**Visualizing Reading Comprehension Strand Daily Reading Log Assessment**

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|  | **Strong** | **Adequate** | **Beginning to Meet** | **Needs Work** |
| **Documenting**  **Reading Records:**  *Mechanics and the neatness of the reading time log.* | Mechanics:  -all entries have new vocabulary used to shape text  -all spelling, capitalization, punctuation and grammar usage is correct  -is very neatly handwritten | Mechanics:  -entries make sense  -most mistakes in spelling, capitalization, punctuation, capitalization and grammar usage are reasonable  -all entries are neatly printed | Mechanics:  -many errors in spelling, punctuation, capitalization or grammar usage which can interfere with a reader’s understanding  -some entries are printed neatly and legible | Mechanics:  entries are flawed with errors in spelling, punctuation, capitalization or grammar usage  -hard to understand meaning  -writing is messy  -reading logs are poorly organized |
| **Requirements:**  *Completing each reading log entry with specific details: date, pages read, title of book* | Each entry has:  -the date  -name of book  -pages read  -all prompts are completed  -# of each reading log | Many entries have:  -the date  -name of book  -pages read  -most prompts done completely  -# of each reading log | Some entries have:  -the date  -name of book  -pages read  -some prompts are done completely  -# of each reading log | Many components missing or incomplete:  -the date  -name of book  -pages read  -many prompts partially done or incomplete  -# of each reading log |
| **Visualization:**  **Illustration**  *Draws, illustrates, and provides detailed images of visual cues provided by text. Uses the whole box when illustrating and supports with writing what was visualized.* | Vividly describes images created from text by providing detailed illustrations. Illustrations are 100% coloured & develops the setting fully: the setting, character, situation of the text outlined for during or after reading.  All the space is used and is coloured neatly with details that support images visualized. | Draws an illustration that uses most of the space, has some detail from the text and can provide a sentence telling what was visualized and represented from the writing. | Has a picture that takes up very little space, is quickly scribbled or doesn’t show a graphic image in any detail. Has one or two words used to represent image.  -is not coloured  -has one image that sort of supports visualization | Illustration is poor quality or missing. There is very little explanation of what the image is or what was visualized. Or does not have any supporting  text  -caption is blank or incomplete. |
| **Visualization:**  **Text Support** *Describes, using detailed language what was visualized during reading and supports what envisioned through reading experience.*  *Text response “idea or quote from text” strand prompt.* | All prompts are elaborate in three detailed sentences that highlighted in writing what was visualized  -the prompt thoroughly explains the illustration and supports  of what was visually represented | -many prompts are written in two complete sentences explaining the illustration drawn for visualization  -writing explains briefly what visualization is about | -some writing prompts are partially complete  -makes reference to what the illustration is about with no real detail or explanation  -has one sentence explaining visualization  -leaves a reader with questions unanswered | -some or many prompts are incomplete or very poor quality  -has one or two words to describe visualization |

**Connecting Reading Comprehension Strand Daily Reading Log Assessment**

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| **Documenting**  **Reading Records:**  *Mechanics and the neatness of the reading time log.* | Mechanics:  -all entries have new vocabulary used to shape text  -all spelling, capitalization, punctuation and grammar usage is correct  -is very neatly handwritten | Mechanics:  -entries make sense  -most mistakes in spelling, capitalization, punctuation, capitalization and grammar usage are reasonable  -all entries are neatly printed | Mechanics:  -many errors in spelling, punctuation, capitalization or grammar usage which can interfere with a reader’s understanding  -some entries are printed neatly and legible | Mechanics:  entries are flawed with errors in spelling, punctuation, capitalization or grammar usage  -hard to understand meaning  -writing is messy  -reading logs are poorly organized |
| **Requirements:**  *Completing each reading log entry with specific details: date, pages read, title of book, prompts completed* | Each entry has:  -the date  -name of book  -pages read  -quote pages are documented  -all prompts are completed  -# of each reading log | Many entries have:  -the date  -name of book  -pages read  -quote pages documented  -most prompts done completely  -# of each reading log | Some entries have:  -the date  -name of book  -pages read  -some prompts are done completely  -# of each reading log | Many components missing or incomplete:  -the date  -name of book  -pages read  -many prompts partially done or incomplete  -# of each reading log |
| **Connection: Connection boxes**  *Explores how text connects to the reader’s real life, other text/media or to events of the world. Draws, illustrates, or provides a quote from text. Explains how connections are related with a*  *text response “idea or quote from text” strand prompt.* | Vividly describes ideas created from text by providing detailed illustrations and 3 sentences of explanations of text connections. Provides a quote from text and explains significance of connection in detail. Relates using personal experience, background knowledge and schema. All images have a text box explaining the text-self-world connections. | Provides an example or quote from the text and explains in what this quote reminds the reader of. Gives a 2 sentences explaining connection (self, text, or world) in a sentence. Quote and connection make sense. | Text boxes have pictures or writing that doesn’t explain what idea or text is being referred to. The connection leaves a lot of unanswered questions, is vague or lacks detail.  -has one simple sentence explaining the connection  -no example or quote from the text | Text boxes are blank or has very little information. Ideas, quotes, or connections are weak or non-existent. |
| **Connection:**  **Text Support** *Describes and compares connections between Text –to-self, text, world or media***.** | Gives thorough explanation (3-5 sentences) of connections and how it relates in detail to:  - text to self  -text to text  -text to world  -text to media | -completes 2 sentences telling how connections are similar or remind of other experiences:  - text to self  -text to text  -text to world  -text to media | -connections are somewhat forced or have a little meaning or significance. Relationships are weak or are not well explained in detail | -parts are incomplete or provide very little connection, lack any information, or is incomplete |

**Questioning Reading Comprehension Strand Daily Reading Log Assessment**

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| **Documenting**  **Reading Records:**  *Mechanics and the neatness of the reading time log.* | Mechanics:  -all entries have new vocabulary used to shape text  -all spelling, capitalization, punctuation and grammar usage is correct  -is very neatly handwritten | Mechanics:  -entries make sense  -most mistakes in spelling, capitalization, punctuation, capitalization and grammar usage are reasonable  -all entries are neatly printed | Mechanics:  -many errors in spelling, punctuation, capitalization or grammar usage which can interfere with a reader’s understanding  -some entries are printed neatly and legible | Mechanics:  entries are flawed with errors in spelling, punctuation, capitalization or grammar usage  -hard to understand meaning  -writing is messy  -reading logs are poorly organized |
| **Requirements:**  *Completing each reading log entry with specific details: date, pages read, title of book, prompts completed* | Each entry has:  -the date  -name of book  -pages read  -all prompts are completed  -# of each reading log | Many entries have:  -the date  -name of book  -pages read  -most prompts done completely  -# of each reading log | Some entries have:  -the date  -name of book  -pages read  -some prompts are done completely  -# of each reading log | Many components missing or incomplete:  -the date  -name of book  -pages read  -many prompts partially done or incomplete  -# of each reading log |
| **Questioning:**  ***Creating higher order questioning skills during reading that propels reading further***  ***Levels of Questions:***  ***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….?*** |
| **Questioning:**  ***Each questioning entry has two questions generated and has answers provided by inferring, text evidence, or additional research*** | 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. |

**Inferring Reading Comprehension Strand Daily Reading Log Assessment**

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| **Documenting**  **Reading Records:**  *Mechanics and the neatness of the reading time log.* | Mechanics:  -all entries have new vocabulary used to shape text  -all spelling, capitalization, punctuation and grammar usage is correct  -is very neatly handwritten | Mechanics:  -entries make sense  -most mistakes in spelling, capitalization, punctuation, capitalization and grammar usage are reasonable  -all entries are neatly printed | Mechanics:  -many errors in spelling, punctuation, capitalization or grammar usage which can interfere with a reader’s understanding  -some entries are printed neatly and legible | Mechanics:  entries are flawed with errors in spelling, punctuation, capitalization or grammar usage  -hard to understand meaning  -writing is messy  -reading logs are poorly organized |
| **Requirements:**  *Completing each reading log entry with specific details: date, pages read, title of book, prompts completed* | Each entry has:  -the date  -name of book  -pages read  -all prompts are completed  -# of each reading log | Many entries have:  -the date  -name of book  -pages read  -most prompts done completely  -# of each reading log | Some entries have:  -the date  -name of book  -pages read  -some prompts are done completely  -# of each reading log | Many components missing or incomplete:  -the date  -name of book  -pages read  -many prompts partially done or incomplete  -# of each reading log |
| **Inferring:**  ***“Reading between the lines” or understanding messages in the text that are not actually told by the author but have to be inferred by the reader using his or her own schema.***  ***Read→schema→infer*** | Selects a quote or passage from the text that requires inquiry:  -writes passage in quotations  -asks a level 3 or 4 inquiry question  -infers by predicting what the meaning is and supports with: using schema, text clues provided by author, or explaining ideas logically | Addresses all parts of the prompts in a sentence or minor detail:  Observe: what the text said  -Wonder: ask a question about the text  -Infer-predict what the answer or meaning is | *Does not select a passage that requires inquiry but*  *briefly answers each prompt in minor detail without giving much depth or explanation:*  *-observe*  *-wonder*  *-infer* | Prompts are partially done or are incomplete. Some parts are left blank or only has one or two words as a response/ Responses make no sense or show lack of effort in inferring. |
| **Inference:**  ***Taking clues or evidence from the text, accessing schema, connections, or prior knowledge to relate to the text and making an inference (learning new information from existing schema.*** | Selects evidence from text that requires “reading between the lines”. Uses connections or schema to relate what is previously known to predict meaning. Makes an inference of what text means with thorough explanations | Observes text that can use more inquiry of meaning. Explains what you think it means without much detail to what connection was made to prior knowledge or schema. Makes a prediction. | Briefly states what the text means without much detail. Guesses what it means. Briefly infers what it means with a little explanation or reflection. | Randomly writes ideas in attempt to complete prompt even though it doesn’t make sense or selection didn’t require any prediction or inquiry. |

