

COMPREHENSION

CORE

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WHAT?

Comprehension has come to be viewed as “the essence of reading” (Durkin, 1993). Reading comprehension is not a passive, receptive process but an active one that engages the reader. Reading is intentional thinking during which meaning is constructed through interactions between text and reader. Meaning resides in the intentional, problem solving, thinking processes of the reader that occur during an interchange with a text.

WHY?

Comprehension is critically important to the development of children’s reading skills and therefore their ability to obtain an education.

HOW?

Refer to the MAPs test. Further comprehension tests are under development.

Lower Core

LISTENING COMPREHENSION

WHAT?

Listening comprehension provides an indication of the level of oral comprehension a student has the *potential* of reaching.

WHY?

If a student has a high degree of reading accuracy yet scores poorly on measures of comprehension, a passage read to the student can be used to provide information as to the child's ability to process language.

HOW?

Administration

Begin by using the passage that was read accurately but the child scored poorly on comprehension. Read the passage to the student. Ask the student to listen carefully because you are going to ask him/her some questions after the passage has been read. Ask each of the questions provided for the passage.

Scoring and Analysis

A score of 75% correct is adequate. Continue reading higher level passages until the student falls below 75% criteria.

NARRATIVE RETELLING RUBRIC

6-Exceptional

- Includes all major events sequentially, most supporting details, and a theme statement
- Includes setting details, characters, and character traits
- Vocabulary and sentence structure match or exceed those in the selection
- Shows a high degree of coherence and completeness; has a “richness” or “liveliness”... a “knowing” of the selection
- May personalize retelling; may evaluate, make comparisons, offer alternate endings, or support own hypothesis

5-Strong

- Includes all major events sequentially, many support details, and a theme statement
- Includes setting, characters, and character traits
- Vocabulary and sentence structures are slightly simpler than the selection
- Shows a high degree of coherence and completeness; an understanding of the selection
- May add personal views on events, actions, or outcomes and may explain them; may offer alternatives for solutions

4-Capable

- Includes most major events, many in order, some supporting details; may include a theme statement or state a major problem
- Includes setting and main characters; may mention character traits
- Vocabulary and sentence structures are slightly simpler than the selection
- Shows adequate coherence and completeness; a good summary
- May give personal comments about the selection or a part of the selection

3-Developing

- Includes most major events, though not necessarily in order; some supporting details; may attempt a theme statement
- Includes setting and one or more characters
- Vocabulary and sentence structures are simpler than the selection; some vocabulary appears borrowed from the text; may add meaningful elaboration which was not in the selection
- Shows adequate coherence; a sketch of the selection
- May give personal comments about a part of the selection

2-Limited

- Includes a few major events and little supporting detail; may include some irrelevant supplementations
- Includes one or more characters
- Vocabulary and sentence structures are simpler than the selection
- Shows some degree of coherence, little completeness; a partial sketch

1-Emergent

- Includes few events, little or no supporting details
- Includes a character
- Sentence fragments, listing, some “hemming and hawing” and repeating may occur; there may be gaps in time between parts of the retelling
- A low degree of coherence; incomplete; meager attempt

0-No Response

- There (very rarely) may be no observable attempt