

Name: \_\_\_\_\_ DOB: \_\_\_\_\_ Age: \_\_\_\_\_

School: \_\_\_\_\_ Class: \_\_\_\_\_ Date of assessment: \_\_\_\_\_

 Text: **A Noise in the Bushes**

 Level: **18**

 Text Type: **Narrative**

 Running Words for Assessment: **262**

 Total Running Words: **440**

## 1. Reading Record

**Book orientation:** This book is a narrative about a family who find a little dog up in some hills.

Page	Text	E	S.C.	Errors	S.C.
02	“Dad!” shouted Leo. “How far do we have to go to get to the tower?” “We are nearly there,” said Dad.			M S V M S V M S V	M S V M S V M S V
03	Leo, his sister Grace and their dad had set out early that morning. They were biking up a path to a water tower on top of a hill.			M S V M S V M S V	M S V M S V M S V
04	“Let’s stop here,” said Grace, getting off her bike. “I want to have a drink of water.” “I’ll check the tires,” said Dad. “This path is very bumpy.”			M S V M S V M S V	M S V M S V M S V
05	Leo and Grace had just sat down, when they heard something moving in the bushes close by.			M S V M S V	M S V M S V
06	“What’s that noise?” said Leo. “Did you hear it, Dad?” “No,” said Dad. “I didn’t hear anything. I’m busy checking the bikes.”			M S V M S V M S V	M S V M S V M S V
06	Suddenly, out of the bushes crept a little dog. It			M S V	M S V

Page	Text	E	S.C.	Errors	S.C.
07	was wet and muddy. "Come here, little dog," Grace			M S V	M S V
	said quietly. "You look very scared. I wonder why			M S V	M S V
	you are way up here."			M S V	M S V
08	The little dog was shivering as it crept closer and			M S V	M S V
	closer towards Grace. "I think you could be thirsty,"			M S V	M S V
	she said. Leo made a bowl out of some leaves. He			M S V	M S V
09	put some water in the bowl, and the dog quickly			M S V	M S V
	licked it up.			M S V	M S V
	Dad bent down and patted the little dog. <span style="border: 1px solid black; padding: 2px;">200</span>			M S V	M S V
10	He looked at the collar around its neck. "You must			M S V	M S V
	belong to someone," he said. "We can't leave you			M S V	M S V
	out here all by yourself, little dog."			M S V	M S V
10	"The owners will be upset," said Grace. "We need			M S V	M S V
	to find them. Let's take it down to the vet clinic."			M S V	M S V
	"Oh!" said Leo. "Does this mean we can't go up			M S V	M S V
	the path to the tower today?" <span style="border: 1px solid black; padding: 2px;">262</span>			M S V	M S V
<b>Total</b>					

## 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. Where were Leo, Grace, and their dad going?

*(They were going up a path to a water tower on top of a hill.)*

2. What did Leo make so they could give the little dog some water?

*(He made a bowl out of some leaves.)*

3. Why didn't Dad hear something moving in the bushes?

*(He was busy checking the bike tires.)*

##### Inferential

1. Why did Dad check the bike tires when they stopped for a drink of water?

*(He wanted to make sure no damage had been done to the tires on the uneven path.)*

2. Why did the little dog creep out of the bushes?

*(It came to them for help even though it didn't recognise their voices.)*

3. Why did Grace suggest that they take the little dog to the vet clinic?

*(The vet would check the little dog for injuries. / The vet might be able to find the owner.)*

### 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

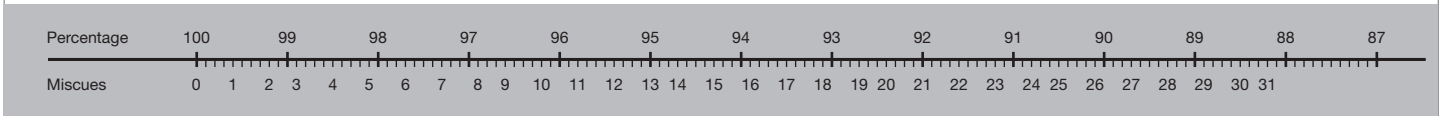
Errors		
M	S	V

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	3rd

Level of Understanding		
Excellent 6	Satisfactory 4–5	Unsatisfactory 0–3

### Recommendations for Future Development

Teacher: \_\_\_\_\_

Date assessment summary completed: \_\_\_\_\_

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