

Comprehending Conversation Rubric: Primary (K-2)

Levels A-N

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Intended Use: This rubric is designed for SLPs/sped staff to measure student comprehension of text through a 1:1 oral "comprehending conversation" assessment. It is based on the Fountas and Pinnell *Processing Systems for Reading "wheel"*, however- this tool only focuses on those skillsets related to comprehension. Rubric is intended to measure progress for auditory comprehension of texts read aloud to student, or for student-read text. Rubric may be used as a "teacher-designed" periodic assessment tool across a trimester or the duration of an IEP to measure progress.

Guidelines for Scoring: Total points = 100. Read the four point value descriptors (ranging from 5-20 points) for each of the 5 comprehension skillsets. Circle the descriptor box that best matches the student's performance. If the student does not exhibit the skills for the 5 point box, assign a zero (0) for that skillset. If the performance seems to be between 2 descriptors (ex: some elements for 10 points & the 15 point), assign a 12.

Student Name: _____ Date: _____ Text: _____ Level: _____ Genre: _____
 SLP/Rater: _____ TOTAL SCORE: ____/100 Notes: _____

Thinking Within the Text		Thinking Beyond the Text		Thinking About the Text	
POINTS	Knowledge of Key Ideas/Details (understands literal "WH" details, setting, characters, the general "topic" or problem)	Comprehend Text Structure (genre, understands sequence of events/details, overall main idea)	Integrate Knowledge/Ideas (makes <u>connections</u> to self, world, other texts, makes predictions about text, character reactions)	Synthesize/Infer (compare/contrast characters experiences, identify narrator p.o.v, author's purpose, infer)	Critique/Evaluate (state opinion w/text evidence, writer's craft, illustration choices)
5	Student able to correctly answer 25-50% of WH questions (who, what, what doing, where) <i>using picture supports</i> from the text. States the name of 1 character. May be able to tell the setting. Not able to tell the topic of a NF text, nor the general problem of a fiction text.	Student is <u>able</u> to state whether text is Fiction or Non-Fiction. Able to re-tell the story including 1-3 major details/events, but describes events out of order, or is missing major plot events. When re-telling the story, student may not use specific character names or refer to the setting.	Student is <u>not</u> able to make connections from the text to self-world-another text. Student attempts to make 1-2 predictions throughout the text, but they may be illogical as related to the text. Able to describe <i>some</i> character's feelings mostly through the illustrations. Not able to describe the cause of character feelings/actions, or refer to text/illustration	Student <u>makes a guess</u> to describe "who" is telling the story (narrator) - but may be incorrect. Able to describe 1 character trait for the main character. Student <u>not</u> able to infer about the passage of time in the text, not able to infer about the cause of character motives or change. Not able to describe author's purpose. Not able to draw conclusions about moral/theme.	Student <u>not</u> able to express personal opinion about the topic, text or characters. <u>Can</u> state the role of the author & illustrator. For N-F text, student can point to 1-2 NF text features when promoted, (<i>diagram, chart, heading, sub-heading, graph, caption, glossary,</i>
10	Student is able to correctly answer 50-75% of WH questions (who, what, what doing, where, <u>when</u>) <i>using picture supports</i> from the text. Able to state the names of major characters. States a general setting location. Able to tell the topic of a NF text and 1-2 details; not able to fully describe the problem of a fiction text.	Student is <u>able</u> to state whether the text is Fiction or Non-Fiction. Able to re-tell the story including most major events, but has inconsistent references to characters or setting (overuse of non-referential pronouns) Primarily lists events, or says " <i>and then...and then...</i> " While student lists plot events in order, they may not clearly describe the "turn-around", and the ending may be unclear.	Student is able to make 1-2 connections from the text to self-world-another text w/prompting. Student attempts to make predictions - some seem plausible, some may be illogical as related to the text. Able to describe most character's feelings using the pictures, but cannot yet consistently describe the cause for feelings/character actions, or refer to text/illustration evidence.	Student <u>is</u> able to describe "who" is telling the story (narrator). Able to describe 2-3 character traits for the main character. Student <u>makes a guess</u> to infer about the passage of time in the text, and to infer about character motives, but may be incorrect or has difficulty explaining inference. Able to describe author's purpose. Not yet able to draw conclusions about moral/theme.	Student can state opinion about topic/text <i>in general terms</i> whether they liked it or not. Likely not able to provide a reason for opinion. Can state the role of the author/illustrator. For NF text, student can independently label 1-2 NF text features. Not yet able to point out descriptive language or illustrations that make text interesting
15	Student is able to correctly answer 75-100% of WH questions (who, what, where, when, <u>how, why</u>) <i>using picture supports</i> . States all characters and settings, may even state temporal aspect of setting. Able to tell topic of NF text & recall 3 details w/picture support. Can tell general problem of fiction text.	Student is able to state whether the text is Fiction or Non-Fiction. Re-tells the story structure by referring to characters/setting consistently by name. Describes plot structure with all major elements,. Able to state the turn-around, but ending may be unclear. Mostly lists events, but may include a causal transition word.	Student is able to make 2-3 connections from the text to self-world-another text. Student able to make plausible predictions, but not yet cite text evidence to justify predictions. Student is able to describe all character's feelings, may be able to <u>intermittently</u> describe the cause of character's feelings/actions, or refer to text/illustration evidence.	Student <u>is</u> able to describe "who" is telling the story. Able to describe 2-3 character traits for 2+ characters. (may be only external traits). Can accurately infer about the passage of time in the text & infer about character motives, but has difficulty explaining the inference. Able to describe author's purpose. Able to describe possible moral/theme with guided adult questioning.	Student can state opinion about topic/text but difficulty stating reasons to support. Can state opinions about character choices, or story ending, but difficulty stating reasons to support. Able to label 3-4 NF text features. Able to point out 1 specific part of text, language or illustration student found interesting.
20	Student is able to correctly answer 75-100% WH questions (who, what, where, when, how, why) <i>without</i> needing picture support from the text. States names for all characters & settings. Tells topic & 3 details of NF text. Describes overall problem <u>and</u> solution of a fiction text.	Student is able to state whether the text is Fiction/Non-fiction and can make a guess at the genre type. Re-tells the story structure with clear description of characters/setting, plot elements including both the turn-around and ending. Uses temporal and causal transition words.	Student is able to make several connections from the text to self-world-another text. Student able to make plausible predictions, and can cite text evidence to justify predictions. Student is able to describe character's feelings, and can describe the cause of feelings/actions and can refer to text/illustration evidence.	Student <u>is</u> able to describe "who" is telling the story (narrator) & justify w/language in the text. Able to describe 3 character traits for 2+ characters (external & internal traits). Can accurately infer about the passage of time in text & to infer about character motives w/text evidence for support. Able to describe author's purpose. Independantly describes moral/theme.	Student can state opinion about topic/text & tell reasons to support. Can state opinions about character choices, or hypothesize about a different story ending & state reasons to support. Can describe a recommended reader for text. Able to label 4+ NF text features. Can point out 2+ text/illustration features student found interesting
TOTAL: _____		TOTAL: _____		TOTAL: _____	

