



# Assessing Student Learning

<b>Goal</b>	Comprehension
<b>Strategy</b>	Ask Questions Throughout the Reading Process
<b>Common Core Alignment</b>	RL.1.1, RI.1.1, RI.1.4 RL.2.1, RI.2.1, SL.2.3 RL.3.1, RI.3.1 SL.4.1 L.5.1
<b>Possible Text Selections</b>	<i>Eyes and Ears</i> by Seymour Simon <i>King Jack and the Dragon</i> by Peter Bently and Helen Oxenbury <i>Passing the Music Down</i> by Sarah Sullivan <i>Fly Away Home</i> by Eve Bunting <i>The Wall</i> by Eve Bunting <i>An Extraordinary Life: The Story of a Monarch Butterfly</i> by Laurence Pringle <i>Officer Buckle and Gloria</i> by Peggy Rathmann
<b>Instruction</b>	See <a href="#">Ready Reference Guide</a>
<b>Possible Options for Assessment</b>	<p><b>Asking Questions Chart</b> (example below) Charts are a way for students to organize their thinking in a meaningful way. Teachers can easily read through the chart and determine where students need additional instruction. Students can also record the answers to their questions on the chart provided, if the answers are determined.</p> <p><b>QAR</b> (example below) If a student has a difficult time asking questions, the QAR (Question -Answer Relationship) (Raphael, 2006) strategy sheet may be used. Teachers providing instruction on this strategy will help students focus their attention on the various types of questions that can be asked.</p> <p><b>Conferring</b></p> <ul style="list-style-type: none"> <li>• Before asking students to read from their good fit book, ask if they have asked any questions about the text. Listen to see if those questions will aid the student’s comprehension of the text. Also listen to see if questions are being asked throughout the reading, including before reading, during reading, and upon finishing the text.</li> <li>• Ask students to read a portion of their good fit book.</li> <li>• After listening to the student read, ask if they have any additional questions about the text they are reading.</li> <li>• Be sure to explain to students that they may not find all of the answers to the questions that they ask.</li> </ul> <p>If the student seems to be struggling with asking questions throughout the reading process, provide further instruction.</p>

*\* These are possible assessment options for this strategy, however many options exist. Be mindful of your students and what will best serve their needs.*



## Asking Questions Rubric

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	<b>Exceeds Standard</b>	<b>Meets Standard</b>	<b>Approaching Standard</b>	<b>Below Standard</b>
<b>Questions</b>	The student asked questions before, during, and after reading that led the student to think critically about the text and improved comprehension.	The student asked questions before, during, and after reading that led to improved comprehension.	The student asked questions before, during, or after the reading of the text, but the quality of the questions did not lead to improved comprehension.	The student asked no questions.



# Asking Questions

Name: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Questions Before Reading</b>	<b>Questions During Reading</b>	<b>Questions After Reading</b>



# Asking Questions

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Right There

Think and Search

Author and Me

On My Own