**Synthesizing Reading Comprehension Strand Daily Reading Log Assessment**

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| **Documenting**  **Reading Records:**  *Mechanics and the neatness of the reading time log.* | Mechanics:  -all entries have new vocabulary used to shape text  -all spelling, capitalization, punctuation and grammar usage is correct  -is very neatly handwritten | Mechanics:  -entries make sense  -most mistakes in spelling, capitalization, punctuation, capitalization and grammar usage are reasonable  -all entries are neatly printed | Mechanics:  -many errors in spelling, punctuation, capitalization or grammar usage which can interfere with a reader’s understanding  -some entries are printed neatly and legible | Mechanics:  entries are flawed with errors in spelling, punctuation, capitalization or grammar usage  -hard to understand meaning  -writing is messy  -reading logs are poorly organized |
| **Requirements:**  *Completing each reading log entry with specific details: date, pages read, title of book* | Each entry has:  -the date  -name of book  -pages read  -all prompts are completed  -# of each reading log | Many entries have:  -the date  -name of book  -pages read  -most prompts done completely  -# of each reading log | Some entries have:  -the date  -name of book  -pages read  -some prompts are done completely  -# of each reading log | Many components missing or incomplete:  -the date  -name of book  -pages read  -many prompts partially done or incomplete  -# of each reading log |
| **Synthesizing:**  *“.Bringing together of new information and applying it to existing knowledge.”* | Vividly describes main ideas by from text by providing a detailed summary that develops fully: the setting, plot, theme, or situation of the text outlined. Ideas are organized in a logical sequence and language used to describe themes is exceptional. | Has a brief summary from the text and can provide a sentence telling what happened in sequence with some detail. | Is vague about plot, ideas, or description, Leaves a lot of guess work to what was being summarized. | There is very little explanation of what the text was about and doesn’t make sense. Some or all text-captions are blank. |
| **Summarizes:**  **Text Support Retells,** d*escribes, outlines and summarizes key ideas, plots or themes.*  ***Relates:***  *using detailed language to support prior knowledge*  ***Reflects****: can tell how text added to pre-existing schema* | All prompts are elaborate in two to three detailed sentences:  -summarizes in detail key highlights what text was about/what was already known/and how it relates to existing schema | -many prompts are written in one complete sentence explaining the plot or theme  - briefly explains in a complete sentence how they related to prior knowledge and reflect on how it add to what they know | -some writing prompts are partially complete  -makes reference to main idea, doesn’t provide much detail of how text is related to prior knowledge or reflecting on how its connected to schema | -some or many prompts are incomplete or very poor quality  of detail |

