**Self Assessment ABE Reading, Levels 3 and 4 Harrigan, f10**

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| 1. **I can identify a main idea in an article, an essay, or other written materials.** | **ALWAYS** | **USUALLY** | **RARELY** |
| 1. **I can state the main idea in a complete written sentence.** |  |  |  |
| 1. **I can orally tell the supporting details for the main idea.** |  |  |  |
| 1. **I can state the supporting details in writing.** |  |  |  |
| 1. **I can define words I don’t know by reading the phrases before and after an unfamiliar word.** |  |  |  |
| 1. **I can break unfamiliar words into parts; I know about prefixes, suffixes, and roots.** |  |  |  |
| 1. **I slow down to read more complex information; I adjust my pace according to the difficulty of the reading.** |  |  |  |
| 1. **I know the meaning of common abbreviations.** |  |  |  |
| 1. **I can locate the important information in a written piece because I know where to look and understand how the writing is put together.** |  |  |  |
| 1. **I preview material before I read to increase my understanding; I look at headings, length, and difficulty of written material before I read.** |  |  |  |
| 1. **I can figure out a writer’s purpose for writing—to inform, to entertain, or to persuade a reader.** |  |  |  |
| 1. **I can rephrase (paraphrase) parts of a written piece in my own words to better understand it.** |  |  |  |
| 1. **I can summarize major parts of what an author says.** |  |  |  |
| 1. **I ask myself what I already know about a subject before I begin reading; I know this helps me get interested in what I read.** |  |  |  |
| 1. **I try to become part of the author’s intended audience so that I can find a way to become engaged with a subject if I am not immediately interested.** |  |  |  |
| 1. **I ask myself questions about the reading to become interested in it: I ask myself what I want to know.** |  |  |  |
| 1. **I review what I have read so that I can remember it and understand it better.** |  |  |  |
| 1. **I can tell someone else the important parts of something I have read.** |  |  |  |
| 1. **I take reading notes (annotate) so that I can remember what I have read and can use the notes to study.** |  |  |  |
| 1. **I continue reading text that has limited personal interest to me because my long term goal is to be a better reader.** |  |  |  |