

Appendix 1(d) Examples of Questions to Assess Comprehension

Assessment of Comprehension

1. Literal

Recognition: Point to the words which show where the action/event takes place

Recall: What is the name of the main character?
What happened after/when *****?
How did X feel? (Assuming this is stated in the passage.)

2. Reorganisation: Summarise the main points of the passage.

3. Inferential: Why did 'X' do *****? (When reason was not explicitly stated.)
What sort of person is 'X'? (A character.)
What do you think will happen next? Why?
How does *** compare to ***?
Why do you think the author included *****?
What is meant by (quote figurative description or particular words?

4. Evaluation: Could this sort of event happen nowadays?
Do you think this is a true story?
What do you particularly like/dislike about this book/passage? Why?
Is there enough information about 'X'?

5. Appreciation: Is this a happy/sad/frightening book/story?
Why do you say this?
How do you think 'X' spoke when he said *****?
(Orally, ask, 'Say what "X" said' demonstrating **how** s/ he said it.)

Notes: These categories are based on Barrett's Taxonomy of Comprehension Questions (see N.T. Pettit and I.W. Cockriel (1974) 'A factor study of the literal reading comprehension test and the inferential reading comprehension test', *Journal of Literacy Research*, 6 (1): 63–75.

Despite the fact it dates from 1968, this taxonomy is still a useful guide for teachers setting questions.



Photocopiable

Assessment of Learners with Dyslexic-Type Difficulties 2e © 2018 Sylvia Phillips and Kathleen Kelly (Sage: London).