

PROBE²™

reading comprehension assessment

MANUAL

A multiple-use reading probe designed to gain insight into a reader's comprehension skills and reading behaviours with the purpose of determining teaching strategies.

CREATED, DESIGNED & WRITTEN BY
Chris Parkin & Catherine Parkin

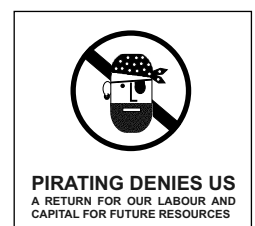


2011

PROBE2 Reading Comprehension Assessment™ - Manual

Chris Parkin & Catherine Parkin
© Triune Initiatives 2011

Triune Initiatives Ltd
Wellington
New Zealand
email: publications@triune.co.nz
www.comprehenz.com
All rights reserved



ISBN PROBE2 Reading Comprehension Assessment - Kit	978-09582694-5-2
PROBE2 Reading Comprehension Assessment - Manual	978-09582694-3-8
PROBE2 Reading Comprehension Assessment - Student Texts	978-09582694-4-5

With the exception of Part 4 Copymasters, that may be photocopied directly from this book's masters (excludes copies of copies), no part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior written permission of the publisher.

Printed in New Zealand by Valley (Print)

CONTENTS

Introduction	page 4
About the texts	page 5
Components, copyright, purchasing	page 6

MANUAL PART ONE - GUIDE

Basic outline - and quick guide	page 8
From start to finish - determining the start & end point	page 9
Considerations 1 - for this assessment	page 10
Considerations 2 - for this assessment	page 11
Student behaviours - beyond right & wrong answers	page 12
Recording comprehension - with example	page 13
Bracketing - a time saver	page 14
Assessment example	page 15
Four options for using PROBE2	page 16
Option 1 - informal reading inventory procedure	page 17
Option 1 - oral reading observation	page 18
Option 1 - oral reading analysis	page 19
Option 2 - silent reading comprehension procedure	page 20
Option 3 - listening comprehension procedure	page 21
Option 4 - written comprehension procedure	page 22
PROBE2 taxonomy - outline	page 23
PROBE2 taxonomy - the literal question	page 24
PROBE2 taxonomy - the reorganisation question	page 25
PROBE2 taxonomy - the inference question	page 26
PROBE2 taxonomy - the vocabulary question	page 27
PROBE2 taxonomy - the evaluation question	page 28
PROBE2 taxonomy - the reaction question	page 29
What to do next	page 30

MANUAL PART TWO - DETERMINER

Purpose & design	page 32
Procedure & interpretation	page 33
Examples	page 34 - 36

MANUAL PART THREE - ANSWERS

Guide to use	page 38
Page features	page 39
Answer pages - 40 sets	page 40 - 79

MANUAL PART FOUR - COPYMASTERS

Recording sheet use	page 82
Organisation of texts	page 83
Recording sheets - copymasters	page 84 - 123
Determiner quick guide	page 124
Determiner recording sheet - copymaster	page 125
Written comprehension recording sheet - copymaster	page 126
Student reading record - copymaster	page 127
Ten teacher behaviours - that negatively affect results	page 128

INTRODUCTION

Students should be encouraged to: 'read carefully, to use the evidence, and draw legitimate conclusions. Studying a writer's work in this way makes demands on your intelligence and your concentration, whereas guessing the point he [sic] is making, without regard to logic or to the clues he has dropped, is as easy as it is unrewarding.'

Young & Gardner, *Intelligent Reading*, Longmans Green & Co., London, 1964

There is no point in reading if you don't understand what you are reading about. Knowing all the individual words in the vocabulary of a language will not help understand the meanings of those words in their various combinations and sequences if there is no teaching or modelling of understanding.

While reading often and widely is a major contributor to success, for many young people the ability to comprehend at a high level doesn't just happen naturally - it needs to be taught. And taught not once, not twice, but regularly throughout their schooling.

This involves teaching the skills of close and intelligent reading. These skills must not be overlooked. They must not be dismissed as unimportant, or just too hard to achieve.

To ensure students get the guidance and practise they need, teachers of reading must continue to develop their understanding of the reading process and the skills successful readers require.

Teachers must use close and intelligent observations of their students to help determine existing skills and the achievements their students make.

PROBE2 Reading Comprehension Assessment (PROBE2) is an assessment resource that can help make these observations. While PROBE2 assists teachers to determine a student's reading level, the focus of attention should not simply be on a numerical outcome.

It is more important to utilise the strengths of this assessment:

1. To get a greater understanding as to how students engage with the texts and to observe the reading behaviours they exhibit.
2. To get an insight into whether the mental images they are forming match the intent of the author.
3. To see if they can reorganise scattered information, pick up complex and simple inferences, work out unknown vocabulary in context and form an opinion directly related to the text.

In effect, PROBE2 is a controlled in-depth interview that will, if the information gathered is well considered, greatly help teachers to determine specific teaching strategies for their students.

AN ALL-NEW PROBE

PROBE Reading Assessment was first published in December 1999 (revised in 2002 & 2009).

PROBE2 Reading Comprehension Assessment is an all-new version of the original assessment.

It has forty new stories written specifically for the assessment. While the general format of the assessment has not changed, there are significant improvements. The back cover lists these changes.

There are significant changes to the questions and answers. They are in keeping with our philosophy towards reading and reading comprehension - the need to teach young people to read more insightfully and analytically.

ABOUT THE CREATORS OF THIS RESOURCE

PROBE 2 has been created, designed and written by Chris & Catherine Parkin.

They both have had extensive and varied teaching experiences - working with primary (elementary), secondary and adult students and teachers in New Zealand and Australia over four decades.

Their experience in reading assessment and analysis led them to recognise that a high level of reading accuracy did not necessarily correlate with a corresponding depth of understanding.

However, it is their endless pursuit of knowledge of everything, and their drive for excellence in what they do, that has enabled them to create this complex, yet practical, resource to enhance the world of learning.

ABOUT THE TEXTS

Each of PROBE2's forty original texts has been purpose written as an assessment tool. They appear in no other publication. The texts have been controlled to suit the level of difficulty in both content and concept. They have been meticulously worked to accommodate a full range of comprehension

The texts thus avoid the problems posed by material which has not been specifically written for assessment or has been taken out of context. They have been written as complete units, with no reliance on previous or later information.

The PROBE2 texts have been written and organised with a high interest level and to include both fiction and non-fiction at each reading age.

The inclusion of both fiction and non-fiction stories reflects the view that the two types of writing are distinct in their internal organisation, use of vocabulary and the demands each makes on the reader. Omitting one or the other could disadvantage readers or misrepresent real ability.

Some students are more comfortable, for example, with the objectivity and sequential presentation of factual information contained in non-fiction texts. Others cope more readily with the subjectivity, varied use of vocabulary and less predictable structure of fiction.

To reduce bias and enable the assessor to more accurately evaluate the reader's ability to draw on the information contained in the texts they are, as much as possible, written in Standard International English and are culturally and geographically non-specific.

As this is an assessment of a reader's ability to decode and comprehend text, there are no pictures and limited title clues to ensure the results are based on these skills.

The overlapping of texts allows for a wider choice of material in a small range.

The reading age of the texts has been largely determined using the Elley Noun Frequency Method (Elley, W.B. and Croft, A.C., - NZCER, revised edition 1989), with some cross-checking using the Fry Readability Formula (Modified) for higher level texts.

For texts with fewer than 25 nouns, in which the Noun Frequency Method is acknowledged to be unreliable, Holdaway's Sight Words and Progression of Word Recognition Skills (Holdaway, D., Ashton Scholastic, 1972), and Bedrock Sight Words have been used.

In addition to these readability tools, the creators have used their collective experience to determine the linguistic and conceptual complexity of each text.

Poetry, technical and instructional writing have been intentionally omitted as research suggests that the specialised vocabulary makes the noun frequency count method unreliable in these genres.

Fictional texts are devoid of fantasy. The themes, settings and characters of the stories have been carefully considered to ensure they appear plausible to most readers.

In selecting topics for non-fiction texts every effort has been made to ensure factual accuracy. Numerous sources have been consulted and facts have been cross-referenced. Topics involving debatable or controversial information have been avoided.

ACKNOWLEDGEMENTS

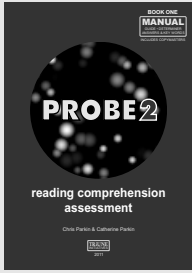
Catherine Parkin wrote thirty eight of the forty original stories in PROBE2. *Hard Tack* was contributed by Barnaby Parkin (Oxford, UK) and *The Big Race* by Samuel Parkin (London, UK).

The need for this resource to have a variety of stories, written in such a way that they are compact, cover twenty reading levels, meet the needs of six question types and could be used with students both young and old from around the world is a credit to Catherine's skill as a precision writer.

