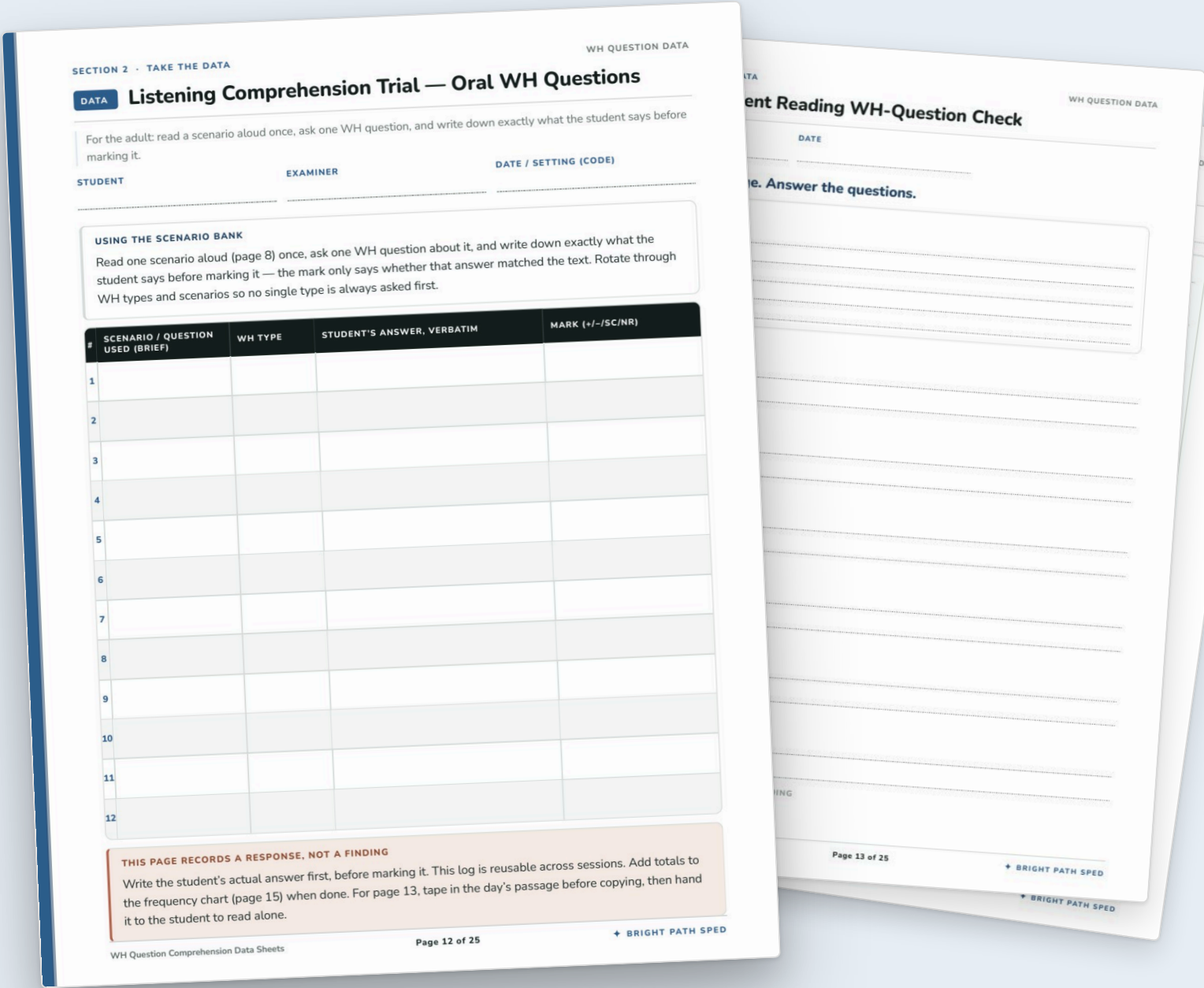


WH Question Comprehension



What Is Inside, and Where

25 pages: three sections, a worked example and a back page. Nothing here scores a trial against a published norm or sets when a referral is warranted; every one of those stays with your team.

