

Gather materials

Teacher: FastBridge CBMReading COMP Assessment Package
Student: Student CBMReading passage

Prepare to assess

Review Directions (see below).

Remember: Administer in the same way to each student - Assessment ≠ Teaching

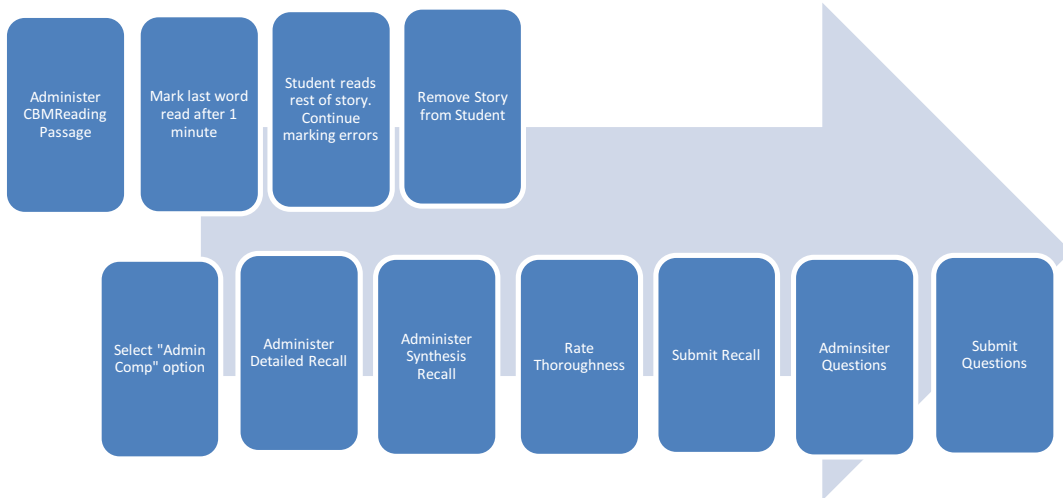
Administer Comprehension Task after CBMReading Passage

Purpose

Assess a student’s understanding of the CBMReading passage by administering the comprehension measure after the regular CBMReading activity.

This measure is an informal reading inventory that includes retell and questions about the passage.

Task Flow



Prep

Review the task flow (above) and all directions for CBMReading Comprehension.

Task

1. Complete the CBMReading passage marking errors and the last word read after 1 minute.
2. **Continue marking errors as the student completes the passage.**
The student MUST finish reading the passage to the end.
3. **Remove paper passage from student when s/he is finished reading the passage.**
4. Select the “Admin Comp” button on the right side of the screen to administer the recall section. Follow directions for recall on that page.
5. When finished with recall, move to the next page and administer the question section. Follow directions for questions on that page.

RECALL COMPREHENSION

Preparation for Recall

The recall section includes 3 different parts:

- Detailed: Student recalls passage and administrator records responses.
- Synthesis: Administrator confirms and identifies important parts of the passage that were recalled.
- Rating: Administrator rates the thoroughness of the overall recall.

Review the task flow and recall directions on the Quick Sheets for CBMReading Comprehension.

**Once student completes the CBMReading passage,
REMOVE the PAPER PASSSGE COPY from STUDENT**

Begin: Detailed Recall

After the student finishes reading the entire passage and **you have removed it** say,

Read **Pretend I am a friend who does not know the story you just read.
Start from the beginning and be sure to tell me all of the important parts.**

Start timer

- Do not give any feedback to the student or tell anything from the story unless mentioned below.
- Select the button next to each story item that’s recalled correctly by the student.
 - The student should recall the gist or general idea of the line to be correct.
- If the student pauses for 5 seconds during the retell, say: **“Anything else?”**
- Continue until the student is finished or until 120 seconds has elapsed.
- If the student is finished *before* 120 seconds say:

Read **Is there anything else you want to say?**

- Pause for response. Mark additional items correctly retold by the child.

Stop timer

If student does not respond during detailed recall

At the beginning of the recall task, if the student says “I don’t remember” or says nothing for 5 seconds, say:
“The name of the story was _____ (say title). Can you tell me anything that happened in the story?”
 Pause for response and mark additional items correctly retold by the student
 If the student does not respond after another 5 seconds say,
“Is there anything else you want to say?”
 If no, then stop the timer. If yes, listen and stop the timer when student is finished.

Discontinue rule for Detailed Recall:

If the student does not respond at the beginning of detailed recall or is completely unresponsive, prompt as directed above and continue with the synthesis recall and overall recall rating. Then administer the questions. NOTE: You **DO administer the questions even if the child was unresponsive during recall.**

Continue: Synthesis Recall

The synthesis recall identifies important parts of the passage that a student should recall. These parts are automatically selected when a student recalls particular items during detailed recall.

Review what is selected in the “Synthesis” section after the child finishes the Detailed Recall. Select or deselect items to reflect **your interpretation** of the student’s overall recall.

Continue: Rating Thoroughness of Recall

Use the scale to rate the thoroughness of the student’s recall. Select one option.

Comprehensive: The student recalled the most important parts of the passage.

Somewhat comprehensive: The student recalled more than 2 but not all important parts of the passage.