Barnaby Parkin also contributed his keen analytical skills in reviewing the stories, questions and answers. His logical approach and eye for detail were invaluable to the refinement of this work.

Triune Initiatives thanks all the volunteers, young and old, who obligingly took part in the trials of the texts and the questions, thereby helping to fine-tune this work.

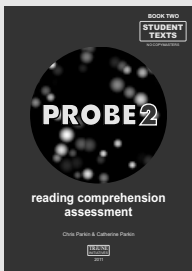
THE PROBE² KIT COMPONENTS



BOOK ONE: MANUAL

Contents:

- Part 1. Guide purpose and procedure.
- Part 2. Determiner pre-test - purpose & procedure.
- Part 3. Answers includes notes and key words.
- Part 4. Copymasters Determiner & Recording Sheets.



BOOK TWO: STUDENT TEXTS

Contents:

- PROBE2 Determiner word lists.
- 40 stories and questions (fiction & non-fiction).
- Students read stories from this book only.
- Replacements are available.

COPYRIGHT - WHAT YOU CAN AND CANNOT COPY

Triune Initiatives copyright

PROBE² is protected by the international law of copyright.

Legal use of copymasters

Copies can only be made (directly) from copymasters in a legally purchased PROBE² manual.

Copies of copies are NOT permissible.

Guide, Determiner, Answer Section or Student Texts **MUST NOT BE COPIED**.

NO changes permitted

THIS WORK MUST NOT: 1. be reformatted. 2. have texts or questions altered. 3. have illustrations added.



PURCHASING KITS & COMPONENTS

PROBE² Reading Comprehension Assessment kits 2 book kit (with copymasters)

PROBE² Supplementary kits 2 book kit: 1. Guide & Answers 2. Student Texts (no copymasters)



Supplementary kits are only sold to schools for use on the one site (campus). Each campus must have at least one full kit to access copymasters. Individuals & mobile educators require a full kit.

Additional Student Texts For use with Option 4 only.

Replacement components can be purchased. Proof of original purchase may be requested.

PROBE2TM

reading comprehension assessment

PART ONE **GUIDE**

Polonius: What do you read, my lord?
Hamlet: Words, words, words.
Polonius: What is the matter, my lord?

W. Shakespeare *Hamlet, Prince of Denmark*



Do not copy Part 1

It is an infringement of international copyright law.

To ensure the effectiveness of this assessment, assessors should be familiar with the texts being used and the structure and methodology of the procedure.

THE PURPOSE OF PROBE2

PROBE2 is designed to help identify instructional need and monitor individual progress and therefore can be used for formal reporting, placement and promotion decisions.

It has been designed as a general resource, but can be used with special needs students (who are reading).

WHO CAN ADMINISTER PROBE2

General classroom teachers to education specialists.

WHO CAN BE ASSESSED WITH PROBE2

7 year olds* to adults - wherever English is being read. *Those below 7 years who decode well.

Students learning to read English as a second language.

Primarily the assessment is for use with individual students.

READ THE MANUAL BEFORE ASSESSING

- Read the Guide
- Read the stories
- Read the questions
- Read the answers
- Read the notes and keywords

QUICK GUIDE TO USING THIS ASSESSMENT

1. Have the **Manual & Student Texts** book at hand. (not copies)
2. From Part 4 Copymasters, print copies of all the SETS you are likely to use.
Have a stockpile of the sheets that will be used, as well as some SETS at levels above and below those.
3. Organise the student, advising them how the assessment will proceed. (see pages 16 - 22)
4. Establish the starting point. (see From Start to Finish page 9)
5. Decide which option is going to be used. (see pages 16 - 22)
6. Select the appropriate text(s) to be used.
7. Give the student the Student Texts book and have them open it to the selected text.
8. Have the relevant recording sheet ready (copymasters).
9. Have the Manual open at the corresponding answer page in Part 3.
10. Begin the assessment. More than one text will be required.

FOUR OPTIONS FOR USING PROBE²

There are four options for using the PROBE² Reading Comprehension Assessment.

Read the purpose of each option and take note of the considerations.

Options One and Two are the most frequently used.

It is acceptable to switch options during an assessment session.

Be sure to read the following pages that outline the Details of Procedure & Use.

OPTION ONE

Details of Procedure & Use p 17-19

INFORMAL READING INVENTORY

student reads text aloud - assessor asks questions aloud

PURPOSE: Exposes decoding errors that may cause low comprehension. e.g. lack of word knowledge, omissions or insertions of words, not responding to punctuation, misreading small but significant words.

CONSIDERATIONS: Some readers strive to read fluently with expression and can subsequently fail to build clear mental images, or pick up the important nuances. Other readers (particularly older students or adults) are stressed by reading aloud through fear of exposing their decoding weaknesses.

OPTION TWO

Details of Procedure & Use p 20

SILENT READING COMPREHENSION

student reads text silently - assessor asks questions aloud

PURPOSE: For competent decoders when only comprehension needs to be assessed. For use with older (often slower) readers. Less pressure can result in better comprehension.

CONSIDERATIONS: It is important to observe the student reading silently. Are they: focusing, sub-vocalising, reading word-for-word, going slow, regressing etc. - behaviours that may negatively affect comprehension.

OPTION THREE

Details of Procedure & Use p 21

LISTENING COMPREHENSION

student listens as assessor reads the text & asks questions aloud

PURPOSE: When it is suspected that a poor decoder has a higher comprehension level. This option is generally used after analysing an Option One result.

CONSIDERATIONS: This is an informal assessment. While results cannot be recorded as an independent reading level, they can be recorded as a listening comprehension result. Results can confirm that the reading vocabulary is the bigger problem.

OPTION FOUR

Details of Procedure & Use p 22

WRITTEN COMPREHENSION

student reads text silently and answers the questions in writing

PURPOSE: For when a group assessment is the only option.

CONSIDERATIONS: Only use with older students. Not recommended for primary/elementary students. Decoding level has to be sound and writing skills sufficient. This option should not be used just because it seems quick and easy. Extra copies of the **Student Texts** will be required.

There is considerably more to reading than surface meaning. For students to become more insightful and analytical in their reading, they need to be able to ‘read between and beyond the lines.’

As students progress through the school system, increasingly the expectation is that they can comprehend the underlying inferences, evaluate the text by extending beyond what is given, reorganise information, infer the meaning of unfamiliar or unknown words from context and react to what has been read.

Triune has identified and defined six types of questions: literal, reorganisation, inference, vocabulary, evaluation and reaction. These help teachers to measure each student’s depth of understanding.

The purpose of creating the question taxonomy is to demonstrate the relationship between the questions and their progressive nature. This PROBE² taxonomy has not been developed from or matched to any other educational taxonomies, e.g. *Taxonomy of Educational Objectives*, Bloom, B. S. et al.

Some subtle changes have been made to the definitions in the PROBE² taxonomy, but it is essentially the same as the original. These changes are mainly to the evaluation definition. Evaluation questions are not as open to multiple interpretations as those in the original PROBE. This allows the teacher to be able to assess the students’ responses with greater confidence and accuracy.

DEFINITION OF THE QUESTION TYPES

literal	Finding information that is given directly in the text. <i>Answers are found in a single sentence.</i>
reorganisation	Reconstructing two or more literal pieces of information contained in the text. <i>Pieces can be within two adjacent sentences or scattered throughout the text.</i>
inference	Deducing information not given directly in the text. <i>‘Simple’ inference - relevant information is not widely scattered.</i>
vocabulary	Determining the meaning of unknown words from context. <i>Vocabulary questions can be solved within context.</i>
evaluation	Gathering information and drawing inferences. <i>‘Complex’ inference - relevant information is more widely spread.</i>
reaction	Expressing an opinion based on the information given in the text . <i>The text has to form the basis of that opinion.</i>

It is vital that all those who use this assessment understand this taxonomy.

READ PAGES 24 - 29



Reconstructing two or more literal pieces of information contained in the text

The pieces can be within two adjacent sentences or scattered throughout the text.

While it is literal information that is gathered, there can be a slight inferential aspect.

There are two main types of reorganisation - joined and grouped. (includes elimination & calculation)

Important skills and knowledge include:

1. Knowing how to find separated but related elements.
2. Recognising plurals in questions indicating grouping: *What things ...? How many ways ...?*
3. Knowing how referents work: *Usually pronouns (they, he, it, etc) - linked to a parent noun.*
4. Knowing how connectors work: *however, as a result, as well as, but, consequently, etc.*

MODEL TEXT

THE CARD

Alex was struggling to write a thank you card to send to his Aunt May. He had broken his arm last week. He said to his mother that he would phone his aunt. She said a card would be better, as May was hard of hearing.

His aunt knew he was keen to go fishing and had sent him a high quality rod and reel for his birthday. He wanted to thank her for this gift, as well as the tackle box and the book and DVD set *Fishing For Beginners*, that his friend had told him was the best.

MODEL QUESTIONS

Q1. *Why was Alex struggling to write the card?* A. He had broken his arm.

