

NEUHAUS COMPREHENSION SCREENING
Fifth Grade

Name _____ Date _____

Reading Comprehension Screening For 5th Grade



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

Comprehension Screening – Fifth Grade

DECODING AND FLUENCY – Life of a Catcher

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.

The Life of a Catcher

How would you like a profession as a catcher? If you were the catcher for a baseball team, you would find no shortage of excitement. You would find that a catcher has awesome duties and some awful duties. The awful duties include crouching for hours behind home plate, with the umpire breathing down your neck. For protection, you must wear a facemask and hot, heavy padding. You must be willing to use your whole body to block wild pitches, risking severe bruising and aching muscles. Be prepared to be pummeled as you block* runners from crossing home plate – more bruises and aches. I know you are thinking, “Why would anyone want to be a catcher?”

What’s so awesome about being a catcher? The catcher commands the team’s defense. The catcher takes charge of the pitcher and the fielders. He tells the pitcher what kind of pitch to hurl and just where the pitch should go. The catcher yells to the fielders and tells them where to stand. When a ball is hit, the catcher tells the fielders where to throw it. All these duties are awesome. However, the biggest thrill for the catcher is nabbing a player who is trying to steal a base.

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 – Fifth Grade

LISTENING COMPREHENSION PASSAGE – Hippocampus

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.***

Hippocampus

Its scientific name is hippocampus. Hippo is from Greek and means horse. Kampus is also Greek and means sea monster. What is a hippocampus? It is a seahorse, which is neither a horse nor a sea monster.

The seahorse is a fascinating fish that is related to the pipefish. Its scientific name is derived from its horse-shaped head, its sea habitat, and its mystical appearance. Its head, body, and tail are covered with bony rings. There are 32 species of seahorses. Depending on the species, a seahorse can measure between two and 14 inches in length.

A seahorse's color is variable and camouflages the seahorse in its surroundings. A seahorse swims upright through shallow, temperate waters using fins on the sides and back of its body. When a seahorse is hungry, it curls its tail around seaweed or a coral branch to anchor itself in the water. The seahorse then sucks tiny shrimp and plankton in through its long snout.

Questions: Put a check next to questions answered correctly.

1. What does *hippo* mean? (horse) _____
2. What does *kampus* mean? (sea monster) _____
3. Why is the seahorse called a sea monster? (the shape of its head, sea habitat, mystical appearance) _____
4. How many species of seahorses are there? (32) _____
5. Why is a seahorse color variable? (It camouflages itself.) _____
6. How does the seahorse eat? (attaches itself to seaweed or coral and sucks tiny shrimp and plankton through its snout) _____
7. To what fish is the seahorse related? (pipefish) _____
8. How does the seahorse stay upright? (by using its fins) _____

Total correct _____

Comprehension Screening – Fifth Grade

READING COMPREHENSION/METACOGNITIVE STRATEGIES PASSAGE – Houses Made of Dirt

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

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 student strategies that 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. From what materials are homes built? (wood, bricks, glass, steel) _____
2. Why are some homes made from dirt? (for economical and environmental reasons) _____
3. Why are they called rammed earth homes? (earth is rammed or compacted into bricks) _____
4. How are rammed earth homes economical? (dirt is cheap, easy to use) _____
5. Does building a rammed earth home require the same skills as building a home made of bricks? (requires less skill) _____
6. How are rammed earth homes an attractive alternative? (inexpensive to heat and cool, don't deplete resources or pollute water or air) _____
7. How long might a rammed earth home last? (can last more than 400 years) _____
8. What problems might you encounter living in a rammed earth home? (answer should relate to things related to dirt – erosion, insects, dust) _____

Total correct _____

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Name _____ Date _____ Grade _____

READING COMPREHENSION SCREENING Summary Sheet

DECODING SKILLS

Benchmark: 4 or fewer errors

_____ total errors

_____ *Insufficient* (errors exceed expected benchmark)

READING FLUENCY

Benchmark: 56 seconds

_____ total time

_____ *Insufficient* (time exceeds expected benchmark)

ORAL LANGUAGE/WORLD KNOWLEDGE

Benchmark: 22 items per minute

_____ items named in one minute

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

LISTENING COMPREHENSION

Benchmark: 4 or more correct

_____ number correct for listening

_____ *Insufficient* (fewer than four correct)

READING COMPREHENSION/METACOGNITIVE STRATEGIES

Benchmark: Reading Comprehension - 5 correct

_____ number correct for silent reading

_____ *Insufficient* for reading comprehension (fewer than 5 correct)

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

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PASSAGE FOR DECODING AND FLUENCY

The Life of a Catcher

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What’s so awesome about being a catcher? The catcher commands the team’s defense. The catcher takes charge of the pitcher and the fielders. He tells the pitcher what kind of pitch to hurl and just where the pitch should go. The catcher yells to the fielders and tells them where to stand. When a ball is hit, the catcher tells the fielders where to throw it. All these duties are awesome. However, the biggest thrill for the catcher is nabbing a player who is trying to steal a base.

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READING COMPREHENSION AND METACOGNITIVE STRATEGIES PASSAGE

Houses Made of Dirt

When you think of houses and what they are made of, you probably think of wooden or brick structures. You might even think of houses made of glass or steel. Today, for economical and environmental reasons, some houses are made of dirt. Can you imagine a house made from dirt? It is not as far out as it may seem. Houses made of dirt have been around for a long time.

Rammed earth homes are made of dirt that is rammed or compacted into bricks. Rammed earth homes are economical to build. The dirt is cheap. Very often it is free. It is so easy to use that workers can learn the necessary skills in a few hours.

Several environmental concerns make rammed earth homes an attractive alternative. Homes made of rammed earth are inexpensive to heat and cool. The construction of these homes does not deplete scarce resources as dirt is plentiful worldwide. Large manufacturing plants that pollute the water or air are not needed.

A common question is whether or not rammed earth is durable. It is strong enough to hold up under extreme weather conditions, and there are rammed earth houses today that have endured for 400 years!

Questions:

1. From what materials are homes built?
2. Why are some homes made from dirt?
3. Why are they called rammed earth homes?
4. How are rammed earth homes economical?
5. Does building a rammed earth home require the same skills as building a home made of bricks?
6. How are rammed earth homes an attractive alternative?
7. How long might a rammed earth home last?
8. What problems might you encounter living in a rammed earth home?