

# PROBE Reading Assessment

## SAMPLE MANUAL PAGES

Designed and written by Chris Parkin, Catherine Parkin, Brian Pool  
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Published & distributed by Triune Initiatives Ltd. Wellington, NZ  
email: publications@triune.co.nz website: www.comprehenz.com

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# **PROBE**

## **reading assessment** with an emphasis on high-level comprehension

Revised Edition

DESIGNED & WRITTEN BY

Chris Parkin  
Catherine Parkin  
Brian Pool

published by  
**TRIUNE INITIATIVES**  
2002

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**PROBE consists of two books - this manual and a separate book containing student texts**

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The material in PROBE is designed to be as effective and user-friendly as possible. The texts are organised in twenty sets (Set numbers can be found at the bottom of each Student Record Sheet). There is a fiction and non-fiction text for each set. Each set has a reading age span of twelve months. Consecutive sets overlap each other by six months.

### **The sets are organised as follows:**

Set 1 R.A. 5.0 - 6.0	Set 11 R.A. 10.0 - 11.0
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# **PROBE**

## **PART ONE** **GUIDE**

### **IT IS ILLEGAL TO COPY PARTS ONE & TWO of this manual**

The publishers only give permission for the Part 3 (Copymasters) to be copied if they are used as part of the complete assessment process and are not copies of copies.

Parts 1(Guide) & 2 (Answers), are NOT TO BE COPIED in any way.

# INTRODUCTION

## PROBE

**Prose Reading Observation, Behaviour and Evaluation of Comprehension** is a reading assessment that combines evaluation of reading accuracy, reading behaviour and in-depth reading comprehension.

PROBE has been designed and written by a team of specialist education practitioners, who have worked with a wide range of primary, secondary and adult students in New Zealand and Australia over the past thirty years. 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. To address this problem they wrote an easy-to-use, behavioural style assessment that could identify how readers read and what they understand.

Although PROBE was designed with a focus on determining the reading accuracy and comprehension of students from Year 3 to Year 10 (students aged 7 to 15 years), it has been successfully used with both younger readers and adults.

The writers' intent is not to have students simply classified by their level of decoding and comprehension. Their primary aim is to have educators identify difficulties and to address them by providing a programme of change.

### CHANGES IN THIS EDITION

There have been no changes to the stories or to the questions and answers that were in the first edition of the PROBE Assessment. Changes that have occurred include the title of this manual. Initially titled **PROBE Informal Reading Inventory**, it now has a more generalised title - **PROBE Reading Assessment**. This recognises that PROBE can be used in varying ways other than as an Informal Reading Inventory (IRI). Changes have also occurred in the Guide. There is more information on: the options for using this assessment; administering the assessment; interpreting the results of the comprehension. A taxonomy of the six question types has been added.

## ABOUT THE TEXTS

Each of PROBE's forty original texts has been purpose written as an assessment tool.

The texts thus avoid the problems posed by material which has not been specifically written for assessment or has been taken out of context.

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

To reduce bias and enable the assessor to more accurately evaluate the reader's ability to draw on the information contained in the text the writers have endeavoured to produce texts that are in Standard International English and (as much as possible) 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 inclusion of both non-fiction and fiction stories reflects the writers' 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.

The overlapping of each set of texts allows for a wider choice of text.

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 less 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) has been used. In addition to these readability tools, the writers 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.

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

## HOW PROBE CAN BE USED

Although teachers may use PROBE for formal reporting, assessing newly enrolled students and aiding in promotion decisions, the most important use of PROBE is identifying instructional need and monitoring individual progress.

### TARGET GROUP

It is expected that PROBE will mainly be used with students aged seven to fifteen years. However, it can be used successfully with younger students who are reading and adults who are struggling.

### OPTIONS ADMINISTERING PROBE

One of PROBE'S key features is flexibility. There are four options to choose from. It is important that your choice is an appropriate one for the student(s) being assessed.

#### OPTION ONE

##### **INFORMAL READING INVENTORY** .....see page 10

The most frequent use of PROBE, where the student's decoding ability as well as comprehension level needs to be assessed.

#### OPTION TWO

##### **SILENT READING COMPREHENSION**.....see page 11

Undue attention paid to oral reading performance may adversely affect reading assessments for some students and is often unnecessary for fluent decoders. It is recommended therefore that assessors exercise discretion and do not feel they have to adhere rigidly to oral testing.

#### OPTION THREE

##### **LISTENING COMPREHENSION** .....see page 12

A struggling reader may have a comprehension level higher than their decoding level. If this is suspected, then the assessor may read the text aloud and then ask the questions to assess the comprehension level.

#### OPTION FOUR

##### **WRITTEN COMPREHENSION** .....see page 13

With older, more competent students PROBE can be used as a written assessment. A photocopiable answer sheet is at the back of this manual.

# COMPREHENSION

PROBE's emphasis on comprehension is based on the belief that understanding what is read is the ultimate function of reading.

While surface meaning has its place, there is considerably more to reading. For students to become more insightful and analytical in their reading, they need to be able to 'read between and beyond the lines.'

As they 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.

Six types of questions have been defined and used to measure students' depth of understanding.

**LITERAL**

**REORGANISATION**

**INFERENCE**

**VOCABULARY**

**EVALUATION**

**REACTION**

## DEFINITIONS OF QUESTION TYPES

**literal** - information that is given directly in the text

**reorganisation** - reconstructing two or more pieces of information contained in the text

**inference** - information implied but not given directly in the text

**vocabulary** - determining the meaning of unknown words from context

**evaluation** - extrapolating additional information not given in the text

**reaction** - expressing an opinion based on information given in the text

# COMPREHENSION TAXONOMY

The PROBE Reading Assessment identifies and defines six elements of comprehension: **literal, reorganisation, inference, vocabulary, evaluation, reaction.**

- ◆ Together these six elements form a progressive classification (taxonomy).
- ◆ Each of the defined elements is linked to the others in ascending order in terms of the demands they make upon the reader.
- ◆ Each of these elements of comprehension contains within it gradations of difficulty.
- ◆ To model the six question types the writers have used a story of a fictional character Tommy who buys a new car.

## LITERAL

*Tommy bought a new, blue car.*

To answer the literal question:

**What colour was Tommy's new car?**

key words *car* and *blue* are adjacent and the reader is required to connect these two ideas to answer the question.

## REORGANISATION

*Tommy wanted to buy a new car. At first he didn't know what colour to choose.*

*Then he looked up at the clear, sunny sky so he chose blue.*

Reorganisation is similar to literal in that the clues are found directly in the text but are scattered throughout it. Clues can often involve a referent. To find the answer to the same question :

**What colour was Tommy's car?**

the key words *colour*, *new car* and the answer, *blue*, must be reassembled (reorganised). At higher levels clues may be separated by several paragraphs. The main point about both literal and reorganisation is that all of the key words are found directly in the text.

## INFERENCE

*Tommy chose a car in the colour of the sky on a clear, sunny morning.*

Like reorganisation, inference requires disconnected clues to be reassembled, but now the information is *implied*, adding to the difficulty of the task. Now, to answer the question:

**What colour was Tommy's car?**

the reader has to connect the key words *car* and *colour of the sky* and *clear, sunny* and infer that therefore he chose a *blue* car.

# COMPREHENSION TAXONOMY

## VOCABULARY

*Tommy was glad he had chosen a blue car but he wondered if it would have been better in a lighter tone.*

Deducing the meaning of unknown vocabulary from context clues is a function of inference. The ability to use inferential clues is clearly essential to this process. Given the question:

***What does the word tone mean here?***

the reader has to connect the key words *blue car* and *lighter* to infer that the word *tone* means shade.

## EVALUATION

*Tommy bought a new car. At first he didn't know what colour to choose. As he sat in the sun thinking about it he looked up at the clear sky. Then he knew what colour he wanted.*

In evaluation, both reorganisation and inference come into play. Because no definite information has been given the question has now changed to:

***What colour car do you think Tommy chose?***

The reader must reassemble the key words *new car*, *colour* and draw a conclusion based on the given information, *in the sun/clear sky/then he knew*. By their nature, evaluation questions often allow for a number of possible acceptable answers. In the example above, the inference is that the most likely colour Tommy chose for his new car was blue. However, yellow, as indicated by the sun, could be accepted. If the words *in the sun* and *clear* are omitted from the example and it becomes *As he sat thinking about it he looked up at the sky*, then *grey* also becomes an acceptable answer, as there are no clues given to indicate that it was in fact a blue sky that Tommy was looking at. Evaluation questions often include the supplementary question: *Why do you think that?* requiring the reader to justify their response. Answers which are not within the parameters established by the information in the text are not acceptable. If, for example, the given answer was *red* with the justification *because looking at the sky reminded Tommy that he hated blue* it would clearly be unacceptable.

## REACTION

*Tommy bought a new car. At first he was not sure what colour to choose. As he sat in the sun thinking about it, he looked up at the clear, blue sky. Then he knew what colour he wanted. As Tommy drove around in his new car he saw other cars the same colour as his. He noticed that these cars were sometimes not easily seen by other drivers. But Tommy didn't really mind. He was just happy to drive his shiny, new car.*

Since it is an opinion based on some or all of the above elements of comprehension, **reaction** makes the heaviest demands on the reader. A reaction question to this example text could be:

***Do you think Tommy made a good choice of colour for his new car? Why do you think that?'***

To answer this question the reader must first determine what colour Tommy had chosen by reassembling and inferring from given information and then express an opinion based on what has been read. Again a variety of acceptable answers are possible: **Yes**, because blue reminded him of clear, sunny days, or **no**, because cars that colour (blue) are sometimes difficult to see.

The important point about reaction is that only answers that relate to the information given in the text can be accepted.

# **PROBE**

## **PART TWO** **ANSWERS**

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# ANSWERS

## PAUL'S BIRTHDAY 5.5 - 6.5 YRS

- 1. How old was Paul? IN**  
*Six years old.*
- 2. Where do you think his party was held? Why do you think that? EV**  
*Answers will vary. e.g. At Paul's house/home, because his friends came and went inside. / Paul and his mother were there at the end. (see note)*
- 3. How many different colours were the balloons? RO**  
*Four.*
- 4. Did Paul enjoy his party? How do you know that? IN**  
*Yes, because he said it was fun.*
- 5. Do you think Paul's friends enjoyed the party? Why do you think that? EV**  
*Answers will vary. e.g. Yes, because they played games / had balloons / had a cake. (see note)*

### note

With **evaluation and reaction** questions answers can vary. Readers are required to evaluate given information or react to what is read. Whatever answer is given it **must relate to information contained in the text.**

## BIRDS 5.5 - 6.5 YRS

- 1. Do all birds fly? How do you know that? LI**  
*No, because it says '...they do not all fly.'*
- 2. Do all birds build their nests in trees? How do you know that? IN**  
*No, because it says 'some'.*
- 3. Does a baby bird learn to fly by itself? How do you know that? IN**  
*No, because its mother has to show it how to fly.*
- 4. When is a baby bird ready to leave the nest? IN**  
*When it can fly by itself.*
- 5. What are two things this story tells us about birds? RO**  
*Any two. e.g. have wings / don't all fly / make nests...*

