Comprehension Record & Planning Form: Level M

Stuart Goes to School by Sara Pennypacker

Student: _____ Date: _____

First: Tally Student Results

1. Refer to the student's scored Response Form.
2. Check ✔ the appropriate white box (E, P, A, or I) below for each answer.
3. Tally each column to find the total number of E, P, A, and I responses.
4. Record the overall tally below the chart.

Question	Page	Plot & Setting E	P	A	I	Character E	P	A	I	Vocabulary & Figurative Language E	P	A	I	Themes & Ideas E	P	A	I
1	5					☐	☐	☐	☐								
2	13									☐	☐	☐	☐				
3	19	☐	☐	☐	☐												
4	21									☐	☐	☐	☐				
5	32	☐	☐	☐	☐												
6	36	☐	☐	☐	☐												
7	40					☐	☐	☐	☐								
8	42									☐	☐	☐	☐				
9	51	☐	☐	☐	☐												
10	56													☐	☐	☐	☐
		E	P	A	I	E	P	A	I	E	P	A	I	E	P	A	I
TALLY		☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Total number of responses: exceptional _____ /10   proficient _____ /10   approaching + incorrect _____ /10

Total pages: <u>56</u> divided by total minutes to read book (from log): _____ = reading rate: _____ p/min

Next: Decide on Goals

1. In the first column, check the scenario or scenarios that best describes this student's performance.
2. Reflect on the information in the last two columns to plan for your reading conference with the student.

✔	If	Then	Teaching Suggestions
	One-third (¹/₃) or more of the student's total responses from all four strands are **approaching** and/or **incorrect**.	This level is likely too difficult. Assess the student at the next level below to determine a goal.	n/a
	The student's **approaching** and **incorrect** responses are clustered in one or two of the four strands, yet all other responses are **proficient** and/ or **exceptional**.	Instruct the student in one area of need at a time, addressing the strands in this order: 1. Plot and Setting 2. Character 3. Vocabulary and Figurative Language 4. Themes and Ideas	See pages: T21 Plot and Setting T33 Character T49 Vocabulary and Figurative Language T59 Themes and Ideas
	No answers are **incorrect** or **approaching**. The student's responses are mostly **proficient** and some are **exceptional**.	In most cases, work to move the student from **proficient** to **exceptional** in all areas. Instruct the student in one area at a time, addressing the strands in the order listed on the right.	See pages: T21 Plot and Setting T33 Character T49 Vocabulary and Figurative Language T59 Themes and Ideas

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✓	If	Then	Teaching Suggestions
	Around ¾ of the student's responses are **exceptional**.	In most cases, assess the student at the next level higher to determine a goal. The exception may be for the student who is reading far above grade level.	For tips on when to move students to the next level and when to keep them at their current level, see page A6.
	There is no obvious pattern to the student's responses; the student's answers range from **exceptional** to **incorrect** across all four strands.	Comprehension is likely inconsistent or flawed because the book is too difficult, or because there may be a stamina issue (check the reading log). You will likely want to have the student take the assessment at the next level below.	For help with stamina issues, see pages T7–T8.
	The student reads at a very slow or fast speed: much **>** or **<** 0.75 pages per minute (p/min).	Observe the student during independent reading to determine whether the reader is engaged. If engagement is not an issue, a slow or fast reading rate indicates the level may not be a good match.	For help with reader engagement, see pages T7–T8.
	The student has trouble expressing answers in writing, but past observations indicate he or she can verbally elaborate on what is written.	In the goal-setting conference, check to see if the student can verbally elaborate on his or her responses. If the student can, provide support with writing about reading at this level during independent reading.	For help with writing about reading, scan the tip boxes in the Precision Teaching section, pages T21–T72.
	The student's reflection on the Response Form indicates that the book was a good fit, yet many responses are **approaching** or **incorrect**.	This is a student who may have trouble monitoring for meaning, or knowing what he or she knows. Work with the student on strategies for stopping to check for understanding as a secondary goal.	For help with monitoring strategies, see page T8.

And Now: Take It to the Conference

What goal or goals have you decided to focus on (see Then column)?

_____

Which strategy or strategies will you introduce first? (Refer to pages from the Teaching Suggestions column.)

_____

_____

Additional notes to prepare (e.g., questions to ask, a book for modeling, and so on):

_____

_____

Now you are ready to confer. Turn to page T4 for a sample goal-setting conference transcript and advice on how to conduct the conference.