Note: Related elements in 1st & 2nd sentence have to be joined:

(1st) 'Alex was struggling to write a ... card' (2nd) 'He had broken his arm.' He refers to Alex.

Q2. *What gifts did Aunt May send to Alex?* A. Fishing rod and reel, tackle box, book and DVD set.

Note: Information from sentences 1, 5 & 6 has to be gathered and grouped.

Sentence 1 gives the parent nouns - Alex and Aunt May.

Sentence 5 tells us that Alex's aunt sent him a rod and reel for his birthday.

Sentence 6 defines the items as gifts. It also tells us that he received two more (gifts).

REORGANISATION QUESTIONS FROM PROBE2 TEXTS

SET 7 Non-fiction: Apples

Extract: From seed, an apple tree can take as long as six or seven years to produce its first fruit. Many insects are pests and attack them. Some eat the fruit. Some damage the tree by sucking sap from the leaves.

Q3: *In what ways are insects pests to apple trees?*

A. 1. They eat the fruit. 2. They suck sap from the leaves (damaging them)

Note: This answer requires grouping and the use of referents - 'them' (apple trees). 'some' (pests). The question asks: '*In what ways*'. Both answers are required.

Giving half a mark for answering one part negates the fact that reorganisation skills are being tested.

SET 18 Non-fiction: Diamonds

Extract: Diamonds are the hardest known natural material on the planet. Consequently, industry has used them on the tips of cutting blades and drills

Q3. *Why are diamonds used on the tips of cutting blades?*

A. Because they are the hardest known natural material (on the planet)

Note: This answer requires joining of information in two adjacent sentences.

The referent 'them' is linked back to the parent noun 'diamonds' in the preceding sentence.

The word 'consequently' connects the information in the two sentences.

PROBE2TM

reading comprehension assessment

PART THREE

ANSWERS



Do not copy Part 3

It is an infringement of international copyright law.

This is an assessment of close and intelligent reading.
Incorrect results will be detrimental to the students' needs.

If you have not familiarised yourself with Part One, the Guide, do so before using this assessment.

FOLLOW THESE INSTRUCTIONS

1. Regardless of an assessor's knowledge the answer page must always be open when testing.
If it isn't referred to with each answer, the purpose of this assessment will be defeated.

2. Each answer a student gives must be compared to the assessment answer.
*An exact match does not have to be given.
However, it cannot be a response that is 'almost right'.
Discernment must be used to determine whether the student's answer is correct.*

3. The notes under each question will help to make a decision.
They state what is expected.

4. Answers must relate to the text - not prior knowledge or creative ideas.
*The key words help match the student's response to the text.
When a student's response or intent is unclear, the key words will enable the assessor to know which words in the text have been used by the student in their reasoning.
Matching an answer with the key words allows the assessor to judge more confidently whether the response is correct or not.*

5. Referents (he, she, it, they etc.) may cause confusion and misunderstanding for some readers.
Referents that pertain to specific answers are underlined in the key words.

6. PROBE2 is not designed for half marks. Don't give them.

If the methodology is changed the purpose of this assessment is invalidated.

SET NUMBER
20 sets 2 stories per set

STORY TYPE
fiction or non-fiction

STORY TITLE

OUTLINE
Provides a general idea and specific features of each story. **DON'T** discuss with students.

QUESTION TYPE
Signals the kind of response to expect from the student. See taxonomy in the Guide.

NOTES
Items such as ...
What is acceptable, or not acceptable as an answer.
When a supplementary question should be asked.
How an answer may be arrived at - e.g. links & connections to be made.

KEYS
Short for **key words**
To compare a student's response to related key words, phrases and sentences within the text.
Read more on preceding page

CLOSED QUESTIONS
always require a reason. Most closed questions are answered YES & NO.
Read about two part questions on page 13.

PROBE 2 ANSWERS Set 7 FICTION **SUMMER HIDEOUT** All answers must relate to the text

OUTLINE: A timeless story of children enjoying a summer of hot, hazy days. They have each other and their imaginations. The reader needs to form a strong mental image of the scene and the feel of the story to fully understand it. An important feature is the proximity of their 'hideout' to the house.

1. LI Hadn't told anyone • no-one

NOTE: Either answer is acceptable.
KEYS: They hadn't told anyone / their hideout / there.

2. RO 1. It grew longer 2. Became dry 3. Became brown

NOTE: All three are required. If necessary, ask: "Can you tell me more?" NO half mark.
KEYS: uncut grass / It grew longer as / summer went on. It became dry / brown.

3. RO Lying back and talking about things

NOTE: This is the only acceptable answer. If necessary, say "Show me where it says that."
KEYS: in this hidden world. They / lie back / talk about things. Often they pretended to be / sailing across / sea.

4. IN Andy's • Andy's mother's - Because Andy's mother was calling from the back door

NOTE: Calling from the back door (to come and eat) implies the yard is Andy's and his mother's.
KEYS: backyard / Andy's mother calling from / back door

5. IN Every day - Every day the three friends played together

NOTE: The connection is between the words 'How often ...' in the question and 'Every day' in the text.
KEYS: Every day the three friends played there

6. VO A secret place • a place were no-one could see them • a place no-one else knew about

NOTE: 'hidden from view' 'hadn't told anyone' 'hideout' 'hidden world' have to be connected.
KEYS: the three friends played there, / hidden from view. They hadn't told anyone / hideout / in this hidden world.

7. EV YES - She would call out to them in the backyard when she had food for them

NOTE: Andy's mother knew not to call from the front door.
KEYS: hidden from view. They hadn't told anyone / their hideout was there. / They / never too far away / hear Andy's mother calling from / back door when / food ready for them.

8. RA YES - 1. It was a secret place where they could do what they wanted

NO - 1. The grass was scratchy 2. There were spiders and caterpillars there
NOTE: One reason is sufficient, but you may ask "Can you tell me more?" Answers must relate to the text.
KEYS: YES - uncut grass at / end of / backyard / another world / the three friends played there, / hidden from view. They hadn't told anyone that / That was the way they liked it. / They / never too far away / hear Andy's mother calling / when she had food ready for them.
NO - uncut grass / It grew longer / It became dry and brown. / The grass was scratchy. Sometimes / caterpillar crawled / across / leg or / spider ran up / arm.

SYMBOL (•)
between answers indicate different words for the same answer.
Read about discernment on preceding page.

NUMERALS
indicate there is more than one answer to the question. Always check notes to see how many answers are required.

Hadn't told anyone • no-one

1. It grew longer 2. Became dry

MORE ABOUT THE NOTES & KEYS

- Quoted parts of the text or question have quote marks and are set in italics. e.g. 'hidden from view'
- Answers within the notes have quote marks around them (no italics). e.g. Only 'the top' is acceptable.
- A slash (/) in the KEYS indicates words from text have been omitted. e.g. All day long / bird sang.
- Referents in the KEYS are underlined. e.g. They hadn't told anyone / their hideout was there.

OUTLINE: This story discusses (in simple terms) Earth's relationship with the sun and the moon - making simple comparisons.

- We see the sun in the daytime and the moon at night.
- Much further from Earth than the moon is, the sun gives us plenty of light and warmth; the moon gives us little light and no warmth.

Given the reading level and the word limitation, any reason as to why these differences occur is not discussed.

1. LI Up at/in the sky

NOTE: It is acceptable to omit 'up' from the answer.

KEYS: if we look up at / sky, we / see the sun.

2. RO 1. The sun can be only be seen in the day 2. It gives us lots of light 3. It keeps us warm

NOTE: Two ways are required. If necessary ask: "Can you tell me more?" NO half mark.
The sun is the subject of the question. Answering what the moon is like is not acceptable.

KEYS: In / day, / we / see the sun. / it gives / lots of light / keeps us warm. At night, we / see the moon /
The moon gives / some light, / It does not keep us warm.

3. IN The sun - it is a very, very long way away and the moon is only a long way away

NOTE: The inference is in the comparison: very, very long as compared to just long.

KEYS: The sun is a very, very long way away, / the moon / It is a long way away.

4. VO A little bit of/not much light • not a bright light

NOTE: The contrast must be made. sun: lots of light. - moon: some light.

KEYS: sun / it gives us lots of light / At night, we can see the moon / The moon gives us some light,

5. EV 1. The sun keeps us warm and it has gone 2. The moon at night does not keep us warm

NOTE: Both reasons are required. Attributes of the the sun and the moon have to be compared.
Just answering 'The sun has gone.' is not enough. If necessary ask: "Can you tell me more?" NO half mark.

KEYS: In the day, / sun / keeps us warm. At night / moon / It does not keep us warm.

**6. RA YES - 1. People wouldn't be able to see you 2. You can watch the moon 3. It would be cooler/not hot (a positive)
NO - 1. You would always need a light 2. It would be colder (a negative) 3. The dark would be scary**

NOTE: At least two reasons are required. If necessary ask: "Can you tell me more?" NO half mark.

KEYS: YES - Most times we / awake in / day / asleep at night. / At night, / moon gives / some light, / It does not keep us warm.
NO - Most times we / awake in / day / asleep at night. / sun / it gives / lots of light / keeps us warm. / moon gives /
some light, / It does not keep us warm.

OUTLINE: A story where a positive action has a negative affect. The reader has to unravel some simple inferences.

- The bird did not know where or why the tree had gone.
- The man who cut the tree down and the property owner, Mrs Jones, did not know the bird had a nest in the tree.
- The homeless bird has no choice but to settle in a tree down the road.

1. LI Mrs Jones

NOTE: This is stated directly in the text and is the only acceptable answer.

KEYS: Mrs Jones looked up at it and said “Noisy thing ...”

2. RO Trying to find its nest and the tree that it was in (had been in)

NOTE: The first ‘it’ is the bird, the second ‘it’ is the nest. Why the bird couldn’t find the nest is not asked for here.

KEYS: Round and round / bird flew, / it / couldn’t find / nest or / tree that it was in.

3. RO 1. Cut the tree down 2. Take the wood away 3. Remove the stump

NOTE: All three things required. If necessary, ask: “Can you tell me more?” NO half mark.

KEYS: man / cut / tree down / He put / wood onto / truck / drove away. He / back tomorrow / remove / stump of / tree.

4. IN The tree the man had chopped down • Mrs Jones’ tree

NOTE: The tree the man chopped down was Mrs Jones’ tree.

KEYS: bird / couldn’t find / nest or / tree / it was in. Mrs Jones / man / cut her old, rotting tree down

5. IN No - Because she didn’t know why it wouldn’t go away

NOTE: The man’s comment strengthens the idea that Mrs Jones really didn’t know.

KEYS: bird / Mrs Jones looked up at it / said, “Noisy thing. Why doesn’t it just go away?”
“I think it’s looking for something,” said the man

6. VO The part of the tree that is left in the ground

NOTE: There is no stump until a tree is felled. If the answer given is ‘Bottom of the tree.’ ask: “Can you tell me more?”

KEYS: cut / tree down / put / wood onto / truck / He / come back tomorrow / remove / stump of / tree.

7. EV The tree at Mrs Jones’ place with its nest in had been cut down

NOTE: This is the main idea of the story. It’s not simply that it’s tired, or that it’s night time.

KEYS: small, black bird / couldn’t find / nest or / tree / it was in. / man / had cut / tree down that morning. /
small, black bird settled down for / night in / tree at / end of / road.

**8. RA YES - 1. It was old and rotting (its life was over) 2. It could have fallen on someone or something (was old and rotting)
NO - 1. The bird’s nest was in it**

NOTE: One reason is sufficient. It must relate to the text. You can ask: “Can you tell me more?”

KEYS: YES - man / cut / old, rotting tree down
NO - bird / the nest / the tree / it was in. / man / cut / tree down

OUTLINE: A straightforward story about cheetahs and how they are different from the other big cats. Knowledge of the dash and the semi-colon is needed to see that cheetahs, not big African cats, are the fastest land animals. '*... cheetahs - big African cats; the fastest ...*'

The reader must understand that the old African story of the black marks on cheetahs' faces is folklore - not fact.

1. LI Big cats, great cats, large cats

NOTE: All three names required. If necessary, ask: "Can you tell me more?" NO half mark. The question doesn't ask for the individual members of the family (e.g. lions, tigers etc).

KEYS: Big cats, great cats, large cats - all / names for / largest members of / cat family.

2. RO Lions, tigers, jaguars, leopards and cheetahs

NOTE: Answer must include cheetahs. 'Also' is the link. If necessary, ask: "Can you tell me more?" NO half mark.

KEYS: large cats / members of / cat family. Included are lions, tigers, jaguars / leopards. Also / cheetahs

3. RO 1. Can't draw their claws back 2. Can't growl 3. Don't live as long 4. Black marks on their faces (like tears)

NOTE: At least two reasons required. The question asks 'In what ways'. If necessary, ask: "Can you tell me more?" NO half mark. Answer 4 is inferential rather than literal, but may be given by some students. It is acceptable.

KEYS: Cheetahs / different to / other big cats. / can't draw / claws back into / paws, / Unlike other large cats, cheetahs cannot growl. / They don't live / long compared / other large cats. / story says / black marks on / cheetahs' faces are / tear stains

4. IN Africa

NOTE: The reader needs to understand the use of this dash.

KEYS: cheetahs - big African cats

5. IN A growl

NOTE: A double negative: 'unlike...cannot' (negative + negative = positive). Therefore, all other cats can growl.

KEYS: Unlike other large cats, cheetahs cannot growl.

6. VO Join • come together

NOTE: The primary clue is 'all' ('all combine') telling us it is not just one attribute.

KEYS: shape of / head / very long legs, / large heart / lungs and / rough foot pads all combine to make / cheetah / very fast runner.

7. VO Pull • retract

NOTE: 'They can't their claws back ...' A substitution (synonym) for the word 'draw' is required.

KEYS: Cheetahs / They can't draw their claws back into their paws, but this / useful for extra gripping power

8. EV The marks go from the eyes to the mouth, making it look as if the cheetah has been crying (for its dead cubs)

NOTE: The implication being that Africans have long known that many cheetah cubs die.

KEYS: Cheetahs / They have black marks on their faces / go from / eyes down to / mouths. / Many cubs don't survive into adulthood / black marks on / cheetahs' faces are / tears stains of / mothers, crying for their lost children.

9. EV 1. The grip of their claws (not retractable) 2. Their rough foot pads

NOTE: Both reasons must be given. If necessary, ask: "Can you tell me more?" NO half mark.

KEYS: Cheetahs / They can't draw their claws back into / paws, but / useful for extra gripping power / moving at high speeds. / the rough foot pads all combine to make the cheetah a very fast runner.

**10. RA YES - It can help their survival because: 1. Young have a low survival rate 2. Adults don't live long in the wild
NO - 1. Their bodies are made for running so they need wide open spaces**

NOTE: One reason is sufficient. It must relate to the text. Answers such as 'You can get to see them.' or 'It's cruel.' are not related to the text and therefore are not acceptable. If necessary say: "Show me where it says that." Answering: 'YES - Can help their survival.' is not explicit. Ask: "Can you tell me more?"

KEYS: YES - Cheetahs / They don't live / long compared to other large cats. Many cubs don't survive into adulthood. / die from starvation, disease or / killed by other animals
NO - cheetahs / the fastest land animals in / world / shape of / head / long legs, / large heart / lungs / rough foot pads all combine to make / cheetah / very fast runner.

OUTLINE: A reporter interviews Lily, a local identity. She reflects on her past.

Lily and the reporter share the narration, using both direct and reported speech.

The story is non-linear, with Lily portrayed first as an old lady, then a young girl and finally as an old lady again.

1. LI On Hinton Avenue

NOTE: This is the only answer. If another response is given, say: "Show me where it says that."

KEYS: Lily / owns / kennels on Hinton Avenue,

2. RO In her youth • when she was young

NOTE: It has to be understood that she is an old lady talking about a time in her childhood.

KEYS: In her youth Lily / ill. She / spent / time in hospital.

3. RO Outside the window (in the garden)

NOTE: The image created is that of a low, open window with Lily sitting inside and Ruff sitting outside (implying close).

KEYS: armchair by a low window overlooking / garden / Ruff, / sometimes sit outside the window. / Lily / sitting in / armchair by the open window. / She looked up / saw Ruff, / staring at / tray.

4. IN YES - She was in hospital for a long time and she had to recover still more at home

NOTE: Answer requires both parts (hospital & slow recovery at home). If only one is given ask: "Can you tell me more?"

KEYS: Lily / spent / long time in hospital. Back home, her recovery / slow

5. IN A journalist/writer/reporter

NOTE: No name is given implying that it is the occupation being asked for.

KEYS: Lily / She told me her story for my magazine.

6. VO Getting better • regaining health/strength • recuperation

NOTE: Must link back from the slow recovery to the illness and long time in hospital, then link forward to regaining strength.

KEYS: Lily / ill. She / long time in hospital. Back home, / recovery / slow / when / regained / strength, / able / sit / short time each day.

7. VO Despair • dread • no enthusiasm • unable to cope

NOTE: anything that suggests it is beyond her capability to cope with the meal.

KEYS: She / little appetite, / told that to get better / must eat everything / cooked for her. / She looked with dismay at / meal. 'I can't eat all of this,' she thought.

8. EV NO - When she regained her strength she was able to sit in the chair for a just a short time each day

NOTE: The primary clue is 'and when' ('... and when she regained her strength ...'). This implies that she couldn't sit up at first.

KEYS: Lily / in hospital. Back home / recovery / slow / armchair / and when she regained her strength, / able to sit in it for / short time each day.

9. EV 1. Kept her company (at a time when she was lonely) 2. Helped her by eating the food that she couldn't

NOTE: Both things are required. If only one is given ask: "Can you tell me more?"

KEYS: Lily / loves dogs, but her opinion of them / not always / so high. / Lily / ill. / Back home, / recovery / slow / she / often lonely. / Ruff, the / dog, / outside / window. Lily didn't like dogs, / gave / no encouragement / She looked with dismay at / meal / 'I can't eat all of this,' / She / saw Ruff, tongue hanging out, staring at / tray. / she realised Ruff could be useful. / I gave him some, / from then on, Ruff came every day. We both enjoyed it

10. RA YES - 1. She couldn't eat all of her food. 2. It gave her a friend. 3. It led to her liking dogs (and owning kennels)

NO - 1. She was told she must eat all her food (to get better) 2. She might be overfeeding the dog (he wasn't a stray)

NOTE: One reason is sufficient, but you may ask: "Can you tell me more?"

KEYS: YES - Lily / owns / kennels / she loves dogs, but her opinion of them / not / always / high. / She looked / at / meal / 'I can't eat all / this,' / She / saw Ruff, / realised Ruff / useful. / gave him some, / Ruff came every day. / both enjoyed it / I slowly got better.

NO - She had / little appetite, / told that to get better / must eat everything / cooked for her. / She looked with dismay at / meal / 'I can't eat all / this,' / She / saw Ruff, / realised Ruff / useful. / gave him some, / Ruff came every day. / both enjoyed it / I slowly got better.

OUTLINE: An informative text on the knowledge that people have gained about natural navigational skills. It dispels the long-held belief that without visible landmarks, humans go round in circles because one leg is stronger than the other. Both humans and pigeons use visual clues, but for humans, it is exclusive. Pigeons have magnetite in their brains, enabling them to use Earth's magnetic field. We have a trace of magnetite in our noses, suggesting that humans once had this ability.

1. LI Iron-based crystals

NOTE: The primary clue is 'called'.

KEYS: iron-based crystals called magnetite

2. RO 1. Visual clues (seeing landmarks) 2. Using the Earth's magnetic field (magnetite in their brains)

NOTE: The question asks: 'What two ways?' Both ways are required. If necessary, ask: "Can you tell me more?" NO half mark. While specific visual clues are not required they are: pigeons following highways, roundabouts and turning at intersections.

KEYS: Homing pigeons find / way home / Like humans, they will use visual clues. They / seen following highways, / around roundabouts / turning at intersections. But they / equipped with more than one method of navigation. They have iron-based crystals / in their brains. Somehow this enables them to use / Earth's magnetic field to find their way.

3. RO They use visual clues • they look for landmarks

NOTE: 'They' (in the text) refers to the pigeons. 'Like humans, they will use visual clues.'

KEYS: Homing pigeons find their way home no matter where they start from. Like humans, they will use visual clues.

4. IN NO - The story says 'Somehow'

NOTE: 'Somehow' implies people do not know.

KEYS: They have / magnetite in their brains. Somehow this enables them to use the Earth's magnetic field to find their way.

5. IN NO - Experiments have proved this wrong

NOTE: The 'Experiments' have to linked back to the theory that a stronger leg caused the walker to veer off course.

KEYS: This strange occurrence used to be explained away by saying / humans have one leg stronger than the other / that we would veer off in / direction of / weaker leg. Experiments / have proved this to be wrong.

6. VO State of the surroundings • state of things around you

NOTE: Here 'conditions' refers to both fog and darkness. The clue is: 'are... or' ('... conditions are very foggy or very dark') Answering 'The weather' is not acceptable. If necessary, ask: "Can you tell me more?" NO half mark.

KEYS: When the conditions are very foggy or very dark

7. VO An extremely small amount

NOTE: The question asks what does *trace* mean here? Other meanings are not acceptable.

One clue is the preceding words 'if only just' ('our noses contain magnetite - if only just a trace.')

KEYS: no visible landmarks, people lose all sense of direction. / bones in our noses contain magnetite - if only just a trace.

8. EV They had no visual clues (were blindfolded)

NOTE: The lack of visible landmarks and the walking in circles have to be connected with results of the experiment.

KEYS: When / very foggy / very dark / no visible landmarks, people lose all sense of direction. / usually walk / in circles. / This / occurrence used to be explained / by saying / humans have one leg stronger than the other / we would veer off in / direction of / weaker leg. Experiments with blindfolded people / proved this to be wrong. / humans, / use visual clues.

9. EV Using the Earth's magnetic field

NOTE: The implication is the desert is a vast, featureless area i.e. no visual clues

KEYS: Homing pigeons / will use visual clues. / But / are equipped with more than one method of navigation. They have / magnetite in their brains. / this enables them to use / Earth's magnetic field to find their way.

**10. RA YES - 1. Gives an alternative/easier method for finding your way
2. Less chance of ever being lost**

NOTE: One reason is sufficient. A NO answer would have to relate to the text. You can say: "Show me where it says that."

KEYS: Homing pigeons find their way home no matter where they start from. / They have / magnetite in their brains. / this enables them to use / Earth's magnetic field to find their way. / bones in our noses contain magnetite / just a trace. / early humans may have been better / finding their way through unknown territory, without relying on vision.

OUTLINE: Told in the 3rd person narrative, the setting of the story is introduced with a reference to the past. The city's fountain provides a focal point for the people who are feeling the effects of an oppressively hot summer. A child is the key to a shift in their perception of the fountain's role in their lives - no longer just a monument. By following the child's lead many people are finally able to find relief.

1. LI Round

NOTE: Its size (large) and the fish sculpture in the centre are not to do with shape.

KEYS: fountain's / round pool

2. RO Four hundred years

NOTE: The fountain was built 100 years ago to celebrate the city's 300th anniversary. Requires reorganisation with calculation (300 years + 100 years = 400 years)

KEYS: fountain / it a hundred years later. / built / to celebrate / city's 300th anniversary.

3. RO 1. Her backpack 2. Sandwiches 3. Sandals

NOTE: All three things are required. Just answering 'Her belongings' is not acceptable. If necessary, ask 'Can you tell me more?'

KEYS: Nessa / her backpack / her sandwiches. / Kicking off her sandals / abandoning her belongings

4. IN YES - Because it says this summer was particularly hot

NOTE: 'particularly hot' implies that summers were hot, but this summer was hotter than usual.

KEYS: This summer was particularly hot.

5. IN NO - 1. People were wading in it 2. The small child got in it and was shrieking with delight (not distress)

NOTE: 'Wading' implies walking in shallow water.

One reason is sufficient. The answer must relate to the text. If necessary say: "Show me where it says that."

KEYS: small child / onto / edge of / fountain / into it. / his shrieks of delight. / Kicking off her sandals / Nessa / join him. / fountain pool / with people wading around / in / water.

6. VO Chasing • following • running after

NOTE: The image is the child running to the fountain. The primary clue is 'then'. ('... child ran past and then his mother ...')

KEYS: A small child ran past and then his mother in pursuit

7. VO Small • unimportant • of no importance

NOTE: The meaning is in the words around it. 'losing her temper over ... that normally wouldn't have troubled her.'

KEYS: she found she / losing / temper over minor issues that normally wouldn't have troubled her.

8. EV She was weary and short-tempered, and they had plenty of energy

NOTE: Nessa's weariness has to be linked with her being irritated by the energy of the mother and her child.

KEYS: She / Weary / often losing / temper over minor issues / small child ran past / his mother in pursuit. She looked at them with irritation. 'How / they have / energy / move like that?'

9. EV NO - The designer couldn't have imagined this happening (then or in the future)

NOTE: Although hypothetical on the writer's part, the people in the pool is the thing the designer couldn't have imagined.

KEYS: designer of / fountain / couldn't / imagined what / happening / hundred years later. / fountain pool / people wading around

10. RA YES - It was built for the people of the city and it's good that it's useful as well as decorative

NO - 1. Was built as a beautiful monument / artistic work for city's 300th anniversary 2. Wasn't designed for this

NOTE: One reason is sufficient. It must relate to the text. You can say: "Show me where it says that."

KEYS: YES - magnificent fountain / built / to celebrate / city's 300th anniversary, / large, round pool / beautiful central / sculpture. This summer / particularly hot. / people / unable / find relief. / daytime / sweltering. Nights / long / sleep / not a certainty. / fountain pool / alive with people wading / sitting with / feet in / cooling water.

NO - designer of / magnificent fountain / couldn't have imagined what / happening to it / hundred years later. grand scale to celebrate / city's 300th anniversary. Water flowed into / fountain's large, round pool from several outlets in / beautiful central fish sculpture.

PROBE2TM

reading comprehension assessment

PART FOUR

COPYMASTERS

Recording Sheet Use	p 82
Organisation of Texts	p 83
Recording Sheets	p 84-123
Determiner Quick Guide	p 124
Determiner Recording Sheet	p 125
Written Comprehension Sheet ...	p 126
Student Reading Record	p 127
Ten Teacher Behaviours	p 128

ONLY PHOTOCOPIABLE
from these blue masters



NO copies of copies

Copies of copies would be
an infringement of international copyright law.