### note

# ANSWERS

## KEVIN 9.5 - 10.5 YRS

- 1. Where was the island? IN**  
*In a lake.*
- 2. Why did Kevin want to go to the island? IN**  
*Because his friends had had great adventures there.*
- 3. Why had he never been to the island before? IN**  
*He couldn't swim well.*
- 4. "...his secret would be revealed."  
What does *revealed* mean? VO**  
*Shown/disclosed. / The others would find out/know.*
- 5. How do you think Kevin was feeling as he turned to go back home?  
Why do you think that? EV**  
*Any answers suggestive of disappointment / frustration. Because he really wanted to go there. (see note)*
- 6. Was the branch very heavy?  
How do you know that? IN**  
*No, because he could carry it.*
- 7. What could have made it difficult for Kevin to take the branch down to the lake? IN**  
*He had to carry it down the overgrown path. (see note)*
- 8. What do you think Kevin had seen in the movie? IN**  
*Someone using a branch/log to help them swim.*
- 9. "...he landed safely and triumphantly on the island."  
What does *triumphantly* mean? VO**  
*Victoriously/successfully.*
- 10. Do you think he would tell anybody that he had made it to the island?  
Why do you think that? RA**  
*Answers will vary. e.g. No, because he still couldn't swim strongly. / Yes, because he had now been to the island too. / He was proud of his achievement. (see note)*

### note

With **evaluation and reaction** questions answers can vary. Readers are required to evaluate given information or react to what is read. Whatever answer is given it **must relate to information contained in the text.**

**Question 7.** To answer this question the reader is required to infer that there would be some difficulty in getting the branch as it was in undergrowth and it had to be carried down the overgrown path.

## BLUE WHALE 9.5 - 10.5 YRS

- 1. What does a blue whale eat? LI**  
*Plankton.*
- 2. Which animal is larger than a blue whale?  
How do you know that? IN**  
*No animal because it is the largest creature.*
- 3. "The baleen acts like a sieve."  
What does *sieve* mean here? VO**  
*A strainer.*
- 4. Is plankton very big?  
How do you know that? IN**  
*No, it is very small because it can only be seen through a microscope.*
- 5. Why doesn't a blue whale need teeth? IN**  
*It only eats plankton so it doesn't have to chew anything, only swallow.*
- 6. From the story how do you know that the blue whale has a tongue? IN**  
*It licks the plankton off the baleen.*
- 7. Why aren't there many blue whales left in the world? IN**  
*They have been hunted for hundreds of years.*
- 8. Why did people hunt blue whales? IN**  
*For their oil.*
- 9. In which parts of the world were blue whales hunted? RO**  
*The seas around the North and South Poles.*
- 10. Why do you think people are trying to prevent the blue whale from dying out? RA**  
*Answers will vary. e.g. Because it is the largest creature ever to have lived. / So that we can learn more about them. (see note)*

### note

**Question 10.** See first note opposite.

# ANSWERS

## LOST 12 - 13 YRS

- 1. Why did Ashley feel uneasy? IN**  
*The map hadn't shown the fork in the track.*
- 2. "...about four kilometres, as the crow flies".  
What does 'as the crow flies' mean? VO**  
*In a direct line.*
- 3. How did Ashley show that she did not have confidence in Duncan? RO**  
*She thought that he was a 'know-all'. / She headed for the stream without consulting him. (see note)*
- 4. Why was Duncan in charge? IN**  
*His parents had put him in charge.*
- 5. If Ashley had no confidence in Duncan, why do you think she went with him? EV**  
*Going with Duncan was the only way her parents would allow her to hike to Lake Hordern, (which is what she'd always wanted to do). (see note)*
- 6. How could the mist coming down make the situation worse? IN**  
*They were already lost and the mist would make it even more difficult to find their way.*
- 7. Why do you think Duncan followed Ashley in silence? EV**  
*Answers will vary. e.g. He felt annoyed that Ashley had taken charge. / He knew that she was right. (see note)*
- 8. How did Duncan and Ashley get back? IN**  
*They followed the stream to the coast.*
- 9. Do you think their parents had become worried? Why do you think that? EV**  
*Answers will vary. e.g. Yes, because they said 'thank goodness you two are safe' / they may have seen the mist coming down. (see note)*
- 10. How do you think Duncan felt at the end? Why do you think that? EV**  
*Answers will vary. e.g. He felt embarrassed/ashamed, because he'd been in charge but his younger sister had led them home. (see note)*

### note

With **evaluation and reaction** questions answers can vary. Readers are required to evaluate given information or react to what is read. Whatever answer is given it **must relate to information contained in the text**.

