this point in the text?**
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B. Select an event or fact from the text that calls for a conclusion, opinion, or interpretation. Refer to the event or fact when asking the following questions.

- **What did the author mean by _____? What details in the text help you to know that? What do you already know that helped you to decide that?**
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C. **What do you know about this text that the author didn't write?**

D. Choose one of the questions below to ask the students:

- **We have just talked about inferring.** (Restate one of the child's conclusions, opinions, interpretations, or predictions and identify it as an inference.)
What do you understand about this text now that you didn't understand before?
 - **Why do readers understand better when they infer? Why should readers infer? How does inferring help a reader understand a text better?**
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Inferring: Rubric

Directions:

Use this rubric to record the student's scores on each set of questions. Circle the number corresponding to the statement that best reflects the student's response. Consider all three questions when scoring the student.

1	No response/inference.
2	Attempts a prediction or conclusion that is inaccurate or unsubstantiated with text information.
3	Draws conclusions or makes predictions that are consistent with text or schema.
4	Draws conclusions and/or makes predictions and can explain the source of the conclusion or prediction in text.
5	Develops predictions, interpretations, and/or conclusions about the text that include connections between the text and the reader's background knowledge, ideas, or beliefs that enhance the overall meaning of the text and make it more memorable to the reader. Discusses why/how inferences help him or her understand better.

Observation Notes:
