



ASSESSING READERS IN THE ROUND

INSTRUCTION

Use these questions to teach responsive, learner-focused, thinking-intensive reading, with comprehension at the core.

Self-Questions

- Am I teaching comprehension strategies and modeling their flexible use to construct meaning?
- Have I modeled how to reread to clarify meaning?
- Am I teaching with the Gradual Release of Responsibility framework, keeping whole-class work short and explicit, and devoting most of reading instruction to guided practice?
- Am I giving students enough time to practice strategies they have learned independently?
- Am I using interactive read-alouds to provide access to all students, engage them in guided discussion, and build community?
- Am I forming small groups based on instructional need, as well as on interest and inquiry?
- Am I providing a range of entry points—videos, images, artifacts, podcasts, audio books—into information so strivers can build knowledge using texts and other sources?
- Am I giving kids plenty of time to just plain read?

Kidwatching Questions

- Is the student listening to the inner conversation to monitor comprehension?
- Is the student annotating the text in some way and leaving tracks of thinking?
- Is the student using fix-up strategies to get back on track when meaning breaks down?
- Is the student comfortable reading both in print and digitally? Does he prefer one over the other?
- Is the student becoming a more confident reader? What makes you think so?

Conferring Questions

- What are you thinking about your reading?
- What can you do when you come to a word or an idea that you don't understand?
- What strategies can you use to make meaning when you get confused?
- How can text features and signal words help you stay on track when reading is challenging?