**Question 3.** There are two possible answers; one is acceptable.

**Question 5.** Only one possible answer but reorganisation and inference are required.

## MEXICO CITY 12 - 13 YRS

- 1. Who destroyed the first Mexico City? RO**  
*The Spanish.*
- 2. Was the Aztec city polluted?  
How do you know that? RO**  
*No, because it was built in the "clear air".*
- 3. Why do you think the original city was built on an island? EV**  
*For defence/protection. (see note)*
- 4. "...also used to provide an irrigation system..."  
What does irrigation system mean? VO**  
*A way of bringing water to farms/crops.*
- 5. Before the Spanish came, were the Aztecs successful soldiers?  
How do you know that? IN**  
*Yes, because they built an empire by military conquest.*
- 6. Do you think the Aztecs were a well-organised people? Why do you think that? EV**  
*Answers will vary. e.g. Yes, because they built an empire / a city laid out with streets / an irrigation system / they had an army. (see note)*
- 7. Why do you think we can only estimate the size of the population? EV**  
*The Spanish probably destroyed any records. (see note)*
- 8. What do you think it was about the Aztec city that impressed the Spanish? EV**  
*The city layout / floating gardens / irrigation system / its size. (see note)*
- 9. What happened to the Aztecs after the Spanish arrived? IN**  
*They were defeated / controlled by the Spanish.*
- 10. Do you think the Spanish should have replaced the original city? Why do you think that? RA**  
*Answers will vary. e.g. No, because the work of the Aztecs was lost. / Yes, because the Spanish wanted to control the Aztecs. (see note)*

### note

**Questions 6, 7, 8 & 10.** See first note opposite.

**Question 3.** Key pieces of information are: Aztecs were a warlike race & built their empire by military conquest, inferring that their city had been built in a lake for defence.

**Question 6.** At least two reasons required.

**Question 7.** government buildings infer a high degree of organisation - Aztecs probably kept records and Aztec city had been replaced by the Spanish.

# ANSWERS

## BOB 13.5 - 14.5 YRS

1. What was the weather like at the beginning of the story? **IN**  
*Calm and sunny.*
2. What made the sail lines clatter against the mast? **IN**  
*The wind.*
3. "...a low growl which quickly changed to an *insistent* bark."  
What does *insistent* mean? **VO**  
*Continuous / urgent.*
4. "The girls were *oblivious* to the approaching danger." What does *oblivious* mean? **VO**  
*Unaware. (see note)*
5. What was Kelly doing before the storm? **IN**  
*Lying on her stomach sunbathing. (see note)*
6. What do you think made the girls aware of the approaching storm? **EV**  
*The sudden rolling motion. / Graham coming on deck. (see note)*
7. Had Bob been on the yacht before? Why do you say that? **IN**  
*Yes, because he was in his usual position.*
8. Do you think the girls had much sailing experience? Why do you think that? **EV**  
*Answers will vary. e.g. No, because only Graham seemed to know what to do when the storm struck / they were not alert to the danger. (see note)*
9. What do you think happened to Bob? Why do you think that? **EV**  
*Answers will vary. e.g. He was swept overboard. / He took shelter under the dinghy. (see note)*
10. Why do you think no-one thought about Bob until after the storm? **EV**  
*Answers will vary. e.g. It was so sudden - didn't have time to think about Bob. (see note)*

### note

**Questions 6, 8, 9 & 10.** See first note opposite.

**Question 4.** The meaning of *oblivious* can be inferred from the girls' lack of response.

**Question 5.** The clue here is that Kelly 'mumbled into her arm,' suggesting that she is lying face down with her face resting on her arms.