Before you begin

PAGE 4



**Start Here —
Three Steps**
START HERE

4

01 Set Up the Caseload

PAGES 6–10



**WH-Question
Comprehension
Goal, Baseline and
Rubric**
GOAL

6



**WH-Question
Definitions, Marks
and Conditions**
SETUP

7



**Sample Scenario
Bank for Trials**
REFERENCE

8



**WH-Question
Caseload Roster**
ROSTER

9



**Binder Cover and
Divider Tabs**
SETUP

10

02 Take the Data

PAGES 12–17



**Listening
Comprehension
Trial — Oral WH
Questions**
DATA

12



**Independent
Reading WH-
Question Check**
DATA

13



**Quick Spoken
WH-Question
Check**
DATA

14



**Frequency Correct
/ Incorrect Chart**
TRACKER

15



**Paraprofessional
and General
Education WH-
Question Check**
NOTES

16



**Answer Key and
Scoring —
Independent
Reading Check**
KEY

17

03 Track, Report and Share

PAGES 19–24



**WH-Question
Accuracy Tracker**
TRACKER

19



Progress Graph
TRACKER

20



**Quarterly
Progress
Summary**
REPORTING

21



**Family Update —
Answering WH
Questions**
NOTES

22



**Progress Note
Phrase Bank**
REFERENCE

23



**A Session of Data,
Filled In**
EXAMPLE

24

Start Here — Three Steps

Ninety seconds of reading. Type the roster and the codes once; the trial marks themselves are faster with a pen.



1

Set up once

Read the WH-question definitions and marks (page 7) and set the rubric on the goal page (page 6) as a team, and type the caseload roster once at the start of the term.

Print the binder cover and tabs (page 10) if this file lives in a binder rather than on a device.



2

Take data every session

Run the trial type that fits the moment: an oral listening trial (page 12), an independent reading check the student writes on (page 13), or a quick spoken check (page 14), and add the session up on the frequency chart (page 15).

Score the independent check from the separate answer key (page 17) away from the student — never in front of them.



3

Track, report and share

Copy the percent onto the tracker (page 19) the same day, and plot the graph (page 20) once a week.

The family update (page 22) and the phrase bank (page 23) are ready to use as soon as a session of data is in.

WHAT THIS FILE IS

A fillable PDF. The goal, codes, bank, roster, log, tracker, graph and quarterly pages are type-in; the independent reading check prints cleanly and holds nothing but the passage and the questions.

WHAT THIS FILE IS NOT

Not a norm-referenced or standardized comprehension test. It is not a Google Sheets file, a Google Doc, or an Excel workbook, and it does not score a trial against a published norm or compute a percent for you.

WHAT THIS IS, AND WHAT IT IS NOT THE SAME AS

Not **WH Question Reading Comprehension Progress Monitoring Probes** — that file is six fixed, equivalent, scored forms meant to be rotated weekly. This file is the trial-data companion: an oral listening trial, an independent reading check, and a quick spoken check, all built to be reused across many sessions rather than consumed form by form. Also not either of this store's picture-based WH-question products — every scenario and passage here is text, for a reader or listener, never an image. Also not a cueing aid — nothing here prompts the student toward an answer; every page records whether an answer already given matches the text.

THE RULE EVERY PAGE IN THIS FILE FOLLOWS

A mark on any trial says only whether the student's recorded answer matched a detail actually stated in the passage or scenario — never a norm score, an unsupported inference, or a referral rule. Every criterion is a blank the team writes in from the IEP and its own judgment.

IF SOMETHING DOES NOT WORK

Text disappears when I close it. The viewer isn't saving fields — use Acrobat Reader and Save As.

A student needs more room to write. Print extra copies of the independent check if a student needs more space.

Anything else — the **Ask a Question** tab; a fix is a free update.

DATA

Listening Comprehension Trial — Oral WH Questions

For the adult: read a scenario aloud once, ask one WH question, and write down exactly what the student says before marking it.

STUDENT

EXAMINER

DATE / SETTING (CODE)

USING THE SCENARIO BANK

Read one scenario aloud (page 8) once, ask one WH question about it, and write down exactly what the student says before marking it — the mark only says whether that answer matched the text. Rotate through WH types and scenarios so no single type is always asked first.

#	SCENARIO / QUESTION USED (BRIEF)	WH TYPE	STUDENT'S ANSWER, VERBATIM	MARK (+/-/SC/NR)
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				

THIS PAGE RECORDS A RESPONSE, NOT A FINDING

Write the student's actual answer first, before marking it. This log is reusable across sessions. Add totals to the frequency chart (page 15) when done. For page 13, tape in the day's passage before copying, then hand it to the student to read alone.

DATA

Independent Reading WH-Question Check

MY NAME

DATE

.....

 Read the passage. Answer the questions.

TODAY'S PASSAGE

.....

.....

.....

.....

.....

1. Who is this about?

.....

.....

2. What did they do?

.....

.....

3. Where did it happen?

.....

.....

4. When did it happen?

.....

.....

5. Why did it happen?

.....

.....

6. How did it happen?

.....

.....

WH QUESTION CHECK · INDEPENDENT READING

KEY

Answer Key and Scoring — Independent Reading Check

For the adult only — do not hand this page to the student. Determine the accepted answer from the actual passage used.

For the adult only — never hand this page to the student. Read the passage used on the independent reading check (page 13), decide the accepted answer for each WH type directly from that passage’s own words, and mark the student’s written answers against it below. If the passage came from the sample bank (page 8), the accepted answers are already printed there — copy them in.

SCORING STRIP, ONE ROW PER WH TYPE

WH TYPE	ACCEPTED ANSWER, FROM THE PASSAGE USED (WRITE IT IN)	CORRECT? (Y/N)
Who		
What		
Where		
When		
Why		
How		

TOTAL CORRECT (OUT OF 6)

ACCURACY % (CORRECT ÷ 6)

.....

SCORING RULES

Correct = matches a detail actually stated in the passage, or a close paraphrase of it. Incorrect = missing, unrelated, or not stated anywhere in the text. There is no partial credit — the student wrote the words, so the match is checked directly against the text. Score the page away from the student, the same way you would grade a quiz.

BEFORE MOVING ON

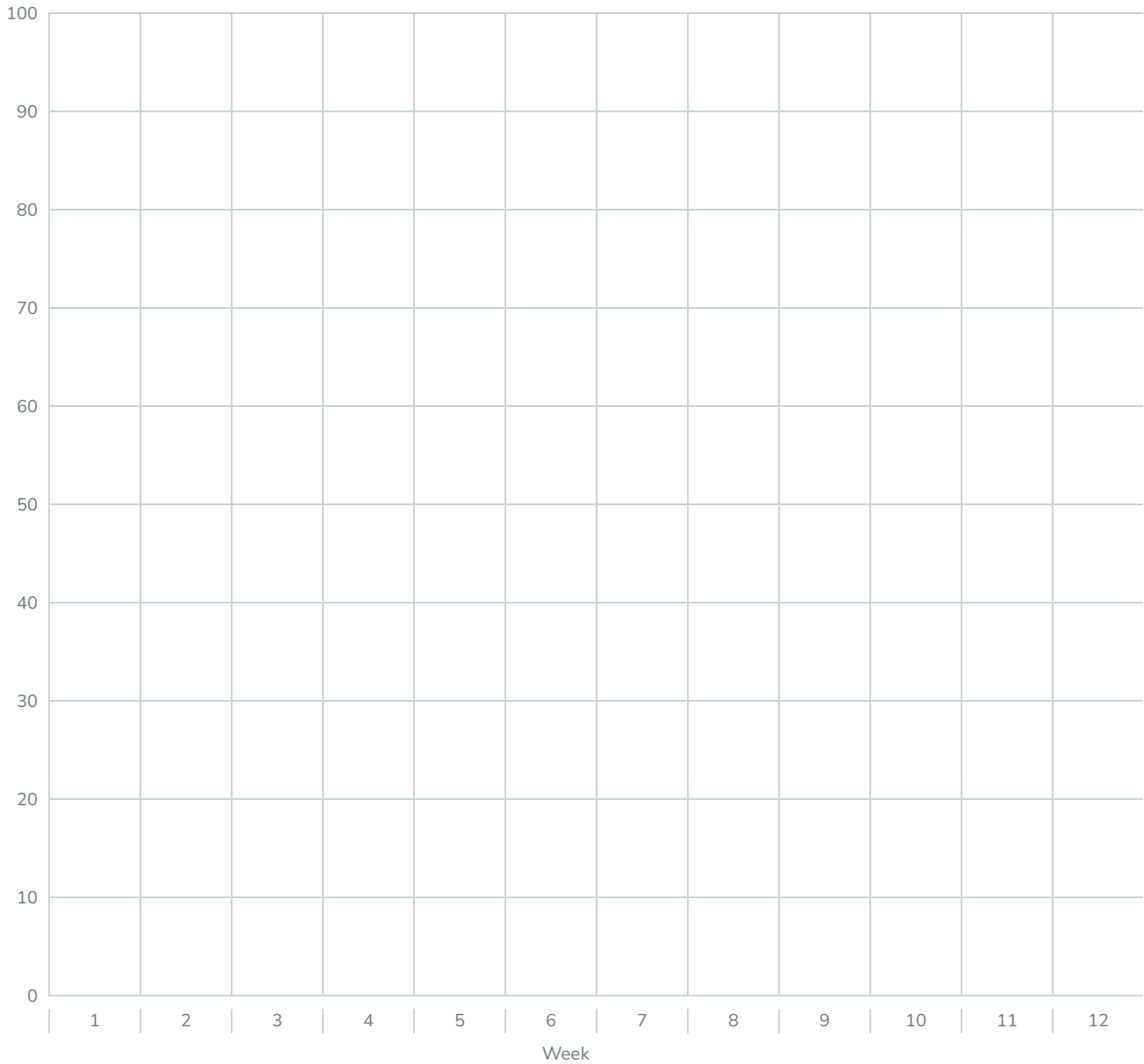
- ☐ Scored every row against the passage actually used, not from memory.
- ☐ Checked “How” and “Why” against a stated reason or method, never an inference the student might be making.
- ☐ Added this check’s total to the frequency chart (page 15) and the tracker (page 19).

