



## Questioning Reading Comprehension Strand Daily Reading Log Assessment

	Excelling	Meeting	Beginning to Meet	Needs Work
<b>Documenting Reading Records:</b> <i>Recording each silent reading period by documenting the reading time log.</i>	Documents all reading experiences: Time log: - time - dates - pages	Documents most reading experiences: Time log: - time - dates - pages	Sometimes documents reading experiences: Time log: - time - dates - pages	Doesn't document daily reading experiences: Time log: - time - dates - pages
<b>Requirements:</b> <i>Completing each reading log entry with specific details: date, pages read, title of book, prompts completed</i>	Each entry has: -the date -name of book -pages read -all prompts are completed	Many entries have: -the date -name of book -pages read -most prompts done completely	Some entries have: -the date -name of book -pages read -some prompts are done completely	Many components missing or incomplete: -the date -name of book -pages read -many prompts partially done or incomplete
<b>Questioning:</b> <i>Creating higher order questioning skills during reading that propels reading further</i>  <b>Levels of Questions:</b> 1. robot 2. detective 3. judge 4. inventor	Each questioning entry has level four "inventor" type of questions from reading text: -What options do you have if ....? -How would I have done this if I were in the situation...? -What would you do if.... because...? -How is this the same or different as.....?	Each entry has level three "judge" types of question from text: -In your opinion, do you think the character.....? -Would it have been better if.....? -How did you feel about the part where....? -Do you think that....if this happened?	Each entry has level two "detective" type of questions from the text: -what do you think..? -What caused...? -What do you predict...? -What does the author mean by....? -Why does the character say..?	Each entry has the level one "robot" type of questions that could be asked even if a person didn't read the text (who, what, when, where): -Why did her parents name her Isabelle? -Who is Fudge? -Where is Little Rock? -What happened first, second....?
<b>Questioning:</b> <i>Each questioning entry has two questions generated and has answers provided by inferring, text evidence, or additional research</i>	Asks two higher order questions and provides two thorough answers. Inferences are explained and supported from evidence of the text, personal experience, or by opinions/theories.	Asks two questions and provides two answers that are one sentence. Answers are basic and don't require much inferring or explanation of ideas in detail.	Has both questions and answers completed. Both questions and answers are basic or primitive, doesn't require reading the book "Why is her name Audra?" Because her parents like that name.	Entries are partially complete. May be missing answers, or only has one question and answer. Questions and or answers are silly or done hastily.

student assessment

teacher assessment

# QUESTIONING

*“The strategy  
that propels  
readers forward”*



Why did...?

What's this part about?

What would happen if...?

Why...?

Who is...?

What does this section (fill in detail) mean?

Do you think that...?

I don't get this part...

I wonder if...

I want to know more about...