SET DETAILS

set number, type, decoding level, title

TEXT

The text is spaced to allow the assessor to record any behaviours and/or errors when using Option 1.

The text is small, justified and without paragraphing. Students **MUST NOT** read from this page.

ORAL READING ANALYSIS

For Option One only. Allows details of accuracy and behaviours to be recorded. Decoding success for each text (96%) has been calculated for you.

The exact percentage can be calculated after the assessment.

WORDS NOT IN COUNT

You can pronounce these words for the students, but do not give an explanation.

QUESTIONS

Questions ordered by comprehension type. Don't change the wording of questions. Record responses in the spaces below the questions.

A tick box is next to the question number.

COMPREHENSION ANALYSIS

Do not give half marks.

Record total number correct & percentage.

Record totals for each question type.

STUDENT DETAILS

name, age assessor & date important reference information

OPTIONS

circle option being used

PAGE

in Student Texts book

PROBE ² RECORDING SHEET		NAME	AGE
© Triune Initiatives 2011 This page can be copied from this BLUE MASTER ONLY		ASSESSOR	DATE
SET 12 NON-FICTION Decoding 10.5 - 11.5 SILBO GOMERO		OPTION (circle)	1 2 3 4
STUDENTS MUST NOT READ FROM THIS SHEET Score: 28			
<p>The Canary Islands are a group of small islands in the Atlantic Ocean, off the coast of North Africa. One of the smallest of these islands, La Gomera, is now a popular tourist destination. Today, roads wind through the long, narrow valleys and up the very steep hillsides. Once, it wasn't the sound of cars that could be heard in these valleys, but loud, long whistles. Even when people first lived there, these steep hillsides were farmed. Many villages were built high above the valleys. In those days, before phones or the internet had been invented, they had great difficulty communicating with each other, even over short distances. So they came up with Silbo Gomero - a whistled language. They whistled the vowels, consonants and different tones of the Spanish language. With it they could have a long distance conversation without having to leave their village. In the deep valleys, whistles could be heard for up to three kilometres. When one person heard a whistle, they could 'pass' the message on. In this way, information could be relayed around the island. The 20th century brought many changes to the island. Towards the end of the century it was only the very old who were skilled in the Silbo language. After nearly vanishing from La Gomera, this means of communication is now being revived by teaching it in schools.</p>			
ORAL READING ANALYSIS - OPTION 1 ONLY			
SELF-CORRECTIONS ACCURACY: /220 (211 = 96%) % BEHAVIOURS: SPEED high <input type="checkbox"/> low <input type="checkbox"/> HESITATION low <input type="checkbox"/> high <input type="checkbox"/> WORDS NOT IN COUNT OMISSION low <input type="checkbox"/> high <input type="checkbox"/> INSERTION low <input type="checkbox"/> high <input type="checkbox"/> La Gomera DEPENDENCE low <input type="checkbox"/> high <input type="checkbox"/> Silbo Gomero, Silbo		COMMENT:	
COMPREHENSION QUESTIONS Write down student's responses - NOT just a tick or a cross.			
LI <input type="checkbox"/> 1. What was built high above the valleys? RO <input type="checkbox"/> 2. Which group of islands is La Gomera in? RO <input type="checkbox"/> 3. What are three things this story tells you about Silbo Gomero? IN <input type="checkbox"/> 4. Do many visitors go to La Gomera? How do you know that? IN <input type="checkbox"/> 5. What can be heard in the valleys today? VO <input type="checkbox"/> 6. '... could be relayed around the island.' What does the word relayed mean here? VO <input type="checkbox"/> 7. '... communication is now being revived ...' What does the word revived mean here? EV <input type="checkbox"/> 8. What was the cause of the communication difficulties in the days before cars, phones and internet? EV <input type="checkbox"/> 9. Why were the very old people the only ones skilled in the Silbo language? RA <input type="checkbox"/> 10. Should La Gomera schools teach children the old whistled language? Why do you think that?			
COMPREHENSION ANALYSIS			
LI LITERAL /1	RO REORGANISATION /2	COMMENT:	
IN INFERENCE /2	VO VOCABULARY /2		
EV EVALUATION /2	RA REACTION /1		
TOTAL / 10	%	minimum pass 70%	
NO 1/2 MARKS If 70%+ try a set up. If below 70% try a set down. Non-fiction decision: up <input type="checkbox"/> down <input type="checkbox"/> final <input type="checkbox"/>			

DECISION

A minimum pass is 70% (With 6 or 8 questions the result is rounded to nearest 10).

The reference table gives percentages for Set items with 6 or 8 questions.

If result is below 70% go down to a lower set - if necessary keep going down to find a pass rate.

If result is 70% or above, go up to a higher set - if necessary keep going up until the result is under 70%.

The independent reading level is that of the last set they passed (70% or more).

Bracketing will normally reduce the number of texts required to find a pass level.

This process applies to both fiction and non-fiction texts.

Reference Table: Comprehension Question Percentages for 6 & 8 questions (rounded to nearest 10)

6	1/6	20%	2/6	30%	3/6	50%	4/6	70%	5/6	90%	minimum pass 4/6				
8	1/8	10%	2/8	30%	3/8	40%	4/8	50%	5/8	60%	6/8	80%	7/8	90%	minimum pass 6/8

ORGANISATION OF TEXTS

Copymasters are for recording purposes only. Not for use as Student Texts.

Stories in the Student Texts book are appropriately paragraphed, sized and spaced.

- The texts are organised in 20 sets - 2 stories for each set (one fiction & one non-fiction).
- Each set has a reading age/level span of 12 months. Consecutive sets overlap each other by 6 months.
- The number of questions for each text range from 6 to 10.

Sets 1 - 4 6 Questions

1 x Literal (LI) 1 x Reorganisation (RO) 1 x Inference (IN) 1 x Vocabulary (VO) 1 x Evaluation (EV) 1 x Reaction (RA)

Sets 5 - 8 8 Questions

1 x Literal (LI) 2 x Reorganisation (RO) 2 x Inference (IN) 1 x Vocabulary (VO) 1 x Evaluation (EV) 1 x Reaction (RA)

Sets 9 - 20 10 Questions

1 x Literal (LI) 2 x Reorganisation (RO) 2 x Inference (IN) 2 x Vocabulary (VO) 2 x Evaluation (EV) 1 x Reaction (RA)

READY REFERENCE & PAGE FINDER

Set	Level ^①	Q's ^②	Fiction	Non-fiction	Pages		
					Answers	Masters	Student Texts
1.	5.0 - 6.0	6	The Bird in the Tree	Pet Fish	40 - 41	84 - 85	5 - 6
2.	5.5 - 6.5	6	In the Garden	Day and Night	42 - 43	86 - 87	7 - 8
3.	6.0 - 7.0	6	Jack's Choice	Water	44 - 45	88 - 89	9 - 10
4.	6.5 - 7.5	6	Snap	Teeth	46 - 47	90 - 91	11 - 12
5.	7.0 - 8.0	8	Jessie's Book	Desert Life	48 - 49	92 - 93	13 - 14
6.	7.5 - 8.5	8	Gone	Lighthouses	50 - 51	94 - 95	15 - 16
7.	8.0 - 9.0	8	Summer Hideout	Apples	52 - 53	96 - 97	17 - 18
8.	8.5 - 9.5	8	Aunty Bett	Cave Homes	54 - 55	98 - 99	19 - 20
9.	9.0 - 10.0	10	The Big Race	Cheetahs	56 - 57	100 - 101	21 - 22
10.	9.5 - 10.5	10	All to Themselves	Instant Fire	58 - 59	102 - 103	23 - 24
11.	10.0 - 11.0	10	Treasure Hunt	The Green Land	60 - 61	104 - 105	25 - 26
12.	10.5 - 11.5	10	Grand Idea	Silbo Gomero	62 - 63	106 - 107	27 - 28
13.	11.0 - 12.0	10	Talking to Lily	Trenchers	64 - 65	108 - 109	29 - 30
14.	11.5 - 12.5	10	Where's Freddie	Selkirk	66 - 67	110 - 111	31 - 32
15.	12.0 - 13.0	10	Bay Rescue	Beckford's Folly	68 - 69	112 - 113	33 - 34
16.	12.5 - 13.5	10	Just Nothing	Hard Tack	70 - 71	114 - 115	35 - 36
17.	13.0 - 14.0	10	Along the Shore	Homing In	72 - 73	116 - 117	37 - 38
18.	13.5 - 14.5	10	Arf	Diamonds	74 - 75	118 - 119	39 - 40
19.	14.0 - 15.0	10	Heat Wave	Smallpox	76 - 77	120 - 121	41 - 42
20.	14.5 - 15.5	10	Before the Swarm	Frankenstein	78 - 79	122 - 123	43 - 44

① Level - Reading Age span (in years) ② Q's - Number of Questions

PROBE² RECORDING SHEET

NAME

AGE

ASSESSOR

DATE

©Triune Initiatives 2011 This page can be copied from this BLUE MASTER ONLY

OPTION (circle) 1 2 3 4

SET 2 NON-FICTION Decoding 5.5 - 6.5 DAY AND NIGHT

STUDENTS MUST NOT READ FROM THIS SHEET

Student
Texts **8**

Most times we are awake in the day and asleep at night. In the day, if we look up at the sky, we can see the sun. The sun is a very, very long way away, but it gives us lots of light and keeps us warm. At night, we can see the moon in the sky. It is a long way away. The moon gives us some light, but not as much as the sun. It does not keep us warm.

ORAL READING ANALYSIS - OPTION 1 ONLY

COMMENT:

SELF-CORRECTIONS ACCURACY: /82 (79 = 96%)%

BEHAVIOURS: SPEED high low

HESITATION low high

ALL WORDS IN COUNT

OMISSION low high

INSERTION low high

DEPENDENCE low high

COMPREHENSION QUESTIONS Write down student's responses - NOT just a tick or a cross.

- LI 1. Where do we look to see the sun?
- RO 2. What are two ways that the sun is different to the moon?
- IN 3. Which is further away - the sun or the moon? How do you know that?
- VO 4. 'The moon gives us *some light* ...' What do the words **some light** mean here?
- EV 5. Why is it colder at night than in the daytime?
- RA 6. Would you like to sleep in the day and be awake at night? Why do you think that?

COMPREHENSION ANALYSIS

COMMENT:

LI LITERAL /1 RO REORGANISATION /1

IN INFERENCE /1 VO VOCABULARY /1

EV EVALUATION /1 RA REACTION /1

TOTAL / 6 % minimum pass 70% (4/6)

NO 1/2 MARKS If 70%+ try a set up. If below 70% try a set down.

Non-fiction decision: up down final

PROBE² RECORDING SHEET

NAME	AGE
ASSESSOR	DATE
OPTION (circle)	1 2 3 4

©Triune Initiatives 2011 This page can be copied from this BLUE MASTER ONLY

SET 6 FICTION Decoding 7.5 - 8.5 GONE

STUDENTS MUST NOT READ FROM THIS SHEET Student Texts **15**

Round and round and round the small, black bird flew, calling loudly again and again. No matter how hard it tried, it just couldn't find the nest or the tree that it was in. Mrs Jones looked up at it and said, "Noisy thing. Why doesn't it just go away?" "I think it's looking for something," said the man who had cut her old, rotting tree down that morning. He put the wood onto the back of his truck and slowly drove away. He would come back tomorrow and remove the **stump** of the tree. Mrs Jones cleaned up the leaves and went inside. She didn't give the bird another thought. As the sun sank low in the sky, a very tired, small, black bird settled down for the night in a tree at the end of the road.

ORAL READING ANALYSIS - OPTION 1 ONLY

SELF-CORRECTIONS	ACCURACY:	/139 (133 = 96%)	%
BEHAVIOURS:	SPEED	high low
	HESITATION	low high
ALL WORDS IN COUNT	OMISSION	low high
	INSERTION	low high
	DEPENDENCE	low high

COMMENT:

COMPREHENSION QUESTIONS Write down student's responses - NOT just a tick or a cross.

- LI 1. Who said "Noisy thing ..." ?
- RO 2. Why was the bird flying round and round?
- RO 3. What were the three things the man had to do?
- IN 4. Which tree was the bird's nest in?
- IN 5. Did Mrs Jones know the bird had a nest in the tree? How do you know that?
- VO 6. '... remove the *stump* ...' What does the word **stump** mean here?
- EV 7. Why did the bird have to settle in a tree at the end of the road?
- RA 8. Was it a good idea to chop the tree down? Why do you think that?

COMPREHENSION ANALYSIS

LI	LITERAL	/1	RO	REORGANISATION	/2
IN	INFERENCE	/2	VO	VOCABULARY	/1
EV	EVALUATION	/1	RA	REACTION	/1
TOTAL		/ 8	%	minimum pass	70% (6/8)

COMMENT:

NO 1/2 MARKS If 70%+ try a set up. If below 70% try a set down.

Fiction decision: up down final

PROBE² RECORDING SHEET

NAME	AGE
ASSESSOR	DATE
OPTION (circle)	1 2 3 4

©Triune Initiatives 2011 This page can be copied from this BLUE MASTER ONLY

SET 9 NON-FICTION Decoding 9.0 - 10.0 CHEETAHS

STUDENTS MUST NOT READ FROM THIS SHEET Student Texts **22**

Big cats, great cats, large cats - all are names for the largest members of the cat family. Included are lions, tigers, jaguars, and leopards. Also in the family are cheetahs - big African cats; the fastest land animals in the world. Cheetahs are different to the other big cats. They can't **draw** their claws back into their paws, but this is useful for extra gripping power when moving at high speeds. Unlike other large cats, cheetahs cannot growl. They make a hissing noise or a sound like a bird chirping. They have black marks on their faces that go from their eyes down to their mouths. The shape of the head, the very long legs, the large heart and lungs and the rough foot pads all **combine** to make the cheetah a very fast runner. They don't live very long compared to other large cats. Many cubs don't survive into adulthood. They die from starvation, disease, or are killed by other animals. An old African story says the black marks on the cheetahs' faces are the tear stains of the mothers, crying for their lost children.

ORAL READING ANALYSIS - OPTION 1 ONLY

SELF-CORRECTIONS **ACCURACY:** /185 (178 = 96%)%

BEHAVIOURS: SPEED high low

HESITATION low high

ALL WORDS IN COUNT OMISSION low high

INSERTION low high

DEPENDENCE low high

COMMENT:

COMPREHENSION QUESTIONS Write down student's responses - NOT just a tick or a cross.

- LI 1. What three names are all given to the largest members of the cat family?
- RO 2. What animals are in the large cat family?
- RO 3. In what ways is a cheetah different to other big cats?
- IN 4. Where do cheetahs live?
- IN 5. What noise is made by all big cats except the cheetah?
- VO 6. '... *combine* to make the cheetah ... fast ...' What does the word **combine** mean here?
- VO 7. 'They can't *draw* their claws ...' What does the word **draw** mean here?
- EV 8. Why are the black marks on a cheetah's face called 'tear stains'?
- EV 9. What two things about the cheetah's feet help it when running at speed?
- RA 10. Should cheetahs be kept in zoos? Why do you think that?

COMPREHENSION ANALYSIS

LI	LITERAL	/1	RO	REORGANISATION	/2
IN	INFERENCE	/2	VO	VOCABULARY	/2
EV	EVALUATION	/2	RA	REACTION	/1
TOTAL		/ 10		%	minimum pass 70%

COMMENT:

NO 1/2 MARKS If 70%+ try a set up. If below 70% try a set down. **Non-fiction decision:** up down final

PROBE² RECORDING SHEET

NAME	AGE
ASSESSOR	DATE
OPTION (circle)	1 2 3 4

©Triune Initiatives 2011 This page can be copied from this BLUE MASTER ONLY

STUDENTS MUST NOT READ FROM THIS SHEET Student Texts **29**

SET 13 FICTION Decoding 11.0 - 12.0 TALKING TO LILY

Lily is the old lady who owns the kennels on Hinton Avenue, looking after dogs when their owners go away. Everybody knows how much she loves dogs, but her opinion of them has not always been so high. She told me her story for my magazine. In her youth Lily had been ill. She had spent a long time in hospital. Back home, her **recovery** was slow and she was often lonely. There was an armchair by a low window overlooking the garden and when she regained her strength, Lily was able to sit in it for a short time each day. Ruff, the neighbour's dog, would sometimes sit outside the window. Lily didn't like dogs, so gave him no encouragement, shooing him away. She had very little appetite, but was told that to get better she must eat everything that was cooked for her. One afternoon, Lily was sitting in the armchair by the open window. She looked with **dismay** at the meal on the tray on her lap. 'I can't eat all of this,' she thought. She looked up and saw Ruff, tongue hanging out, staring at the tray. That, she said, was when she realised Ruff could be useful. "Yes. I gave him some," she said with amusement. "Well, from then on, Ruff came every day. We both enjoyed it and I slowly got better."

ORAL READING ANALYSIS - OPTION 1 ONLY

SELF-CORRECTIONS **ACCURACY:** /228 (219 = 96%)%

BEHAVIOURS: SPEED high | | low

HESITATION low | | high

ALL WORDS IN COUNT

OMISSION low | | high

INSERTION low | | high

DEPENDENCE low | | high

COMMENT:

COMPREHENSION QUESTIONS Write down student's responses - NOT just a tick or a cross.

