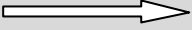





Student Friendly Reading Assessment

Grade 3

Aspect	Emerging With direct support... 	Developing With guided support... 	Applying With minimal support... 	Extending 
SNAPSHOT	I need help to read and recall simple, short selections with familiar language.	I can read simple, direct books and poetry on my own. I may need help answering questions about the book.	I can read simple, direct books and poetry. I can answer questions about the book. My work is correct and complete.	I can read a variety of books and poems of increasing difficulty and can independently answer complex questions about what I read. My answers go beyond what is expected independently.
STRATEGIES				
Do I... • adjust for purpose? • use all comprehension strategies to understand meaning? • use word skills?	• My main strategy is sounding-out. • My predictions are often guesses and may not make sense. • I need reminders or help to reread to check details.	• I use phonics to figure out new words. • I need help to use context clues to figure out new words. • I can make predictions based on what I already know. • I am beginning to reread to find details needed.	• I use phonics, word structure (e.g. rhyming words) and context clues to figure out new words. • I make logical predictions using what I already know from past experience and patterns in books. • I reread and can find details when needed .	• I can easily combine phonics, word structure, and context clues to figure out new words. • I make logical predictions based on own experience and knowledge of story structure. • I reread and skim for details.
COMPREHENSION				
Do I... • have accurate and complete understanding?	• My answers to questions may not be complete or accurate.	• My answers to questions or tasks are generally correct, but may lack detail.	• My answers to questions or tasks are correct, clear, and complete.	• My answers to questions or tasks are correct, clear and thorough.
Do I... • understand the characters? • understand events? • retell; explain relationships?	• I may tell the main characters and some events. • I often mix up the order of events.	• I can recall main characters and most events. • I may need help with the order of events.	• I correctly tell main characters and events. • I can retell a story in the right order.	• I thoroughly describe main characters, events and setting. • I retell events in correct order. • I can explain when one event has been caused by another.
Do I... • read between the lines?	• I often need help to read between the lines.	• I may need help reading between the lines.	• I need some help to read between the lines.	• I can read between the lines on my own.
RESPONSE AND ANALYSIS				
• make connections to experiences and other selections? • form opinions?	• I need help to make simple personal connections. • I can tell opinions, but I need help to explain my opinions.	• I can make some personal connections on my own. • I can tell simple opinions and can explain when asked.	• I can makes connections to themselves and to other stories • I give simple opinions which I support with details.	• I make and explain thoughtful connections to self and to other books. • I give opinions and support opinions.

Context cues definition - (information from pictures or from sentences surrounding the unknown word)