

Name _____ Date _____

Reading Comprehension Screening For 2nd Grade



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

Comprehension Screening – Second Grade

DECODING AND FLUENCY – My Dog Buster

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 passage *My Dog Buster* (p. 8), 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.

My Dog Buster

Buster is my dog and he is the best dog in the world. Buster is with me all the time. We sleep together in the same bed. My mom does not like that. We run together. Buster runs faster than I run, but we still have fun. We watch T.V. together. If my homework is not done, I can't watch T.V. Buster has to watch me do my homework, and then we can watch T.V. At dinnertime, Buster sits by me. I let him have bites of food. Don't tell my mom! She doesn't like me to share with* Buster. I like Buster a lot. He is the best dog in the world!

Decoding Skills

_____ total errors

Reading Fluency

_____ total time

Retelling

Procedure: the student retells the passage. Use the rubric on page 3 to evaluate the student's retelling.

RETELLING RUBRIC

Name _____

Date _____

Objective	Beginning 1	Developing 2	Mastery 3	Exemplary 4	Score
<i>Uses complete sentences in retelling the passage</i>	Uses incomplete sentences	Uses complete and incomplete sentences – not all sentences are cogent	Uses complete sentences with simple structure	Uses complete sentences with varied structures	_____
<i>Captures the salient idea of each event</i>	Does not recall all salient ideas or inaccurately expresses two or more ideas	Expresses one salient idea incompletely or inaccurately	Accurately captures the salient idea of each event but is overly verbose or not specific enough	Accurately and succinctly captures the salient idea of each event	_____
<i>Sequences events cohesively</i>	Does not include all events or does not state all events in correct order	States events in order but without any transitions	Sequences events using traditional transition words (e.g., <i>first, then, next, finally</i>)	Sequences events using adverbs (e.g., <i>then, next, therefore, that's why</i>) and conjunctions (e.g., <i>so, if, because</i>)	_____
<i>Incorporates vocabulary from the passage</i>	Does not incorporate any vocabulary words from the passage	Incorporates vocabulary words exactly as used in the passage	Uses appropriate synonyms for vocabulary words from the passage	Uses vocabulary words from the passage in novel ways	_____
<i>Retells the passage with prosody</i>	Does not complete the retelling of the passage and may say "I can't remember or I forget"	Restates, pauses, or self-corrects while retelling the passage and may overuse "um"	Retells the passage haltingly but persistently	Retells the passage with ease, confidence, and expression	_____

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, you will 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 – Second Grade

LISTENING COMPREHENSION PASSAGE – Trees

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.***

Trees

Trees come in many sizes and shapes and are good for us. They can be big, or they can be short. Trees are a source of beauty and protect us from the sun, the wind, and the weather. They shade a home in the hot summer and add to a home's landscape. Trees give us a restful spot. They act as a border and block the wind, making us safe. Trees keep frost off houses. Trees help to take dust from the air. A sick person feels better if he or she can look at a forest full of trees, especially when the trees are full of leaves. Trees need care. If they are healthy, trees can work for us.

Questions: Put a check next to questions answered correctly.

1. What was this passage about? (trees) _____
2. What things do trees protect us from? (sun, wind, weather – two of the three) _____
3. How do trees keep us safe from the sun? (provide shade) _____
4. How do trees keep us safe from the wind? (make a border, block the wind) _____
5. How else do trees help us? (keep frost off homes, take dust from air, provide a restful place) _____
6. Why do trees need care? (so they can stay healthy and work for us) _____
7. How would you take care of a tree? (water it, trim it – any reasonable answer is acceptable) _____
8. Listen to this sentence – They act as a border and block the wind. Which word means the same as block – stop or brick? (stop – the sentence can be read a second time) _____

Total correct _____

Comprehension Screening – Second Grade

READING COMPREHENSION/METACOGNITIVE STRATEGIES PASSAGE – Ants

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

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

Directions: Place the passage *Ants* (p. 9) 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 that you observe student using.

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. What insects are in the same group as ants? (wasps, bees) _____
2. How long have ants been around? (a long time) _____
3. How many parts does an ant's body have? (three) _____
4. How many legs does an ant have? (six) _____
5. What does the queen do? (lays eggs) _____
6. What do the workers do? (take care of the queen and the nest) _____
7. How long can a queen ant live? (30 years) _____
8. How long does a worker ant live? (a few years) _____

Total correct _____

Comprehension Screening – Second Grade

Name _____ Date _____ Grade _____

READING COMPREHENSION SCREENING Summary Sheet

DECODING SKILLS

Benchmark: 7 or fewer errors

_____ total errors

_____ *Insufficient* (errors exceed expected benchmark)

READING FLUENCY

Benchmark: 112 seconds

_____ total time

_____ *Insufficient* (time exceeds expected benchmark)

RETELLING

Benchmark: 3 or 4 on each objective of the rubric on page 3.

Objective 1 ____ Objective 2 ____ Objective 3 ____ Objective 4 ____ Objective 5 ____

ORAL LANGUAGE/WORLD KNOWLEDGE

Benchmark: 14 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 - 6 correct

_____ number correct for silent reading

_____ *Insufficient* for reading comprehension (fewer than 6 correct)

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

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PASSAGE FOR DECODING AND FLUENCY

My Dog Buster

Buster is my dog and he is the best dog in the world. Buster is with me all the time. We sleep together in the same bed. My mom does not like that. We run together. Buster runs faster than I run, but we still have fun. We watch T.V. together. If my homework is not done, I can't watch T.V. Buster has to watch me do my homework, and then we can watch T.V. At dinnertime, Buster sits by me. I let him have bites of food. Don't tell my mom! She doesn't like me to share with* Buster. I like Buster a lot. He is the best dog in the world!

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READING COMPREHENSION AND METACOGNITIVE STRATEGIES PASSAGE

Ants

Ants are insects and are in the same group as wasps and bees. There are many kinds of ants. Ants have been around for a long time. Ants are found everywhere in the world. The body of an ant has three parts. Ants have six legs. Most ants have wings. They do not have lungs or a heart. Many, many ants live together in a nest. There is a queen. The other ants are workers. The queen lays eggs. The workers take care of the queen and the nest. The queen can live as long as 30 years. A worker lives only a few years. Ants are hard workers, but they can really spoil a picnic!

Questions:

1. What insects are in the same group as ants?
2. How long have ants been around?
3. How many parts does an ant's body have?
4. How many legs does an ant have?
5. What does the queen do?
6. What do the workers do?
7. How long can a queen ant live?
8. How long does a worker ant live?