

# Assessment Checklist for Infer Meaning

These are questions we have asked our students, but you can adapt them to fit your own students' unique needs.

## Expectations for student thinking and learning

- Use the context to infer the meaning of unfamiliar words and concepts
- Merge background knowledge with text clues to draw a reasonable conclusion
- Infer to interpret the deeper meaning of language
- Use background knowledge and text clues to infer the meaning of subheads, titles, and features
- Infer the answers to unanswered questions
- Infer to surface big ideas and themes supported by evidence from the text
- Use inferential thinking to read critically

## Questions you can ask yourself to assess student understanding

- Do they use the context to infer the meaning of unfamiliar words and concepts?
- Are they using their background knowledge and merging it with text clues to draw conclusions?
- Do they use the context to interpret the meaning of language?
- Are they inferring to understand a variety of text features?
- Are they using text evidence to infer answers to questions that are not answered in the text?
- Are they surfacing themes and big ideas to arrive at a deeper understanding?

## Questions students can ask themselves

- Did I infer to figure out the meaning of new words?
- Did I think about what I knew and merge it with the information?
- Did I find evidence in the text to support my inference?
- Did I read between the lines to get at deeper meaning?
- Did I use the text features to infer what the text was about?
- Did I use text clues to infer the answers to questions when I couldn't find the answer in the text?
- Did I infer the themes from evidence and clues in the text?

## Language of inferring

- "I'm thinking that..."
- "This information makes me think..."
- "Maybe..."
- "Maybe it means..."
- "It seems to me..."
- "Perhaps..."
- "Probably..."
- "That's probably why... what... how..."
- "From the text clues, I can conclude..."
- "The evidence suggests..."