

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

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

 Text: **The Art Trail**

 Level: **18**

 Text Type: **Factual Recount**

 Running Words for Assessment: **251**

 Total Running Words: **435**

### 1. Reading Record

**Book orientation:** This book is a description of several pieces of artwork that a family discovers as they walk through a park.

Page	Text	E	S.C.	Errors	S.C.
02	Last Saturday, I went on an art trail with my parents and my brother, Hugo. The art trail was in a big park, far away from the city. Mom bought our tickets at a stall, while Dad, Hugo, and I went to look at a big map. It showed little pictures of the artworks that were on a path through the park.			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
04	We showed our tickets to a man at the gate. Then, Hugo, and I raced ahead of Mom and Dad to the first artwork. It was big, round, and green. There were leaf shapes cut out of its sides. Some children were walking inside it. We went in, too, and saw all sorts of plants and animals painted on the walls. The artwork was called “Rainforest.”			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

Page	Text	E	S.C.	Errors	S.C.
06	The next artwork on the trail was very tall and shiny.			M S V	M S V
	It looked like a rocket. Hugo read out the label,			M S V	M S V
	as we stood in front of the artwork. It was called			M S V	M S V
	“Out of this World.” We wondered what it			M S V	M S V
	would be like to zoom up into space in a rocket.			M S V	M S V
08	Hugo and I rushed along the trail to each new			M S V	M S V
	artwork. On the way, Dad took lots of photos.			M S V	M S V
	Mom liked a tiny artwork of a woman who was			M S V	M S V
	standing in front of a door. <span style="border: 1px solid black; padding: 2px;">214</span> The door was			M S V	M S V
	open just a little. A small boat was on the other			M S V	M S V
	side. This artwork was called “The Door.”			M S V	M S V
10	Dad liked a big artwork made of white metal.			M S V	M S V
	He said the artist was very clever. <span style="border: 1px solid black; padding: 2px;">251</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
- Summarized main events/facts succinctly
- Retold main events/facts using text-specific vocabulary
- Retold main events/facts coherently and confidently

Yes  No

Yes  No

Yes  No

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. What was the name of the artwork that was shaped like a rocket?  
(It was called 'Out of this World.')
2. What was the enormous shape that the family saw near the end of the trail?  
(It was an artwork of a young girl holding a cat.)
3. What did Hugo climb onto?  
(He climbed onto a tractor made of wood.)

##### Inferential

1. Why did the first artwork 'Rainforest' have leaf shapes cut out of its sides?  
(to make it look like a big tree)
2. Why did the artwork 'The Door' have a small door that was open just a little?  
(so that people would look in to see what was on the other side)
3. Why did the girl's dad buy her the art book?  
(He knew she had enjoyed looking at art and would like to learn more and do the activities.)

### 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

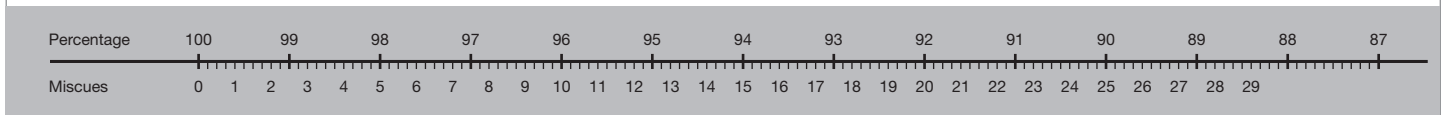
Errors		
M	S	V

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.