

Guidelines to Assess a Child's Comprehension

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When a child understands what she has read, she may:	When a child does not understand what he's read, he may:
begin by summarizing what happened →	begin with a lot of details—getting very specific about what happened in the first couple pages. She may have only understood that part, or thin this is what she is supposed to do.
use the illustrations to support what he's saying →	over-rely on the illustrations <i>to tell what happened</i>
refer to the text to back up what he's saying→	refer to the text too much, or not at all
give examples →	give no examples
appear confident and at ease →	appear uncomfortable—sort of trapped. He may hesitate a lot, with many “ums.”
spontaneously give information about the story or text →	rely on the teacher's prompts to get through the retelling
respond emotionally to the text. She may love it or hate it. He may laugh or express how sad it made him feel. → →	not respond emotionally
make connections between this book and others he's read, or relate the book to experiences he's had. →	make no connection between this and other books, or between the book and his experiences.