

NEUHAUS COMPREHENSION SCREENING  
Third Grade

Name \_\_\_\_\_ Date \_\_\_\_\_

# Reading Comprehension Screening For 3<sup>rd</sup> Grade



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

## Comprehension Screening – Third Grade

### DECODING AND FLUENCY – Messes by Sweetie

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 100<sup>th</sup> 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.***

### **Messes by Sweetie**

Sweetie is just what her name implies. She is a sweetie. She is a three-year old greyhound that lives at our house. At one time, she was a runner, but today she likes to sleep, eat, sleep, rest, sleep, eat, and, maybe, run a bit.

One morning *Sweetie* really kept us hopping. It started at five o'clock in the morning. Dad fixed himself some toast. As the toast was toasting in the toaster, Dad went outside to get the paper. Crash! We ran to the kitchen to see what was the matter. Sweetie had helped herself to Dad's toast in\* the toaster. As she had reached for the toast, she had knocked the butter dish off the counter. What a mess! Greasy butter all over the kitchen! We cleaned it up.

#### Decoding Skills

\_\_\_\_\_ total errors

#### Reading Fluency

\_\_\_\_\_ total time

## Comprehension Screening – Third Grade

### 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 – Third Grade

### LISTENING COMPREHENSION PASSAGE – The Donkey

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 Donkey

It looks like a horse. It has two ears and four legs. It has a mane and a tail. This animal is not a horse. It is a donkey. A donkey's ears are bigger than a horse's ears and its legs are shorter. Its mane and tail are stiffer than a horse's mane and tail. The donkey eats less food than a horse.

You can ride a donkey. A donkey can be stubborn. The donkey may not do what you want it to do. It will only gallop if dinner is being served. A donkey is friendly to children. It makes a good guard animal. A donkey does not like dogs!

Questions: Put a check next to questions answered correctly.

1. What animal is like a horse but is not a horse? (a donkey) \_\_\_\_\_
2. How are a donkey and a horse alike? (two ears, four legs, a mane, a tail, can be ridden – if student gives only one answer ask if there is another way in which they are alike – one answer is ok) \_\_\_\_\_
3. How is a donkey different from a horse? (bigger ears, shorter legs, stiffer mane and tail, eats less food) \_\_\_\_\_
4. When will a donkey gallop? (when dinner is being served) \_\_\_\_\_
5. What do donkeys not like? (dogs) \_\_\_\_\_
6. Who eats more food – a donkey or a horse? (a horse) \_\_\_\_\_
7. How is a donkey stubborn? (it may not do what it is suppose to do) \_\_\_\_\_
8. What is a donkey good at doing? (guarding) \_\_\_\_\_

Total correct \_\_\_\_\_

## Comprehension Screening – Third Grade

### READING COMPREHENSION/METACOGNITIVE STRATEGIES PASSAGE – The Frog

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 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 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 does a frog like to do at night? (hop and jump) \_\_\_\_\_
2. What helps the frog jump long distances? (its strong back legs) \_\_\_\_\_
3. Why is a frog an amphibian?(its lives on land and in a pond) \_\_\_\_\_
4. What color are frogs? (green) \_\_\_\_\_
5. What color are toads? (tan) \_\_\_\_\_
6. Besides color, how is a frog different from a toad? (a frog is larger) \_\_\_\_\_
7. What is a baby frog called? (a tadpole) \_\_\_\_\_
8. What do some people think is a treat? (frog's legs) \_\_\_\_\_

Total correct \_\_\_\_\_

## Comprehension Screening – Third Grade

Name \_\_\_\_\_ Date \_\_\_\_\_ Grade \_\_\_\_\_

### READING COMPREHENSION SCREENING Summary Sheet

#### **DECODING SKILLS**

Benchmark: 2 or fewer errors

\_\_\_\_\_ total errors

\_\_\_\_\_ *Insufficient* (errors exceed expected benchmark)

#### **READING FLUENCY**

Benchmark: 69 seconds

\_\_\_\_\_ total time

\_\_\_\_\_ *Insufficient* (time exceeds expected benchmark)

#### **ORAL LANGUAGE/WORLD KNOWLEDGE**

Benchmark: 15 items per minute

\_\_\_\_\_ items named in one minute

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

#### **LISTENING COMPREHENSION**

Benchmark: 5 correct

\_\_\_\_\_ number correct for listening

\_\_\_\_\_ *Insufficient* (fewer than five 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)

## Comprehension Screening – Third Grade

PASSAGE FOR DECODING AND FLUENCY

### Messes by Sweetie

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One morning Sweetie really kept us hopping. It started at five o'clock in the morning. Dad fixed himself some toast. As the toast was toasting in the toaster, Dad went outside to get the paper. Crash! We ran to the kitchen to see what was the matter. Sweetie had helped herself to Dad's toast in\* the toaster. As she had reached for the toast, she had knocked the butter dish off the counter. What a mess! Greasy butter all over the kitchen! We cleaned it up.

## Comprehension Screening – Third Grade

### READING COMPREHENSION AND METACOGNITIVE STRATEGIES PASSAGE

#### The Frog

A frog has long back legs. A frog can hop and jump with its strong back legs. It likes to hop and jump at night. Because a frog lives on the land and in a pond, it is an amphibian. A frog is green. People often mistake a frog for a toad. A toad is tan. A frog is bigger than a toad.

A frog eats ants and it eats bugs. A frog lays eggs. A little frog is a tadpole. Some people think that eating frog's legs is a treat. Do you think that eating frog's legs would be a treat?

#### Questions:

1. What does a frog like to do at night?
2. What helps the frog jump long distances?
3. Why is a frog an amphibian?
4. What color are frogs?
5. What color are toads?
6. Besides color, how is a frog different from a toad?
7. What is a baby frog called?
8. What do some people think is a treat?