- LI 1. Where were Lily's kennels?
- RO 2. When was Lily in hospital?
- RO 3. Where was Ruff when he was staring at the tray?
- IN 4. Was Lily's illness serious? How do you know that?
- IN 5. Who was Lily talking to?
- VO 6. '... her **recovery** was slow ...' What does the word **recovery** mean here?
- VO 7. 'She looked with **dismay** ...' What does the word **dismay** mean?
- EV 8. Had Lily been able to sit up when she first came home from hospital? How do you know that?
- EV 9. What two things did Ruff do to change Lily's opinion of dogs?
- RA 10. Should Lily have fed Ruff? Why do you think that?

COMPREHENSION ANALYSIS

LI	LITERAL	/1	RO	REORGANISATION	/2
IN	INFERENCE	/2	VO	VOCABULARY	/2
EV	EVALUATION	/2	RA	REACTION	/1
TOTAL		/ 10		%	minimum pass 70%

COMMENT:

NO 1/2 MARKS If 70%+ try a set up. If below 70% try a set down.

Fiction decision: up down final

PROBE² RECORDING SHEET

NAME	AGE
ASSESSOR	DATE
OPTION (circle)	1 2 3 4

© Triune Initiatives 2011 This page can be copied from this BLUE MASTER ONLY

STUDENTS MUST NOT READ FROM THIS SHEET Student Texts **38**

SET 17 NON-FICTION Decoding 13.0 - 14.0 HOMING IN

When the **conditions** are very foggy or very dark and there are no lights, therefore no visible landmarks, people lose all sense of direction. When attempting to walk directly to their destination, they usually walk around in circles. The circles are surprisingly small; on average only twenty metres in diameter. Most people end up close to where they started, but don't know it. They are totally confused. This strange occurrence used to be explained away by saying that humans have one leg stronger than the other and that we would veer off in the direction of the weaker leg. Experiments with blindfolded people have proved this to be wrong. Homing pigeons find their way home no matter where they start from. Like humans, they will use visual clues. They have been seen following highways, even going around roundabouts and turning at intersections. But they are equipped with more than one method of navigation. They have iron-based crystals called magnetite in their brains. Somehow this enables them to use the Earth's magnetic field to find their way. 'Follow your nose' is a saying used if someone doesn't have a map or has only been given vague directions for getting to an unknown place. This means to act on instinct. Interestingly, the bones in our noses contain magnetite - if only just a **trace**. This could suggest that early humans may have been better at finding their way through unknown territory, without relying on vision.

ORAL READING ANALYSIS - OPTION 1 ONLY

SELF-CORRECTIONS **ACCURACY:** /242 (232 = 96%)%

BEHAVIOURS: SPEED high | | low

HESITATION low | | high

ALL WORDS IN COUNT OMISSION low | | high

INSERTION low | | high

DEPENDENCE low | | high

COMMENT:

COMPREHENSION QUESTIONS Write down student's responses - NOT just a tick or a cross.

- LI 1. What is magnetite?
- RO 2. What two ways do homing pigeons use for navigation?
- RO 3. In finding their way home how are humans like pigeons?
- IN 4. Do people know exactly how pigeons use Earth's magnetic field? How do you know that?
- IN 5. Is the theory about one strong leg and one weak leg true? How do you know that?
- VO 6. 'When the *conditions* are ...' What does the word **conditions** mean here?
- VO 7. '... only just a *trace*.' What does the word **trace** mean here?
- EV 8. Why did the people in the experiment walk around in circles?
- EV 9. How would a homing pigeon navigate its way across a sandy desert?
- RA 10. Would you like to have more magnetite in your body? Why do you think that?

COMPREHENSION ANALYSIS

LI	LITERAL	/1	RO	REORGANISATION	/2
IN	INFERENCE	/2	VO	VOCABULARY	/2
EV	EVALUATION	/2	RA	REACTION	/1
TOTAL		/ 10	%	minimum pass	70%

COMMENT:

NO 1/2 MARKS If 70%+ try a set up. If below 70% try a set down. **Non-fiction decision:** up down final

PROBE² RECORDING SHEET

NAME	AGE
ASSESSOR	DATE
OPTION (circle)	1 2 3 4

© Triune Initiatives 2011 This page can be copied from this BLUE MASTER ONLY

SET 19 FICTION Decoding 14.0 - 15.0 HEAT WAVE

STUDENTS MUST NOT READ FROM THIS SHEET Student Texts **41**

The designer of the magnificent fountain in the city park couldn't have imagined what was happening to it a hundred years later. It had been built on a grand scale to celebrate the city's 300th anniversary. Water flowed into the fountain's large, round pool from several outlets in the beautiful central fish sculpture. This summer was particularly hot. Temperatures had soared and people were unable to find relief. The daytime was sweltering. Nights were long and sleep was not a certainty. Nessa was in the park. She was one of many who chose a shady position near the fountain to eat lunch daily. Wary from lack of sleep in the last week, she found she was often losing her temper over *minor* issues that normally wouldn't have troubled her. She opened her backpack and took out her sandwiches. Then she felt around for her water bottle. To her frustration, it wasn't there. A small child ran past and then his mother *in pursuit*. She looked at them with irritation. 'How can they have the energy to move like that?' she wondered. The child climbed up onto the edge of the fountain and dropped into it. She heard his shrieks of delight. The temptation was just too much. Kicking off her sandals and abandoning her belongings, Nessa ran to join him. The mood quickly spread and before long the fountain pool was alive with people wading around or just sitting with their feet in the cooling water.

ORAL READING ANALYSIS - OPTION 1 ONLY

COMMENT:

SELF-CORRECTIONS ACCURACY: /246 (236 = 96%)%

BEHAVIOURS: SPEED high low

HESITATION low high

ALL WORDS IN COUNT

OMISSION low high

INSERTION low high

DEPENDENCE low high

COMPREHENSION QUESTIONS Write down student's responses - NOT just a tick or a cross.

- LI 1. What shape was the fountain's pool?
- RO 2. How old is the city?
- RO 3. What things did Nessa abandon?
- IN 4. Were this city's summers normally hot? How do you know that?
- IN 5. Was the pool very deep? How do you know that?
- VO 6. '... his mother *in pursuit*.' What does the phrase *in pursuit* mean?
- VO 7. '... losing her temper over *minor* issues ...' What does the word *minor* mean here?
- EV 8. Why was she irritated by the child and his mother?
- EV 9. Was the pool intended for people to get into? How do you know that?
- RA 10. Should these people have used the fountain pool in this way? Why do you think that?

COMPREHENSION ANALYSIS

COMMENT:

LI LITERAL /1 RO REORGANISATION /2

IN INFERENCE /2 VO VOCABULARY /2

EV EVALUATION /2 RA REACTION /1

TOTAL / 10 % minimum pass 70%

NO 1/2 MARKS If 70%+ try a set up. If below 70% try a set down.

Fiction decision: up down final

PROBE² STUDENT READING RECORD

NAME
SCHOOL

© Triune Initiatives 2011 This page can be copied from this BLUE MASTER ONLY

CLASS

AGE

ASSESSOR

Previous Reading Level achieved (70% +): **Fiction** -

Non-fiction -

Determiner Result: SET

Date Title F / NF Set No.Decoding Age -

OPTION USED: 1 2 3 4

READING BEHAVIOUR (OPTION 1 ONLY)

Accuracy: / %

Ease of reading: high medium low

COMPREHENSION

LITERAL / REORGANISATION /

INFERENCE / VOCABULARY /

EVALUATION / REACTION /

COMMENT

TOTAL / % minimum pass **70%**

DECISION: **F / NF** up down final
for this text

Date Title F / NF Set No.Decoding Age -

OPTION USED: 1 2 3 4

READING BEHAVIOUR (OPTION 1 ONLY)

Accuracy: / %

Ease of reading: high medium low

COMPREHENSION

LITERAL / REORGANISATION /

INFERENCE / VOCABULARY /

EVALUATION / REACTION /

COMMENT

TOTAL / % minimum pass **70%**

DECISION: **F / NF** up down final
for this text

Date Title F / NF Set No.Decoding Age -

OPTION USED: 1 2 3 4

READING BEHAVIOUR (OPTION 1 ONLY)

Accuracy: / %

Ease of reading: high medium low

COMPREHENSION

LITERAL / REORGANISATION /

INFERENCE / VOCABULARY /

EVALUATION / REACTION /

COMMENT

TOTAL / % minimum pass **70%**

DECISION: **F / NF** up down final
for this text

Date Title F / NF Set No.Decoding Age -

OPTION USED: 1 2 3 4

READING BEHAVIOUR (OPTION 1 ONLY)

Accuracy: / %

Ease of reading: high medium low

COMPREHENSION

LITERAL / REORGANISATION /

INFERENCE / VOCABULARY /

EVALUATION / REACTION /

COMMENT

TOTAL / % minimum pass **70%**

DECISION: **F / NF** up down final
for this text

INDEPENDENT READING LEVEL GENERAL COMMENT

FICTION:

NON-FICTION: