

ASSESSMENT COMPREHENSION

These generic questions for reading conferences are adapted from Keene and Zimmerman.

- **Connections:** Is there a part of this story or piece that reminds you of something in your own life? Of something that's happened to you? Of another text?
- **Questioning:** Can you show me a part of the text where you have a question? What were you wondering about as you read this part? Can you show me a part where you were confused? What was confusing about it?
- **Visualizing:** Were there places in the text where you made a picture in your mind? What images or pictures did you see? What specific words helped you create that picture?
- **Inferring:** What do you predict will happen in this piece? Can you show me a place in the text where you found yourself making an inference? What do you think were the big ideas in the story?
- **Determining importance in text:** What is this story mostly about? Can you tell me about some of the important ideas that struck you? Any important themes that you noticed? What do you think is most important to remember about this story/topic?
- **Synthesizing:** Can you tell me what the piece is about in just a few sentences? Can you show me a place in the piece where your thinking changed? How did your thinking change? Do you have some new ideas or information?

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How Do We Know Students Are Understanding? Excerpt from Strategies That Work by Harvey & Goudvis

- Students show us their strategy knowledge in the following ways:
- *Using a variety of response options to ground their thinking in the text, answer questions, and support their interpretations* Text codes, response forms, and charts encourage kids to use evidence and examples that build meaning and limit irrelevant responses. These structured response options keep kid's thinking focused on what's essential.
- *Answering questions during reading conferences to illustrate their thinking while reading.* The goal is to capture a child's evolving thinking during reading. Rather than waiting until a child has finished reading a piece of text, we want to observe them using strategies that help them make meaning as well as clear up any misconceptions, confusion, and questions they may have while reading.
- *Articulate how and why a given strategy enhances understanding* Discussing their reasons for using a particular strategy with their teachers and peers hones kids' ability to choose the most appropriate strategy for a given situation. When reading becomes more difficult, students need to think about which strategy makes sense and choose accordingly. In addition, as we pose some of the reading conference questions (attached), we might stop and ask them to think out loud about how a particular strategy helps their understanding.