Comprehension Checklist

WHY:

This simple checklist can be used as a pre-post measure. It will support teachers and professionals by:

1) Documenting student progress (use a different color marker each time)
2) Reminding adults of sample targets for comprehension support
3) Showing areas of strength and weakness for both individuals and classes

WHO:

This checklist may be useful for parents, teachers, or speech-language pathologists. It is intended for use with anyone who struggles with reading comprehension, or listening comprehension for text.

HOW:

Use this as a pre-post checklist for an individual student or for a group of students. Ideally, it should be used as follows:

1) Document student performance by using this three times per year (beginning, middle, and end), using a different color marker each time.
2) Use the information to compare performance across the year
3) Use the information to identify targets for scaffolding reading comprehension, such as building text-to-text connections and listening for key story settings.
4) *Idea:* Import the checklist into an app such as *Noteability* which permits you to write directly on the document, using different colored markers.

RESOURCES: More Information About Scaffolding Comprehension

Cunningham, P., & Allington, R. (2010). *Classrooms that work: They can all read and write, 5th Edition.* Pearson Allyn & Bacon: ISBN: 0137048378.

Erickson, K. and Koppenhaver, D. (2007) Children with Disabilities: Reading and Writing the Four-Block Way®. Greensboro, NC: Carson-Dellosa. www.donjohnston.com

Tierney, R. J., and J. W. Cunningham. (1984). "Research on teaching reading comprehension." In Pearson, P., *Handbook of reading research.* New York: Longman. 0582281199.

Comprehension Checklist

Student: _____   Teacher:_____
Date 1: _____   Date 2: _____   Date 3: _____
Circle One: Listening Comprehension   Reading Comprehension

Vocabulary
Student identifies key story vocabulary.
0   1   2   3   4   5

Prediction
Student makes reasonable predictions and backs them up.
0   1   2   3   4   5

Story Elements
Student can remember important story characters.
0   1   2   3   4   5

Student can describe story characters, and connect descriptions to book pages.
0   1   2   3   4   5

Student can identify story settings, and show where they are in the book.
0   1   2   3   4   5

Student can identify feelings of main character throughout the book and refer to the book to support answer.
0   1   2   3   4   5

Text to Self / Text to Text
Student can connect own life to that of characters.
0   1   2   3   4   5

Student can connect elements between two stories.
0   1   2   3   4   5

**Key: 0 = Not at all   1 = Beginning understanding   2= Struggles
3 = Occasionally successful   4 = Often successful   5 = Mastered skill**

Comments: