

NEUHAUS COMPREHENSION SCREENING
Fourth Grade

Name _____ Date _____

Reading Comprehension Screening For 4th Grade



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Check *Suggested Activities* for recommendations and activities based on screening results.

Comprehension Screening – Fourth Grade

DECODING AND FLUENCY – Poison Ivy

Procedure: The student reads the entire passage. Time the student as he or she reads the first 100 words. Record errors. Stop timing when the student reads the 100th word, which is marked with an asterisk. Record errors below. Errors constitute misread words and substituted words. Do not count self-corrections.

Directions: Place the appropriate passage in front of the student.

I want you to read this passage out loud. I will time you, but I want you to read carefully.

Poison Ivy

Last March Darrell went camping with the Boy Scouts. It was a three-day camping trip. The scouts hiked deep into the woods. Everything they needed – food, plates, forks, spoons, sleeping bags, tents, and clothes – was in their backpacks.

Before the trip, Darrell did not worry about the animals in the woods. He did not worry about the darkness at night in the woods. What he did worry about was the poison ivy. Oh, how it made him itch! One time Darrell had had poison ivy over every inch of his body. He had oozed, itched, and scratched for three weeks. It* was not a cheerful time.

Darrell did not remember what poison ivy looked like. It was green and had three leaves. But a lot of plants were green with three leaves. He looked at books about poison ivy to try and remember what it looked like. Before he left on the trip, he really did think he remembered what it looked like. He was ready to stay out of the way of the poison ivy.

Decoding Skills

_____ total errors

Reading Fluency

_____ total time

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ORAL LANGUAGE

Procedure: The student will name items from four different categories. He or she will name items in each category for 30 seconds. Use hash marks to record the number of items. Count repeated items once. Do not count items named that are out of the category. Record the final number. Total the final number of all four categories and divide by two. This number represents the number of items named in one minute.

Directions: ***You are going to name items in categories. When I give you the category or group, name items until I say stop.***

Ready? Name things that you find in a classroom. Begin.

Time the student for 30 seconds as he or she names things in a classroom.

Record items named with hash marks: _____

After 30 seconds, say, "**Stop**." Record the number of items _____.

Ready? Name fruits and vegetables. Begin.

Time the student for 30 seconds as he or she names fruits and vegetables.

Record items named with hash marks: _____

After 30 seconds, say, "**Stop**." Record the number of items _____.

Ready? Name animals. Begin.

Time the student for 30 seconds as he or she names animals.

Record items named with hash marks: _____

After 30 seconds, say, "**Stop**." Record the number of items _____.

Ready? Name states in the United States. Begin.

Time the student for 30 seconds as he or she names states in the United States.

Record items named with hash marks: _____

After 30 seconds, say, "**Stop**." Record the number of items _____.

Total for all four categories _____ divided by 2 = _____ items/minute.

Comprehension Screening – Fourth Grade

LISTENING COMPREHENSION PASSAGE – The Cockroach

Procedure: Read the entire passage to the student. Ask the questions. Check those questions that are answered correctly.

Directions: ***Listen as I read this passage to you. When I am finished, I will ask you some questions.***

The Cockroach

It makes you squirm. It makes you shudder. It has enjoyed life for thousands and thousands of years. There are more than a thousand kinds of it found all over the world. It is closely related to the cricket and the grasshopper but is not as pleasing. It is, in fact, the most disgusting of all insects. What is it? It is the annoying cockroach.

The cockroach has an oval-shaped body that is covered with a shiny, tough casing. It has two long feelers. It has long legs that are covered with bristles. These legs are strong and help the cockroach to run fast. It is one of the fastest running insects. Some cockroaches have wings and can fly.

A cockroach will eat anything – food, grease, trash, books, chairs, other insects. It can be found anywhere – homes, stores, bakeries. A cockroach is dirty and tarnishes anything it touches.

The best way to keep a cockroach out of your house is to keep your house clean and dry. A cockroach likes a house that is dirty, greasy, and damp. Seal cracks to prevent the cockroach from entering the house. Dust cracks with roach powder. The roach powder has poison in it. The poison gets on the cockroach's legs, feelers, and casing. The cockroach eats the poison as it grooms itself and soon it expires.

Questions: Put a check next to questions answered correctly.

