

Name: _____ DOB: _____ Age: _____

School: _____ Class: _____ Date of assessment: _____

 Text: **Henry's Kite** Level: **12** Text Type: **Narrative** Total Running Words: **223**

1. Reading Record

Book orientation: This is a story about Henry, who was flying his kite on a very windy day.

Page	Text	E	S.C.	Errors	S.C.
02	“Look at my kite, Dad!”			M S V	M S V
	shouted Henry.			M S V	M S V
	“It’s flying in the wind!”			M S V	M S V
	“Hold onto the string!” said Dad.			M S V	M S V
04	The wind blew and blew.			M S V	M S V
	Henry’s kite flew way up			M S V	M S V
	into the sky.			M S V	M S V
	But it went up so fast,			M S V	M S V
06	that he had to let go			M S V	M S V
	of the string.			M S V	M S V
	The kite flew round and round			M S V	M S V
	in the wind.			M S V	M S V
07	Then, it blew away			M S V	M S V
	over the top of some trees.			M S V	M S V
	“Oh, no!” cried Henry.			M S V	M S V
	“My kite will get stuck			M S V	M S V
08	in the branches.”			M S V	M S V
	Henry and Dad			M S V	M S V
	ran after the kite.			M S V	M S V
	“It’s not up here in the trees,”			M S V	M S V
10	said Dad.			M S V	M S V
	“I can see it!” Henry shouted.			M S V	M S V
	“It’s in the pond!”			M S V	M S V
	Henry and Dad walked slowly			M S V	M S V
around the pond,			M S V	M S V	
looking for the string of the kite.			M S V	M S V	

Page	Text	E	S.C.	Errors	S.C.
11	“Where is the string, Dad?” said Henry. “We have to find it, so we can get my kite out of the water.”			M S V M S V M S V M S V M S V	M S V M S V M S V M S V M S V
12	Then, Henry saw a little duck coming out of the pond. The kite was coming out, too! “Look, Dad!” he shouted. “The string is around the duck’s leg!” “I will have to get the string off,” said Dad.			M S V M S V M S V M S V M S V M S V M S V	M S V M S V M S V M S V M S V M S V M S V
14	“Here, Dad,” said Henry. “Put my hat over the duck.” “Oh, good!” said Dad. “You are clever, Henry!” Then, Dad got the string off the duck’s leg.			M S V M S V M S V M S V M S V M S V	M S V M S V M S V M S V M S V M S V
16	“Away you go, little duck!” said Henry. “You are safe now, and I can fly my kite again!”			M S V M S V M S V M S V	M S V M S V M S V M S V
Total					

223

2. Retell

Retelling Indicators to Check for Understanding

Tick relevant boxes

- Retold main events/facts without assistance from teacher prompts or book support
- Summarized main events/facts succinctly
- Retold main events/facts using text-specific vocabulary
- Retold main events/facts coherently and confidently

Yes <input type="checkbox"/>	No <input type="checkbox"/>
Yes <input type="checkbox"/>	No <input type="checkbox"/>
Yes <input type="checkbox"/>	No <input type="checkbox"/>
Yes <input type="checkbox"/>	No <input type="checkbox"/>

3. Comprehension Questions

Note: Please ensure the student has read the complete book before starting the comprehension questions.

Comprehension Questions to Check for Understanding

Tick relevant boxes

Literal

1. What happened to Henry's kite when he let go of the string?

(The kite went over the top of some trees.)

2. Where did the kite land?

(It landed in a pond.)

3. What happened to the little duck in the pond?

(The string from Henry's kite got wound around its leg.)

Inferential

1. Why did Henry have to let go of the string when he was flying his kite?

(The wind was so strong that he couldn't hold it any longer.)

2. Why did Henry put his hat over the little duck's head?

(so the little duck wouldn't be frightened and would stay still when Dad took the string off its leg)

4. Analysis

Reading Behaviours Observed During the Reading Record

Tick relevant boxes

1. Knowledge and skills

- Automatically recognized high-frequency words in the text
- Accurately decoded most text-specific vocabulary

2. Strategies

Able to process text effectively by:

- Predicting
- Searching for print details
- Self-correcting
- Attending to meaning
- Cross-checking to confirm

3. Fluency

- Read the text consistently with natural rhythm and phrasing, reflecting a depth of understanding
- Read some of the text with natural rhythm and phrasing, reflecting understanding
- Read the text with irregular phrasing, reflecting limited understanding
- Read the text word-by-word, reflecting limited or no understanding

Summary

Reading Record

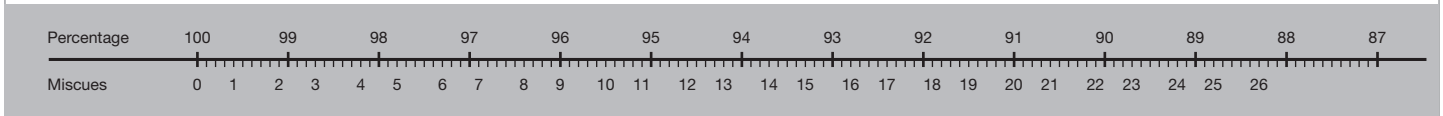
Errors		
M	S	V

Self-Corrections		
M	S	V

Accuracy: _____ %

S.C. rate: **1** : _____

Reading Level		
Independent >95%	Instructional 90–95%	Difficult <90%



Reading Behaviours Observed

1. Knowledge and Skills:
2. Strategies:
3. Fluency:

Retelling Indicators

Level of Understanding		
Excellent 4	Satisfactory 3	Unsatisfactory 0–2

Comprehension

Questions Answered Correctly			
Literal	1st	2nd	3rd
Inferential	1st	2nd	

Level of Understanding		
Excellent 5	Satisfactory 3–4	Unsatisfactory 0–2

Recommendations for Future Development

Teacher: _____

Date assessment summary completed: _____

Refer to the Teacher's Resource Book for recommendations for future development.