 TRACKER

Progress Graph

STUDENT	GOAL (SHORT)	CRITERION / AIM

PERCENT CORRECT ON THE WH-QUESTION SKILL BEING TRACKED — LABEL IT



WEEK	1	2	3	4	5	6	7	8	9	10	11	12
Date												
Score												
Aim line												

Reading it: a line climbing across sessions is increasing accuracy. Three points flat or falling in a row: check the frequency chart (page 15) for which WH type is driving it.

EXAMPLE

A Session of Data, Filled In

SAMPLE · INVENTED STUDENT

Amara is invented, and so is every mark on this page. Every number can be re-counted from the rows above it.

ORAL LISTENING TRIAL (PAGE 12) — AMARA, GRADE 4, INVENTED, SCENARIO “WATERING THE CLASSROOM PLANTS”

WH TYPE	STUDENT SAID	MARK
Who	“Jamal”	+
What	“he waters the plants”	+
Where	“on the window”	–
When	“Tuesday” → “Monday”	SC
Why	(no answer given)	NR
How	“with a watering can”	+

3 of 6 WH types marked correct (+); one incorrect, one self-corrected, one with no response.

INDEPENDENT READING CHECK (PAGE 13) — SAME SCENARIO, READ SILENTLY

WH TYPE	AMARA WROTE	CORRECT?
Who	Jamal	Y
What	he waters plants	Y
Where	on the shelf	N
When	Monday	Y
Why	because the plants need water	Y
How	– (left blank)	N

4 of 6 correct; “Where” was missed the same way as the oral trial, and “How” was left blank.

QUICK SPOKEN CHECK (PAGE 14) — SAME DAY

SENTENCE (SAMPLE OF 4 OF THE 12 ITEMS)	EXPECTED ANSWER
Maria put on her raincoat before she walked to school.	A raincoat
The cat slept under the porch during the storm.	Under the porch
Ben kept his lunch in his backpack so it would not get squished.	So it would not get squished
The teacher got everyone’s attention by clapping her hands two times.	By clapping her hands two times

10 of 12 items correct this check (full 12-item battery, not shown in full here).

THE DECISION, WRITTEN ON THE TRACKER (PAGE 19)

Independent written-check accuracy (4/6, 67%) sits just ahead of the oral listening trial (3/6, 50%) this week, with “Where” missed on both. Where questions are added to tomorrow’s quick check, and the team re-checks this pattern in two weeks rather than deciding from one session alone.

FREQUENCY CORRECT/INCORRECT CHART (PAGE 15) — ONE DAY, ALL THREE TRIAL TYPES

TRIAL TYPE	PRESENTED	CORRECT	INCORRECT	SC	NR
Oral listening trial	6	3	1	1	1
Independent written check	6	4	2	0	0
Quick spoken check	12	10	2	0	0

WHERE THIS SESSION'S NUMBERS GO NEXT

The frequency chart above gets copied onto the tracker (page 19) the same day, becomes a point on the graph (page 20) once a week, and rolls into the quarterly summary (page 21) and a family update (page 22) at reporting time — using starters from the phrase bank (page 23) rather than a label for Amara.