Tools for Equitable Reading Instruction of Text-Based Comprehension (TERI:TBC) Sample

TEXT-SPECIFIC ANALYSIS

Reason for Measuring: This dimension describes the extent to which the lesson includes close analysis of communal text to practice robust text-based comprehension. Making meaning is guided by a coherent series of literal and inferential questions and tasks that require students to reference and explain use of evidence from text.

Do students closely analyze communal text with the support of skillful teacher questioning and prompting?							
Low			Mid			High	
There are few or no opportunities for close analysis of a specific communal text. The lesson includes disconnected questions that rarely support students' text-based comprehension of a communal text, or no questions are asked. Teacher and/or students rarely prompt for and/or provide text evidence.			There are some opportunities for close analysis of a specific communal text. The lesson progresses through a somewhat coherent series of questions that primarily support students' surface-level comprehension of a communal text. Teacher and/or students sometimes prompt for and/or provide text evidence.			There are regular opportunities for close analysis of a specific communal text. The lesson progresses through a coherent series of literal and inferential questions that support students' robust text-based comprehension of a communal text. Teacher and students regularly prompt for and/or provide text evidence with explanation.	
Dimension Score	1	2	3	4	5	6	7
Students have the opportunity for elaborated writing in response to text.						**Yes**	**No**

Definitions

close analysis: describes text-based comprehension practices (such as questioning, re-reading, analyzing word choice, etc) that attend to vocabulary, language structure, text structure, knowledge, and/or verbal reasoning to develop a complete mental model of the meaning of a text.

specific communal text: specific text(s) used to explain, model, and practice text-based comprehension. By working collaboratively in specific, communal texts, students are positioned as supports and funds of knowledge with each other in development of text-based comprehension. This shared practice establishes the expectations for any subsequent extension or application in differentiated or self-selected text.

text evidence: specifically and directly references words, phrases, and/or elements of a text. Evidence is provided **with explanation** when there is verbalization of how that evidence has been used and/or why that evidence from the text matters.

literal questions: questions that direct students to restate or paraphrase what the text directly states.

inferential questions: questions that direct students to make inferences by establishing appropriate, meaningful connections between separate pieces of information literally stated in the text (i.e., "text-connecting" inferences) and between information literally stated in the text and the reader's background knowledge (i.e., "knowledge-based" inferences). (Hall & Barnes, 2016).

coherent vs. disconnected questions: coherent questions are logically organized in a way that progresses towards an increasingly complete understanding of the text, while disconnected questions lack such organization and/or progression.

elaborated writing in response to a text: writing in response to questions about the text, reflecting on their understanding of the text, or using the text as a springboard for their own writing. Writing about text implies meaningful responses beyond single words or annotations.

Evidence of Practice to Support Higher Range Scoring	Evidence of Practice to Support Lower Range Scoring

• Depth in questioning- including evident opportunities to analyze text, explain inferences, and discuss author's intent - lead to deep comprehension of the text.
• Prompting for evidence:
  ○ "What in the text makes you think that?"
  ○ "What's your evidence?"
  ○ "How does this chapter show the main character changed?"
  ○ "Why did the author include a graphic on page 4?"
  ○ "What is the theme of the story?"
  ○ "Do you agree with what Amaré said?"
• Explaining evidence:
  ○ "It says on page twelve…"
	• Instruction scores low if questions primarily focus on student practice of rules, tricks, or rote procedures for comprehension or test preparation,
	  ○ "What is our acronym to ACE the question?"
	  ○ "Is this a main idea or supporting detail? Remember, main ideas are usually the first sentence in a paragraph. Underline the main idea sentence."
	• Students' writing is disconnected from a text.
	  ○ "Describe a time when you…"
	• Questions/activities are repeatedly disconnected from application in making meaning with no discussion of purpose
	  ○ "Remember, Book + Brain = Inference"
	  ○ "What do we call this text feature? (caption, diagram, etc.)"
	• Teacher summarizes text or presents analysis without opportunities for students to answer questions or complete their own analysis
	• Management questions
	  ○ "Do you need more time?"

- "My summary of the story says…"
- "I disagree with Yarely because the author said…"

- "Who will pair up for partner discussions today?"

- If questions could lead to deep comprehension of the text, but coherence is unclear, instruction can not score High.

Specific Scoring Procedures

- Analyze the extent to which questions prompt students to provide and explain text evidence
  - Low: *Rarely* indicates that close analysis of text is generally not observed.
  - Mid: *Sometimes* indicates that some text-based questioning and prompting was observed, but that close analysis of text is not an established part of the text-based comprehension work in this classroom.
  - High: *Regularly* indicates that text-based questioning and prompting was observed, and students' confident engagement in close analysis of text suggests practiced use.
- Consider extent to which the questions are coherent or disconnected, including appropriate balance of literal and inferential