

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

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

 Text: **We dress up** Level: **1** Text Type: **Repetitive** Total Running Words: **56**

### 1. Reading Record

**Book orientation:** This book is about some children who are dressed up in costumes.

Page	Text	E	S.C.	Errors	S.C.
02	Look at me.			M S V	M S V
	I am a cat.			M S V	M S V
04	Look at me.			M S V	M S V
	I am a dog.			M S V	M S V
06	Look at me.			M S V	M S V
	I am a rabbit.			M S V	M S V
08	Look at me.			M S V	M S V
	I am a frog.			M S V	M S V
10	Look at me.			M S V	M S V
	I am a butterfly.			M S V	M S V

Page	Text	E	S.C.	Errors	S.C.
12	Look at me.			M S V	M S V
	I am a pirate.			M S V	M S V
14	Look at me.			M S V	M S V
	I am a robot.			M S V	M S V
16	Look at me.			M S V	M S V
	I am a dinosaur.		56	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	<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. Who was dressed up like a cat?

(a girl)

2. Which costume had long white ears?

(the rabbit costume)

3. What was the boy on the last page dressed up as?

(a dinosaur)

##### Inferential

1. Why did the girl in the butterfly costume have wings?

(because butterflies have wings)

### 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

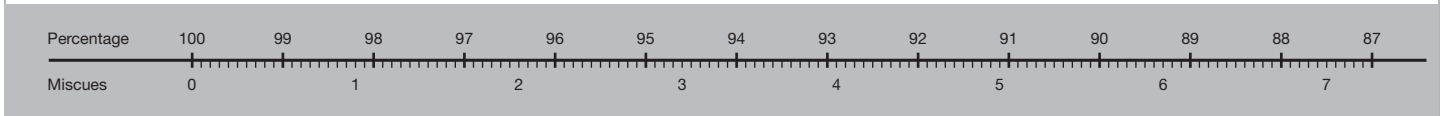
Errors		
M	S	V

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		

Level of Understanding		
Excellent 4	Satisfactory 3	Unsatisfactory 0–2

### Recommendations for Future Development

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

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

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