## LIVINGSTONE 13.5 - 14.5 YRS

1. What were Livingstone's reasons for spending so much of his time in Africa? **IN**  
*Exploring, missionary work and trying to abolish the slave trade.*
2. Who named the falls 'The Smoke That Thunders'? **IN**  
*The local (African) people.*
3. Who was the British Queen at that time? **RO**  
*Victoria.*
4. For how long was Livingstone lost? **RO**  
*5 or 6 years (from 1866 to 1871).*
5. "...find the *headwaters* of the Nile..."  
What does *headwaters* mean? **VO**  
*Source/start.*
6. Why do you think Stanley was hired by a newspaper owner to find Livingstone? **EV**  
*So that the newspaper would be the first to publish news of Livingstone. (see note)*
7. Was it easy for Stanley to find Livingstone? How do you know that? **IN**  
*No, because there were many hardships.*
8. Stanley found Livingstone "sick and *frail*."  
What does *frail* mean? **VO**  
*Weak.*
9. Why do you think his body is not buried in Africa? **EV**  
*Because of his fame, the British wanted to show their respect by burying his body in England. (see note)*
10. Why do think many Africans had such respect for Livingstone? **EV**  
*Answers will vary. e.g. Because he lived among them for so long. / He had worked to abolish the slave trade. (see note)*

### note

With **evaluation** and **reaction** questions answers can vary. Readers are required to evaluate given information or react to what is read. Whatever answer is given it **must relate to information contained in the text.**

# **PROBE**

## PART THREE **COPYMASTERS**

40 student assessment sheets  
student record sheet  
written comprehension sheet

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**FROM THESE MASTERS ONLY**  
copies of copies are illegal

# PROBE STUDENT ASSESSMENT SHEET

PROSE READING OBSERVATION, BEHAVIOUR & EVALUATION OF COMPREHENSION  
 © Triune 2002 This sheet, if used as part of the total PROBE package, can be copied.

NAME	
AGE	CLASS
DATE	ASSESSOR

## BIRDS 5.5 - 6.5 YRS

### ORAL READING OBSERVATION

All birds have wings but they do not all fly.

Most birds make nests and lay their eggs in them.

Some birds make nests in trees.

They do not live in their nests all the time.

The mother bird has to show the baby birds how to fly.

Then they can leave the nest and fly away.

### READING COMPREHENSION

- Do all birds fly?  
How do you know that? **LI**
- Do all birds build their nests in trees?  
How do you know that? **IN**
- Does a baby bird learn to fly by itself? How do you know that? **IN**
- When is a baby bird ready to leave the nest? **IN**
- What are two things this story tells us about birds? **RO**

### ORAL READING ANALYSIS

### READING COMPREHENSION ANALYSIS

<b>SELF CORRECTIONS</b> .....	<b>ACCURACY</b> / 57 .....	<b>%</b>
<b>READING BEHAVIOURS</b>	LOW	HIGH
SPEED	.....	
HESITATIONS	.....	
OMISSIONS	.....	
INSERTIONS	.....	
DEPENDENCE	.....	
<b>OVERALL FLUENCY</b>	.....	

<b>LI</b>	LITERAL	/ 1
<b>IN</b>	INFERENCE	/ 3
<b>VO</b>	VOCABULARY	/ nil
<b>EV</b>	EVALUATION	/ nil
<b>RO</b>	REORGANISATION	/ 1
<b>RA</b>	REACTION	/ nil
.....%	<b>TOTAL</b>	<b>/ 5</b>

COMMENT:

**SET 2 NON-FICTION**

# PROBE STUDENT ASSESSMENT SHEET

PROSE READING OBSERVATION, BEHAVIOUR & EVALUATION OF COMPREHENSION  
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**KEVIN 9.5 - 10.5 YRS**

## ORAL READING OBSERVATION

Kevin stood on the shore of the lake and looked across to the small island. It really wasn't very far away. Lots of his friends had swum across to it at different times and they had told him that they had had some great adventures over there. Kevin wasn't a strong swimmer and he was afraid to make the attempt alone. But, on the other hand, if he were to try it when his friends were there, his secret would be revealed. None of them knew that he couldn't swim very well. Sighing deeply, Kevin turned to go back home. As he scrambled up through the weeds and bushes on the overgrown path, he caught sight of a short, thick branch lying in the nearby undergrowth. He suddenly knew how to get to the island. It was something he had seen in a movie. He carried the branch down to the shore and launched it. Holding tightly to it, he kicked his way across and landed safely and triumphantly on the island.

