

Name: _____ DOB: _____ Age: _____
 School: _____ Class: _____ Date of assessment: _____

Text: **Looking After Ourselves** Level: **19** Text Type: **Exposition**
 Running Words for Assessment: **256** Total Running Words: **497**

1. Reading Record

Book orientation: This text is an exposition. A boy and his family give their opinions about how to care for themselves and other people.

Page	Text	E	S.C.	Errors	S.C.
02	My parents want our family to be happy and healthy. They say it is important for my brother and I to learn how to look after ourselves and how to care for other people. We always sit at our big table to have our evening meal together. Marcus and I talk about what we have done at school. Mom and Dad tell us about their busy day at work, too.			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
04	Everyone in our family has special jobs to do on the weekend. There are many things that have to be done before we can play with our friends. It is my job to help Dad rake up the leaves and weed the garden.			M S V	M S V
				M S V	M S V
				M S V	M S V
				M S V	M S V
05	Marcus helps Mom in the house. He is very good at cooking. We all like to work together.			M S V	M S V
				M S V	M S V

Page	Text	E	S.C.	Errors	S.C.
06	Our parents want us to eat good food so that we stay healthy. They say that food and drinks made with lots of sugar and salt can make people sick. Marcus and I always drink water at home and at school. On Saturday mornings, we often go to a farmers' market. Mom and Dad buy fresh fruit and vegetables as well as eggs at this market.			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
08	Running is a good way to keep fit. 205 Our school has sports days where everyone can take part. Before we start the races, the teachers tell us to warm up by stretching our legs. Marcus and I are good at running. We can run long distances without getting tired. Sometimes, our family goes for a run in the park. 256			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
Total					

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 does the family talk about when they are having their evening meal?

(what they have done during the day)

2. Why does the family often go to a farmers' market on Saturday mornings?

(to buy fresh fruit and vegetables as well as eggs)

3. Why do the boys' friends like to come and stay at their place?

(because the boys have a big backyard with a huge trampoline)

Inferential

1. Why are the boys able to run long distances?

(They keep themselves fit and often go running in the park with their parents.)

2. Why is it important to check that bike tyres have enough air?

(to prevent an accident)

3. Why do the boys sometimes use tablets or laptops for their homework?

(They might have to use the internet to find more information or answers for topics they are learning about at school.)

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

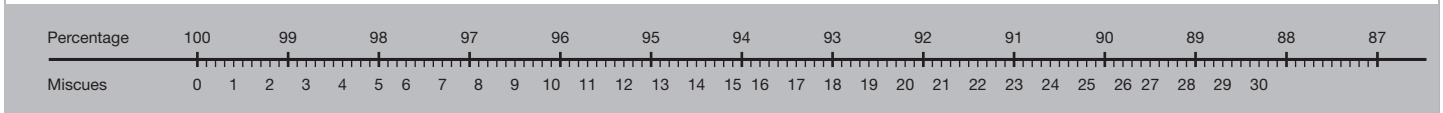
Errors		
M	S	V

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.