Less than comprehensive: The student recalled only 1 or 2 important parts of the passage.

Not comprehensive: The student did not recall any important parts of the passage.

Select the “Submit Button” to move to the Comprehension Questions

Timing, Discontinue, and Scoring for Recall

Timing of Retell ►

Open ended. Begin timer after directions are read.

Stop the timer once the student has finished retelling the story.

If student does not respond in 5 seconds at the beginning of the task, prompt as directed above in the “Begin : Detailed Recall” section.

Discontinue for Retell ►

If the student does not respond at the beginning of retell or is completely unresponsive, prompt as follows:

At the beginning of the recall task, if the student says “*I don’t remember*” or says nothing for 5 seconds, say:

“**The name of the story was _____ (say title). Can you tell me anything that happened in the story?**”

Pause for response and mark additional items correctly retold by the student

If the student does not respond after another 5 seconds say,

“**Is there anything else you want to say?**”

If no, then stop the timer. If yes, listen and stop the timer when student is finished.

Continue with the synthesis recall and overall recall rating. Then administer the questions.

NOTE: You **DO administer the questions even if the child was unresponsive during recall.**

Notation ►

There is space on the administration page to record important observations during administration.

Administration and Scoring Details for Recall

Detailed Recall

Read through the passage and the recall scoring sheet before administration so you are familiar with the format. The scoring sheet follows the order of information in the passage while keeping each line of information as simple as possible so you can easily attend to the child's responses.

Score the detailed recall section by comparing the student's response to the gist or general idea of each line. The student does not need to recall the line exactly as worded. He or she may use paraphrases or synonyms. However his/her response should convey the same general information or gist meaning of the line to be considered correct. This is up to the examiner to determine.

- ▶ Each recalled line/idea is marked if the child recalled the information.
- ▶ Incorrect recall is not recorded.
- ▶ Score is the total items recalled for details out of 20.
- ▶ The total items / total time (per minute) are provided for a recall per minute score.

Synthesis Recall

The second part of the recall synthesizes the important components of the detailed recall including goals that reflect the overall narrative arc. This is what good readers typically recall.

The recall synthesis items are linked to some of the recall details. When a student recalls particular details that are related to the synthesis items, the synthesis items automatically populate based on AND or OR operators. These operators vary for each line based on research and theory.

Examiners should review and score the synthesis items immediately after the student completes his/her specific recall and the "Stop Timer" button is selected. Examiners can override the automated selections based on individual interpretation. This means that the examiner can select or unselect a synthesis item based on the experience hearing the entire recall. This is allowed because examiners may see subtle cues that are only captured during in-person recall.

- ▶ Total items recalled in synthesis out of 6.
- ▶ Total synthesis / total time of recall are provided.
- ▶ Overall synthesis score is determined by these cut-off points:
<4 = no score; 4-5 = partial; 6 = full.

Thoroughness Rating of the Recall

The last part of the recall asks the administrator to rate the thoroughness of a student's recall using a 4-item scale reflecting how comprehensive the recall was in their opinion.

This option provides information about the holistic nature of the student's recall.

The rating options are:

Comprehensive: The student recalled the most important parts of the passage.

Somewhat comprehensive: The student recalled more than 2 but not all important parts of the passage.

Less than comprehensive: The student recalled only 1 or 2 important parts of the passage.

Not comprehensive: The student did not recall any important parts of the passage.

COMPREHENSION QUESTIONS

- There are 10 questions to administer for each passage.
- Ask each numbered question and wait for a response.
- The best answer or potential answers are listed.
- Answers do not have to exactly match, but *should* match the gist or main idea of the provided answers.
- Review the task flow and recall directions on the Quick Sheets for CBMReading Comprehension.

Begin: Comprehension Questions

Read

Now I will ask you some questions about the story.

Think about the story you read when answering these questions.

- Read each question aloud to the student and pause for a response.
- Do not give any feedback to the student or tell anything from the story.
- Select the button if the response was correct.
 - The student should recall the gist or general idea of the answer(s) given on this page. If more than one answer is possible, the student only needs to remember one of these answers.
- If the student says, “I don’t know” or pauses without saying anything, say: **“Make your best guess.”**
- If the child still does not respond, mark the item incorrect and read the next question.
- If student responds with off-topic comments, remind him/her to answer based on what they read in the story.
- Continue until the student is given all questions on the form.

Select the “Submit Button” when finished giving all questions.

Timing, Discontinue, and Scoring for CBMReading Comprehension Retell and Questions

Timing of Questions ► Administration of questions is not timed.

Discontinue for Questions ► If the student gets the **first 4 items incorrect**, then discontinue the task and record all items as incorrect.

Notation ► There is space on the administration page to record important observations during administration.

Administration and Scoring Details for Comprehension Questions

Questions

After the recall synthesis is completed, the examiner asks the student a set of 10 questions. The examiner scores the questions based on the suggested answers that are provided. As with the recall details, the student should recall the

- Each question is marked as either correct or incorrect based on the possible answers provided on the answer sheet. Answers do not have to be exact but should match the gist or main idea of the answer(s) provided.
- The total items correct out of 10 earned is recorded at the bottom of the page.
- <7 correct = no score; 7-8 = partial; 9-10 = full.