



## K-1 Knowledge of Text Features Assessment Score Sheet

Student \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

**Assent Script:** “Today I am going to ask you to identify some text features. A text feature is anything that is not in the main body of the text, like a title or a picture. I will also ask you to tell me what you know about each text feature. The text feature may be anywhere in the book, so you can look throughout the book to find the text feature. What I learn from this assessment will help me plan instruction to help you be a better reader.”

**Optional:** “You will not be graded on this assessment, but I do want you to try your best so I can know how to better help you grow as a reader.”

**Directions:** Place a “0” or leave blank for no or incorrect response; place a “1” or check mark for a correct response.

#	Text Feature assessment page listed	Teacher Prompt for Identification	Response Score	Teacher Prompt for Purpose	Response Score	Teacher Prompt for Application	Response Score
<b>PRINT FEATURES</b>							
1	<b>Title</b> <i>Front Cover</i>	“Show me the title of this book/ chapter.”  If student cannot identify, point to an example.		“Why does an author give a book a title?”  Possible student response: Tells topic and/or main idea of the entire text		“Read the title and tell me what you think you are going to learn about.”	
2	<b>Heading/ Subheading</b>  <i>Heading: pp. 2, 3, 6, 7, 10 Subheading: pp. 4, 8, 9</i>	“Show me a heading/ subheading in this book.”  If student cannot identify, point to an example.		“Why does an author give a heading/subheading?”  Possible student response: Tells the main idea of a section of text		“Read the heading/subheading and tell me what you think you are going to learn about.”	
3	<b>Bold Print</b>  <i>pp. 3, 7, 8, 10</i>	“Show me bold print.”  If student cannot identify, point to an example.		“Why does an author use bold print?”  Possible student response: Shows important vocabulary in the text		“Read the bold print and tell me what you expect to learn about.”	
4	<b>Caption</b>  <i>pp. 2, 3, 7-11</i>	“Show me a caption.”  If student cannot identify, point to an example.		“Why does an author use a caption?”  Possible student response: Explains the picture it is nearest to		“Read the caption. What did you learn about the graphic feature (picture, photo, drawing) from the caption?”	

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#	Text Feature assessment page listed	Teacher Prompt for Identification	Response Score	Teacher Prompt for Purpose	Response Score	Teacher Prompt for Application	Response Score
5	<b>Pronunciation Guide</b>  <i>pp. 3, 7, 10</i>	“Show me a pronunciation guide.”  If student cannot identify, point to an example.		“Why does an author use a pronunciation guide?”  Possible student response: Shows how to pronounce or say a new or unusual word		“Use the pronunciation guide to pronounce the word.”	
<b>GRAPHIC FEATURES</b>							
6	<b>Photograph with or without caption</b>  <i>pp. 2, 3, 7–11</i>	“Show me a photograph.”  If student cannot identify, point to an example.		“Why does an author put a photograph in a book?”  Possible student response: Helps you see real events, steps, or objects described in the text		“Look at the photograph and explain why you think this is in the text/chapter/book.”	
7	<b>Drawing with or without caption</b>  <i>p. 2</i>	“Show me a drawing.”  If student cannot identify, point to an example.		“Why does an author put a drawing in a book?”  Possible student response: Helps you see something from the text		“Look at the drawing and explain why you think this is in the text/chapter/book.”	
8	<b>Inset</b>  <i>p. 9</i>	“Show me an inset.”  If student cannot identify, point to an example.		“Why does an author put an inset in a book?”  Possible student response: Helps you see something in the text in large and small scale		“Look at the inset and explain why you think this is in the text/chapter/book.”	
9	<b>Diagram</b>  <i>pp. 7, 8–9</i>	“Show me a diagram.”  If student cannot identify, point to an example.		“Why does an author put a diagram in a book?”  Possible student response: Explains steps in a process or how something is made		“Read the diagram. What did you learn?”	
10	<b>Labeled Diagram</b>  <i>p. 7</i>	“Show me a labeled diagram.”  If student cannot identify, point to an example.		“Why does an author put a labeled diagram in a book?”  Possible student response: Shows the different parts of something in the text		“Read the labeled diagram. What did you learn?”	

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#	Text Feature assessment page listed	Teacher Prompt for Identification	Response Score	Teacher Prompt for Purpose	Response Score	Teacher Prompt for Application	Response Score
11	<b>Map</b> <i>pp. 4–5</i>	“Show me a map.” If student cannot identify, point to an example.		“Why does an author put a map in a book?”  Possible student response: Shows the location or impact of something in the text		“Read the map. What did you learn?”	
12	<b>Graph</b> <i>p. 6</i>	“Show me a graph.” If student cannot identify, point to an example.		“Why does an author put a graph in a book?”  Possible student response: Shows data and/or displays information important to the text		“Read the graph. What did you learn?”	
13	<b>Timeline</b> <i>p. 6</i>	“Show me a timeline.” If student cannot identify, point to an example.		“Why does an author put a timeline in a book?”  Possible student response: Allows you to see when events in the text occurred		“Read the timeline. What did you learn?”	
<b>ORGANIZATIONAL FEATURES</b>							
14	<b>Table of Contents</b> <i>p. 1</i>	“Show me a table of contents.” If student cannot identify, point to an example.		“Why does an author have a table of contents?”  Possible student response: Helps you quickly find the topic you are seeking		Point to a section of the TOC: “Read this and tell me what topics will be in this book/text.” “Where will I find information on _____?” (Fill in the blank with a topic that would be found in this book.)	
15	<b>Index</b> <i>p. 13</i>	“Show me an index.” If student cannot identify, point to an example.		“Why does an author have an index?”  Possible student response: Helps you quickly find where specific information is located		Look at the index and identify a topic: “On what page(s) can you find the topic?”	
16	<b>Glossary</b> <i>p. 12</i>	“Show me a glossary.” If student cannot identify, point to an example.		“Why does an author have a glossary?”  Possible student response: Gives you the definition of new or text-critical words		Look at the glossary and identify a word: “What is the definition of this word?”	

Key: 0 = no response or wrong response; 1 = correct response

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**Total and transfer scores to the table below:**

Text Feature Category	Identification	Purpose	Application	Specific Observations
<b>Print Features</b>	_____/5	_____/5	_____/5	
<b>Graphic Features</b>	_____/8	_____/8	_____/8	
<b>Organizational Features</b>	_____/3	_____/3	_____/3	

**Note:** Use the information from this assessment to plot on the *K-1 Knowledge of Text Features Assessment Class Profile* whether a student can identify, knows the purpose, and/or applies each text feature.