



Assessing Student Learning

Goal	Comprehension
Strategy	Back Up and Reread
Common Core Alignment	RL.1.4, RI.1.4 RF.2.4 RF.3.4 RL.4.10 RL.5.10 RL.6.10
Possible Text Selections	<i>How Murray Saved Christmas</i> by David Catrow <i>That Book Woman</i> by Heather Henson <i>When Gorilla Goes Walking</i> by Nikki Grimes <i>Thank You, Mr. Falker</i> by Patricia Polacco <i>The Other Side</i> by Jacqueline Woodson <i>Mufaro's Beautiful Daughters: An African Tale</i> by John Steptoe
Instruction	See Ready Reference Guide
Possible Options for Assessment	<p>Sticky Notes Tell students every time they use the strategy to place a sticky note in their text at the point they had to back up and reread. Not only will this allow you to visually assess if the student is utilizing the strategy, you will gain a better understanding of what types of situations trigger the need to back up and reread. Patterns may emerge that both you and the student begin to recognize.</p> <p>Conferring</p> <ul style="list-style-type: none"> • Before asking students to read from their good fit book, ask if they have needed to back up and reread any portion of the text. • Ask students to describe for you why they felt they should back up and reread that particular section. • Ask students to read a portion of their good fit book. • While listening to the student read, monitor if the student stops to back up and reread a segment of the text when needed. <p>If the student seems to be struggling with backing up and rereading, 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.*



Back Up and Reread Rubric

	4	3	2	1
	Exceeds Standard	Meets Standard	Approaching Standard	Below Standard
Back Up and Reread	The student successfully monitors their comprehension and backs up and rereads as necessary. The student is able to verbalize why they needed to back up and reread.	The student successfully monitors their comprehension and backs up and rereads as necessary.	The student backs up and rereads when comprehension breaks down, but moves on before comprehension takes place.	The student does not back up and reread when comprehension breaks down.

