

Assessment Checklist for Monitor Comprehension

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

- Listen to the inner conversation and leave tracks to hold thinking and learn and remember information
- Notice when we stray from an inner conversation and stop to refocus
- Reread and read on to clarify meaning and clear up confusion
- Stop and use fix up strategies when meaning breaks down, i.e., ask questions
- Remember to stop, think and react to learn information and expand thinking
- Articulate the strategies they use to understand content as well as their own reading process

Questions you can ask yourself to assess student understanding

- Do they jot down their thinking to leave tracks of their inner conversation and to monitor their understanding?
- Do they stop and go back to refocus their thinking?
- Do they reread or read on for clarification and to clear up confusion?
- Are they able to use fix up strategies to get back on track?
- Do they stop, think and react to the information to gain understanding?
- Are they beginning to articulate the strategies they use to understand the content as well as the reading process?
- Do they refer to the anchor chart for support?

Questions students can ask themselves

- Did I follow my inner conversation?
- Did I leave tracks of my thinking?
- Did I stop and refocus when my mind wandered?
- Did I go back and reread when the text didn't make sense?
- Did I try reading on when I was confused?
- Did I use a fix-up strategy to get back on track?
- Did I remember to stop, think, and react while reading?

Language of monitoring comprehension

- "My inner voice says..."
- "I think..."
- "I understand..."
- "The text makes me think..."
- "I'm not thinking about the text here..."
- "I can't hear my inner voice here..."
- "I don't understand..."
- "This doesn't make sense..."
- "Huh? I don't get this part..."
- "I need to reread..."
- "Maybe if I read on..."
- "When I went back and reread, I learned..."
- "Oh, now I get it..." (after reading on or rereading)

Annotated Rubric for Strategy Cluster 1: Monitor Comprehension

Name _____		Date _____	
Oral and/or Written Evidence	Strong Evidence 3	Some Evidence 2	Little Evidence 1
Listens to the inner conversation and leaves tracks to hold thinking, i.e., text coding			
Stops and goes back to refocus thinking when the mind wanders			
Rereads and reads on to clarify meaning and clear up confusion			
Stops and uses fix-up strategies when meaning breaks down, i.e., asks a question			
Remembers to stop, think, and react to learn information and expand thinking			