## ORAL READING ANALYSIS

<b>SELF CORRECTIONS</b> .....	<b>ACCURACY</b> / 172 .....	<b>%</b>
<b>READING BEHAVIOURS</b>	LOW	HIGH
SPEED	.....	
HESITATIONS	.....	
OMISSIONS	.....	
INSERTIONS	.....	
DEPENDENCE	.....	
<b>OVERALL FLUENCY</b>	.....	

COMMENT:

NAME

AGE

CLASS

DATE

ASSESSOR

## READING COMPREHENSION

- Where was the island? **IN**
- Why did Kevin want to go to the island? **IN**
- Why had he never been to the island before? **IN**
- "... his secret would be *revealed*." What does *revealed* mean? **VO**
- How do you think Kevin was feeling as he turned to go back home? Why do you think that? **EV**
- Was the branch very heavy? How do you know that? **IN**
- What could have made it difficult for Kevin to take the branch down to the lake? **IN**
- What do you think Kevin had seen in the movie? **IN**
- "...he landed safely and *triumphantly* on the island." What does *triumphantly* mean? **VO**
- Do you think he would tell anybody that he had made it to the island? Why do you think that? **RA**

## READING COMPREHENSION ANALYSIS

<b>LI</b>	LITERAL	/ nil
<b>IN</b>	INFERENCE	/ 6
<b>VO</b>	VOCABULARY	/ 2
<b>EV</b>	EVALUATION	/ 1
<b>RO</b>	REORGANISATION	/ nil
<b>RA</b>	REACTION	/ 1
.....%	<b>TOTAL</b>	<b>/ 10</b>

SET 10 FICTION

# PROBE STUDENT ASSESSMENT SHEET

PROSE READING OBSERVATION, BEHAVIOUR & EVALUATION OF COMPREHENSION  
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## LOST 12 - 13 YRS

### ORAL READING OBSERVATION

Ashley felt uneasy when they came to the fork in the track. The map hadn't shown it. "We'll follow the left fork," Duncan had said, showing the confidence of a brother eighteen months older. 'He's a know-all,' Ashley had thought. Yet it was his lack of organisation that had left them without a compass. The distance on the map had seemed shorter - about four kilometres as the crow flies - but the track twisted like a snake as it made its way from the coast to the lake. Ever since the family started holidaying at Starfish Cove, Ashley had wanted to hike to Lake Hordern. Her parents had finally agreed on the condition that Duncan went too. "Listen to Duncan," they had instructed. Now they were lost on the ridge, surrounded by dense forest. To make the situation worse a thick mist had come down. Duncan muttered something about going back the way they had come - if only he had made that suggestion earlier. It was then she heard the babbling sound. She headed for the stream, Duncan following in silence. Eventually they reached the stony shore just around the headland from the cove. "Thank goodness you two are safe. Well done Duncan!" said his parents. Duncan said nothing.

### ORAL READING ANALYSIS

<b>SELF CORRECTIONS</b> .....	<b>ACCURACY</b> / 208 .....	<b>%</b>
<b>READING BEHAVIOURS</b>	LOW	HIGH
SPEED	.....	
HESITATIONS	.....	
OMISSIONS	.....	
INSERTIONS	.....	
DEPENDENCE	.....	
<b>OVERALL FLUENCY</b>	.....	

