

Name: _____ DOB: _____ Age: _____

School: _____ Class: _____ Date of assessment: _____

 Text: **Fishing with Pop and Gran** Level: **14** Text Type: **Recount** Total Running Words: **250**

1. Reading Record

Book orientation: This book is about two children who go fishing with their grandparents.

Page	Text	E	S.C.	Errors	S.C.
02	On Saturday,			M S V	M S V
	I went fishing with Pop and Gran.			M S V	M S V
	My brother Jake came, too.			M S V	M S V
	We had to get up at six o'clock			M S V	M S V
	in the morning.			M S V	M S V
04	After breakfast,			M S V	M S V
	Pop got his boat ready.			M S V	M S V
	He pulled the boat			M S V	M S V
	out of the shed with his car.			M S V	M S V
	Then, he put the fishing rods			M S V	M S V
06	and life jackets in the boat.			M S V	M S V
	Jake helped Gran			M S V	M S V
	make some sandwiches for lunch.			M S V	M S V
07	I got some apples and four bottles of water.			M S V	M S V
	Now, we were ready.			M S V	M S V
	We all got into the car			M S V	M S V
08	and off we went.			M S V	M S V
	Jake and I got out of the car			M S V	M S V
	at the boat ramp.			M S V	M S V
	We watched Pop back the car			M S V	M S V
	down to the water.			M S V	M S V
	Gran helped Pop with the boat.			M S V	M S V
	Then, Pop parked the car.			M S V	M S V

Page	Text	E	S.C.	Errors	S.C.
10	Gran checked our life jackets before we got into the boat. Pop started the motor on the boat. We went slowly at first. Then, we went a little bit faster.			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	Pop stopped the boat at his favourite spot by some rocks. He said that he gets lots of fish at this place. Next, Gran helped us get our fishing rods ready.			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
13	We sat for a long time with our lines in the water. But no one got a fish.			M S V M S V M S V	M S V M S V M S V
14	I looked down into the water. A big fish was swimming around by my line. Then . . . snap! The big fish was on my line.			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
15	I tried to pull it into the boat all by myself. But Gran had to help me.			M S V M S V M S V	M S V M S V M S V
16	We had my fish for our dinner. I was very happy.			M S V M S V	M S V M S V
Total					

250

2. Retell

Retelling Indicators to Check for Understanding

Tick relevant boxes

- Retold main events/facts without assistance from teacher prompts or book support Yes No
- Summarized main events/facts succinctly Yes No
- Retold main events/facts using text-specific vocabulary Yes No
- Retold main events/facts coherently and confidently Yes No

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. When did the children go fishing with Pop and Gran?

(early on Saturday morning)

2. What did Gran and Jake make for lunch?

(sandwiches)

3. Why did Pop stop the boat by some rocks?

(It was his favourite fishing spot and he caught lots of fish there.)

Inferential

1. Why did Pop put life jackets in the boat?

(He wanted everyone to be safe when they were out at sea.)

2. Why did Gran help her granddaughter pull in the fish?

(The fish might have been big. / The fish might have been pulling hard to get away.)

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

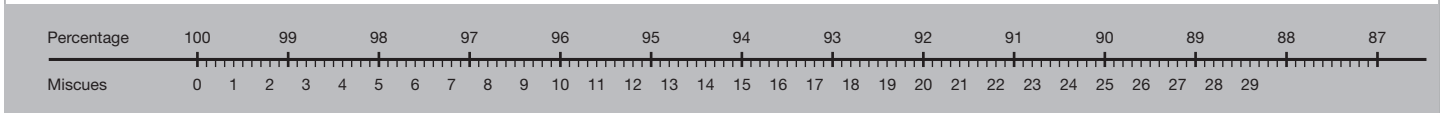
Errors		
M	S	V

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.