Using Questions Stems as an Evaluation Tool:
The question stems in this document can be used as a quick reference for assessing comprehension of texts assigned for read aloud, shared reading, guided reading, and independent reading. Student responses to the questions based on these stems can provide an informal picture of how students in a classroom are progressing toward meeting state academic standards. The stems are not intended to provide *verbatim* reproduction of Colorado State Assessment Program (CSAP) questions. The stem questions are only examples intended for evaluation of skills and strategies.

Menu of Question Stems For Assessing Targets on the Grade 3 Reading CSAP

Grade 3 Benchmark	Multiple Choice	Constructed Response
1.b Summarize text texts	Which sentence best summarizes the text (e.g., story/selection/poem)? Which of the following is the best summary of this text? Which group of sentences best finishes the summary of this text?	Write a summary of the text (e.g., story/selection/poem). Include three main events. Write a (new) title for the text. Explain why you think your title is a good one.
1.c Identify main idea, and find information to support particular ideas	What is the main idea of the text? Paragraph (#) of the text tells mostly about …. What are some details that support the main idea? Why does (character) decide to …? (Character) did/did not (action) because … How is (character/setting) like ___? Which of these details/facts are from the text?	What is the main idea of the text? Support your answer with one example from the text. Why do you think (character) did (action)? Explain your thinking in at least two sentences. What was the main problem in the story? Explain what would have happened if the problem had not occurred. What are the strengths/weaknesses of (character)? Explain you thinking in at least three sentences.

	Which of these events did not happen in the text?	

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1.d Draw inferences using contextual clues	What does the author mean when s/he says "___" in paragraph (number) of the text? Based on the information in the text, what do you think (character) will do now that (cite circumstances at the end of the story)? In paragraph (number), what can you infer about (character/action)? From paragraph (#) of the text, the reader can tell that (character) is . . . How did (character) probably react to (action)? What caused (character) to (action)? When (action) happened, why did character) act the way s/he did? How did (character) feel about (action)?	What is the most likely reason that (character) did (action)? Include two details from the text in your answer. Based on the information in the text, what do you predict will most likely happen if (character) (action)? Include information from the text to support your prediction. What will happen next? Why do you think that? What effect will that action have on the story or the characters? What lesson does (character) learn from (action)?

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1.e Find the sequence of steps	According to the text, which event happens first/last?	According to the text, what three steps, in order, that (character) takes to (action)?
	According to the text, after (character) did (action), what did s/he do next?	Do you think (character) should have (action)?
	Which event happens first/last in the text?	How might the story be different if (action)?
	What comes next? At this point the text is about . . .?	How else might the story be different if (action)?
	After doing (action), the (character) did (action) . . .	How else might the author have ended the text?
	Which of these did not happen in the text?	Which of these sentences would most likely come at the beginning/end of the text? Explain why you think that way?

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1.f Fit materials into an organizational pattern (for example, chronological order).	What organizational pattern did the author use for this text?	How did the author organize the text? Why did the author use this organizational pattern for this text?
	Look at the following (Venn) diagram about the characters in the text. Answer the question that follows. Which of the following goes in the blank?	Complete the following (Venn) diagram about the characters in the text. Include at least one piece of information in each part of the diagram.
	Read the information for this text. Which information belongs in the blank of the outline?	Complete the following outline based on information in the text.

	Look at the (web) diagram for this text. Which idea belongs in the empty box	Complete the (web) diagram for the text.
1.g Use word recognition skills and resources (for example, phonics, context clues, picture clues, reference guides, roots, prefixes and suffixes of words) for comprehension	In paragraph #, the word "___" means …? What is the meaning of the word/phrase in paragraph (number) of the text? What is the meaning of the word/phrase) as it is used in the (number) paragraph of the text? Which word could the author have used in paragraph (number) instead of word/phrase? Read the meanings below for the word "___." (Shows dictionary entry with 4 meanings.) Which meanings best fits the way "___" is used in paragraph (#)?	In one or two sentences, explain what the expression "…" means?