COMMENT:

NAME

AGE

CLASS

DATE

ASSESSOR

### READING COMPREHENSION

1. Why did Ashley feel uneasy? **IN**
2. "...about four kilometres, as the crow flies..."  
What does *as the crow flies* mean? **VO**
3. How did Ashley show that she did not have confidence in Duncan? **RO**
4. Why was Duncan in charge? **IN**
5. If Ashley had no confidence in Duncan, why do you think she went with him? **EV**
6. How could the mist coming down make the situation worse? **IN**
7. Why do you think Duncan followed Ashley in silence? **EV**
8. How did Duncan and Ashley get back? **IN**
9. Do you think their parents had become worried? Why do you think that? **EV**
10. How do you think Duncan felt at the end? Why do you think that? **EV**

### READING COMPREHENSION ANALYSIS

<b>LI</b>	LITERAL	/ nil
<b>IN</b>	INFERENCE	/ 4
<b>VO</b>	VOCABULARY	/ 1
<b>EV</b>	EVALUATION	/ 4
<b>RO</b>	REORGANISATION	/ 1
<b>RA</b>	REACTION	/ nil
.....%	<b>TOTAL</b>	<b>/ 10</b>

SET 15 FICTION

# PROBE STUDENT ASSESSMENT SHEET

PROSE READING OBSERVATION, BEHAVIOUR & EVALUATION OF COMPREHENSION  
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## LIVINGSTONE 13.5 - 14.5 YRS

### ORAL READING OBSERVATION

David Livingstone was one of the most famous explorers of the 19th Century. He is remembered for his travels through Africa, his missionary work and his efforts to abolish the slave trade. He opened up much of Central Africa, a vast area that was unknown to Europeans at that time.

Livingstone was the first European to walk across Africa and also the first to see the now famous tourist attraction, the Victoria Falls. These huge waterfalls were known locally as 'The Smoke That Thunders'. Livingstone renamed the falls after the then British Queen. In 1866 Livingstone disappeared while trying to find the headwaters of the Nile, the longest river in the world. The owner of the *New York Herald* newspaper hired the journalist Henry Stanley to lead an expedition to find Livingstone. In 1871, after many hardships, Stanley finally found Livingstone alive but sick and frail, in a remote African village. He restored his strength with medicine and nourishing food. A year later Livingstone set out on what was to be his final journey. Again he became very ill, but this time he did not recover. He died in 1873. Out of respect his African companions removed his heart and buried it. His remains were sent to England to be buried in Westminster Abbey - the only explorer to be given this honour.

### ORAL READING ANALYSIS

<b>SELF CORRECTIONS</b> .....	<b>ACCURACY</b> / 222 .....	<b>%</b>
<b>READING BEHAVIOURS</b>	LOW	HIGH
SPEED .....		
HESITATIONS .....		
OMISSIONS .....		
INSERTIONS .....		
DEPENDENCE .....		
<b>OVERALL FLUENCY</b> .....		

COMMENT:

NAME

AGE

CLASS

DATE

ASSESSOR

### READING COMPREHENSION

1. What were Livingstone's reasons for spending so much of his time in Africa? **IN**
2. Who named the falls 'The Smoke That Thunders'? **IN**
3. Who was the British Queen at that time? **RO**
4. For how long was Livingstone lost? **RO**
5. "...find the *headwaters* of the Nile..." What does *headwaters* mean? **VO**
6. Why do you think Stanley was hired by a newspaper owner to find Livingstone? **EV**
7. Was it easy for Stanley to find Livingstone? How do you know that? **IN**
8. Stanley found Livingstone "sick and *frail*." What does *frail* mean? **VO**
9. Why do you think his body is not buried in Africa? **EV**
10. Why do think many Africans had such respect for Livingstone? **EV**

### READING COMPREHENSION ANALYSIS

<b>LI</b>	LITERAL	/ nil
<b>IN</b>	INFERENCE	/ 3
<b>VO</b>	VOCABULARY	/ 2
<b>EV</b>	EVALUATION	/ 3
<b>RO</b>	REORGANISATION	/ 2
<b>RA</b>	REACTION	/ nil
.....%	<b>TOTAL</b>	<b>/ 10</b>

SET 18 NON-FICTION