

Comprehension Interview for Informational Text

Name	Date	Text
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1. To assess text difficulty, ask the student to read a few paragraphs (100–200 words) while you listen.

- Record miscues, self-corrections, and reading behaviors.
- If the text is too difficult (more than 5 significant errors), choose an easier text.

Notes on oral reading:

The text was

Easy (no significant errors)	Slightly Challenging (few errors)	Too Difficult (excessive errors)
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2. To assess comprehension, ask the student to read a few more paragraphs aloud (if you are not familiar with the story) or silently (if you have read the story).

Ask for a retelling.

Notes on retelling:

Retelling Rubric

1 (limited)	2	3	4	5 (strong)
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Continue the interview if the retelling score is 2 or higher.

Comprehension Strategy	Questions	Rubric
Asks and Answers Questions Refers to examples in the text to explain what the text says	<i>What questions did you have?</i> <i>What question is answered in this paragraph?</i> Teacher asks student to answer a text-dependent question.	1. Limited—incorrect 2. Partial—low-level question 3. Complete—Asks and answers higher-order questions
Identifies Central/Main Idea Identifies the main idea and important details	<i>What is this part mostly about?</i> <i>Which text features (heading, photo, etc.) help you determine the main idea?</i>	1. Limited—incorrect 2. Partial—provides some details; misses the main idea 3. Complete—provides a clear main idea; includes significant details

Comprehension Interview for Informational Text, *continued*

Summarizes Provides concise summary	<i>Summarize what you read in one or two sentences.</i>	1. Limited—incorrect 2. Partial summary 3. Complete summary
Understands Vocabulary Uses strategies to determine the meaning of unfamiliar words	<i>Were there any words you didn't understand? What could you do to help yourself?</i> Teacher selects a challenging word for the student to define.	1. Limited—incorrect 2. Partial—doesn't fully explain the word 3. Complete—explains the word/ articulates strategies
Analyzes Relationships Identifies cause/effect, compare/contrast relationships	<i>How are ___ and ___ the same?</i> <i>How are they different?</i> <i>What caused _____?</i> <i>What was the effect of ___?</i> <i>What two things does the author compare?</i>	1. Limited—incorrect 2. Partial—mentions details from the text but does not identify relationships 3. Complete—response shows analytical understanding of the text
Infers Captures unstated but implied information	<i>What did the author mean by ___?</i> <i>What made you think that?</i> <i>What were you thinking when the text said _____?</i>	1. Limited—incorrect 2. Partial—states information directly from the text 3. Complete—shows inferential thinking
Evaluates Identifies author's purpose, point of view, and reasons Distinguishes between facts and opinions	<i>Why do you think the author wrote this piece?</i> <i>How do you think the author feels about _____?</i> <i>What is the author's opinion about _____?</i> <i>What facts does the author give to support his or her point of view?</i>	1. Limited—incorrect 2. Partial—refers to the text but does not come to logical conclusions 3. Complete—demonstrates evaluative thinking that reveals a depth of understanding
Understands Text Features Interprets and explains visual information	<i>Why did the author include _____ (map, picture, etc.)?</i> <i>What can you learn from this text feature?</i>	1. Limited understanding 2. Partial understanding 3. Complete understanding. Interprets visual information accurately
Describes Text Structure Describes overall text structure	<i>Describe the overall structure of this text.</i> <i>Does the author use sequential, description, comparison, cause/effect, or problem/solution?</i> <i>Give examples from the text to support your answer.</i>	1. Limited—incorrect 2. Partial—describes correct structure but doesn't give examples from the text 3. Complete—describes correct structure and provides examples from the text
Reflection/Next Steps:		