**Determining Importance Reading Comprehension Strand Daily Reading Log Assessment**

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|  | **Strong** | **Adequate** | **Beginning to Meet** | **Needs Work** |
| **Documenting**  **Reading Records:**  *Mechanics and the neatness of the reading time log.* | Mechanics:  -all entries have new vocabulary used to shape text  -all spelling, capitalization, punctuation and grammar usage is correct  -is very neatly handwritten | Mechanics:  -entries make sense  -most mistakes in spelling, capitalization, punctuation, capitalization and grammar usage are reasonable  -all entries are neatly printed | Mechanics:  -many errors in spelling, punctuation, capitalization or grammar usage which can interfere with a reader’s understanding  -some entries are printed neatly and legible | Mechanics:  entries are flawed with errors in spelling, punctuation, capitalization or grammar usage  -hard to understand meaning  -writing is messy  -reading logs are poorly organized |
| **Requirements:**  *Completing each reading log entry with specific details: date, pages read, title of book* | Each entry has:  -the date  -name of book  -pages read  -all prompts are completed  -# of each reading log | Many entries have:  -the date  -name of book  -pages read  -most prompts done completely  -# of each reading log | Some entries have:  -the date  -name of book  -pages read  -some prompts are done completely  -# of each reading log | Many components missing or incomplete:  -the date  -name of book  -pages read  -many prompts partially done or incomplete  -# of each reading log |
| **Determining Importance:**  *“Identifying the main idea or theme and finding the supporting details to develop the main idea.”* | -Vividly describes main ideas by from text by providing a detailed summary that develops fully: specific examples from the text to show the main idea.  -decides what’s important by giving exceptional examples or evidence from the text using 3-5 supporting details. | -briefly summarizes main idea from the text.  -Provides 2 supporting details or examples from the text, retelling in logical sequence. | -Is vague about what the big idea is  -Can provide one sentence explaining minor details to support what the text is about. | -There is very little explanation of what the big idea is  -Leaves a lot of guess work to how details support main idea. |
| **Determines Importance using**  **Text Support:** Retells**,** d*escribes, outlines and summarizes key ideas and the supporting details.*  *Can prove from text evidence what the big idea is and high light the important ideas from text.* | All prompts are provided in elaborate detailed sentences  -provides reflective understanding main idea by explaining it in their own words  -gives exemplary examples and can explain how they develop the main idea. | -many prompts are written in one complete sentence explaining the main idea  - briefly summarizes the key highlights what text was about/how it details develop main idea/and what text features are important. | -some writing prompts have some description or detail  -makes reference to main idea, doesn’t provide much detail of how supporting details develop the big idea  -briefly reflects without evidence, what the main idea is. | -some or many prompts are incomplete or very poor quality  of detail  - Some or all text-captions are blank or incomplete. |

**Monitoring & Clarifying Reading Comprehension Strand Daily Reading Log Assessment**

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| **Documenting**  **Reading Records:**  *Mechanics and the neatness of the reading time log.* | Mechanics:  -all entries have new vocabulary used to shape text  -all spelling, capitalization, punctuation and grammar usage is correct  -is very neatly handwritten | Mechanics:  -entries make sense  -most mistakes in spelling, capitalization, punctuation, capitalization and grammar usage are reasonable  -all entries are neatly printed | Mechanics:  -many errors in spelling, punctuation, capitalization or grammar usage which can interfere with a reader’s understanding  -some entries are printed neatly and legible | Mechanics:  entries are flawed with errors in spelling, punctuation, capitalization or grammar usage  -hard to understand meaning  -writing is messy  -reading logs are poorly organized |
| **Requirements:**  *Completing each reading log entry with specific details: date, pages read, title of book* | Each entry has:  -the date  -name of book  -pages read  -all prompts are completed  -# of each reading log | Many entries have:  -the date  -name of book  -pages read  -most prompts done completely  -# of each reading log | Some entries have or are missing half of:  -the date  -name of book  -pages read  -some prompts are done completely  -# of each reading log | Many components incomplete:  -the date  -name of book  -pages read  -many prompts partially done or incomplete  -# of each reading log |
| **Monitors Own Comprehension**  *“is when a reader recognizes when they don’t understand parts of a text, reflects on their own reading process and monitors their own comprehension when they read .”* | -gives a thorough explanation of what  may be realistic reasons why the text is difficult to understand and provides support  using an example from the text  -identifies what is causing comprehension break down whether it’s a word or phrase | -identifies what is confusing about word or passage  -identifies using the example from text what needs a “fix up”  -can provide a reasonable explanation for selecting the text for “repair” | -is vague about what is causing a break down in comprehension  -selects a “gimme me” word/passage that doesn’t require repair or fixing  -doesn’t write the word or passage from the text  -doesn’t explain the “fix process” | -there is very little explanation of what word or passage caused break down in meaning  -doesn’t provide example from the text  -leaves a lot of guess work of what the reader is thinking. |
| **Clarifying using**  **text support:**  *Good readers* **u***se a variety of fix up strategies, takes steps to restore meaning and reflects on what they are reading:*  *\*stop and think*  *\*reread*  *\*use vocabulary or context clues*  *\*make connections*  *\*ask questions*  *\*visualize*  *\*predictions* | -all prompts are elaborated in detailed sentences  -thoroughly explains which strategies aid in repairing comprehension (chunking, reread, using context clues,)  - applies 3 or more strategies and describes how a these “fix ups” or “look back” strategies help adjust reading comprehension for better comprehension. | -many prompts are written in one complete sentence  --summarizes one strategy used to fix comprehension  -explains in one full sentence why this strategy helped clarify meaning of text or provided a better understanding | -some writing prompts have some description or detail  -uses a fix up strategy but doesn’t explain how the strategy helped repair comprehension  -briefly reflects without evidence, what word, passage or text caused a break down in meaning without explaining why | -some or many prompts are incomplete or very poor quality  of detail  - some or all text-captions are blank or incomplete  -examples or details are vague or do not make sense |

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