1. How many kinds of cockroaches are there? (more than a thousand kinds) _____
2. How long has the cockroach been around? (thousands of years) _____
3. To what other insects is the cockroach related? (the cricket and grasshopper) _____
4. What does the cockroach look like? (oval-shaped body, tough casing, two feelers, long legs with bristles, some have wings – student should give at least 3 details) _____
5. What is the fastest insect? (the cockroach) _____
6. What does the cockroach eat? (anything – food, grease, trash, books, chairs, insects – student names at least 4 items) _____
7. What are the best ways to keep cockroaches out of your home? (keep it clean and dry, seal cracks, dust cracks with poison) _____
8. How does the poison kill the cockroach? (it gets on the cockroach who eats the poison when it grooms itself) _____

Total correct _____

Comprehension Screening – Fourth Grade

READING COMPREHENSION/METACOGNITIVE STRATEGIES PASSAGE – Insights into the Fox

Procedure: The student reads the entire passage. As the student reads, check any strategies listed below that are observe.

After student finishes reading, ask the questions that follow the passage.

Check correct answers.

Directions: Place the appropriate passage in front of the student.

I want you to read this passage. When you are finished, I will ask you some questions. You may use whatever you need to understand the passage and answer the questions.

Metacognitive Strategies: Check strategies you observe.

1. The student looks at the questions before reading _____
2. The student stops periodically to consider what is being read. (This does not include stopping to sound out a word.) _____
3. The student asks the meaning of a word. (This does not include the student asking how to read a word.) _____
4. The student rereads a sentence. _____
5. The student looks back at the passage as he or she answers the questions. _____

Any strategies used? _____

Comprehension Questions: Check questions answered correctly.

1. To what family does a fox belong? (dog family) _____
2. How is a fox different from a wolf? (smaller, longer and fluffier tail; muzzle more pointed) _____
3. How did the red fox gets its name? (its reddish color) _____
4. How is the red fox helpful to humans? (eats rodents) _____
5. How is the red fox not helpful to humans? (eats chickens and ducks) _____
6. When are red fox pups born? (in the spring) _____
7. How long do the pups live with their mother and father? (three months) _____
8. Why are red foxes sly? (plays dead when caught) _____

Total correct _____

Comprehension Screening – Fourth Grade

Name _____ Date _____ Grade _____

READING COMPREHENSION SCREENING Summary Sheet

DECODING SKILLS

Benchmark: 3 or fewer errors

_____ total errors

_____ *Insufficient* (errors exceed expected benchmark)

READING FLUENCY

Benchmark: 61 seconds

_____ total time

_____ *Insufficient* (time exceeds expected benchmark)

ORAL LANGUAGE/WORLD KNOWLEDGE

Benchmark: 18 items per minute

_____ items named in one minute

_____ *Insufficient* (the number of items named is below expected benchmark)

LISTENING COMPREHENSION

Benchmark: 6 correct

_____ number correct for listening

_____ *Insufficient* (fewer than six correct)

READING COMPREHENSION/METACOGNITIVE STRATEGIES

Benchmark: Reading Comprehension - 7 correct

_____ number correct for silent reading

_____ *Insufficient* for reading comprehension (fewer than 7 correct)

_____ *Insufficient* for metacognitive strategies (no observable metacognitive strategy)

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PASSAGE FOR DECODING AND FLUENCY

Poison Ivy

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Before the trip, Darrell did not worry about the animals in the woods. He did not worry about the darkness at night in the woods. What he did worry about was the poison ivy. Oh, how it made him itch! One time Darrell had had poison ivy over every inch of his body. He had oozed, itched, and scratched for three weeks. It* was not a cheerful time.

Darrell did not remember what poison ivy looked like. It was green and had three leaves. But a lot of plants were green with three leaves. He looked at books about poison ivy to try and remember what it looked like. Before he left on the trip, he really did think he remembered what it looked like. He was ready to stay out of the way of the poison ivy.

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READING COMPREHENSION AND METACOGNITIVE STRATEGIES PASSAGE

Insights into the Red Fox

A fox is a wild animal that belongs to the dog family. It is related to the dog and the wolf. The fox looks like a wolf, but it is smaller and has a longer, fluffier tail and longer hair. Its muzzle is more pointed.

The red fox gets its name from its reddish color. It is found in the United States. The red fox is helpful to humans by eating rodents such as mice that eat crops. It also eats chickens and ducks that are not penned. In this way, the red fox is not helpful to humans.

Red fox pups are born in the spring. The mother and father fox watch over the pups for about three months. After that the red fox pups survive by themselves without mother and father.

Are red foxes sly? If you catch a red fox, it will pretend to be dead. Then, when the coast is clear, it will run for freedom. That sounds sly to me!

Questions:

1. To what family does a fox belong?
2. How is a fox different from a wolf?
3. How did the red fox get its name?
4. How is the red fox helpful to humans?
5. How is the red fox not helpful to humans?
6. When are red fox pups born?
7. How long do the pups live with their mother and father?
8. Why are red foxes sly?