

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

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

 Text: **Rescue at Lighthouse Bay**

 Level: **21**

 Text Type: **Historical Narrative**

 Total Running Words: **244**

### 1. Reading Record

**Card orientation:** This text is a narrative based on historical facts. A girl retells how her family helped people who were shipwrecked in a storm.

Page	Text	E	S.C.	Errors	S.C.
02	<b>December 10, 1874</b>			M S V	M S V
	All day long, the wind howled. The noise of the waves crashing on the rocks made me feel really scared.			M S V	M S V
	As the daylight began to fade, Father became more and more worried. He knew that a ship could be wrecked in this storm. It was his job to light the huge lamp at the top of the lighthouse every night. It was a warning to ships nearby. During the afternoon, he had carried many heavy loads of oil for the lamp up the steep, winding stairs.			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
03	<b>December 11, 1874</b>			M S V	M S V
	In the middle of the storm last night, we heard a terrible noise. Huge waves had flung a ship against the rocks at the bottom of the cliff.			M S V	M S V
	We all dressed quickly. Father lit a big lantern, and Mother gathered up some woollen blankets. As			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.
	we rushed down to the bay, we could hear people shouting and screaming for help. They were trying to swim towards the light from Father's lantern.			M S V	M S V
	Father threw a rope into the water to help them.			M S V	M S V
	I held the lantern as high as I could for him.			M S V	M S V
	<b>December 12, 1874</b>			M S V	M S V
	The storm has passed and all is quiet again. On the night of the shipwreck, Father saved three people.			M S V	M S V
	They had jumped from the ship just before it was smashed on the rocks. <span style="border: 1px solid black; padding: 2px;">211</span>			M S V	M S V
	We helped them climb up the cliff to our house beside the lighthouse. They were shivering with fright and the cold. Mother gave them dry clothes and warm food. They are resting now. <span style="border: 1px solid black; padding: 2px;">244</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 card before starting the comprehension questions.

#### Comprehension Questions to Check for Understanding

Tick relevant boxes

##### Literal

1. Where did the family live?

*(They lived in a house beside the lighthouse.)*

2. What was Father's job?

*(He had to light the huge lamp at the top of the lighthouse every night.)*

##### Inferential

1. Why did Father light a big lantern before the family rushed down to the bay?

*(The people from the ship would be able to see the light from the lantern and swim towards it.)*

2. Why did Mother take woollen blankets down to the beach?

*(to warm up the people they rescued)*

3. Why did Father throw a rope out to the people?

*(They needed something to hold onto as he dragged them onto the shore.)*

##### Applied Knowledge

1. Why did Father have to carry the heavy loads of oil up the stairs?

*(There was no other way to get the oil to the top of the lighthouse.)*

### 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

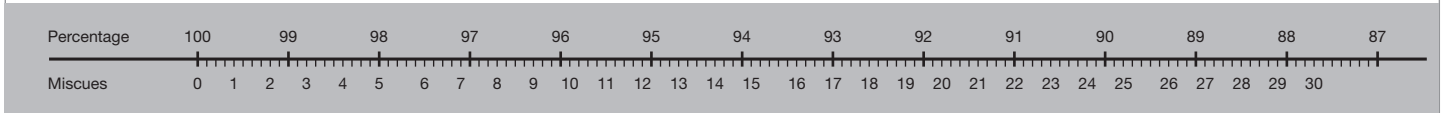
Errors		
M	S	V

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	
Inferential	1st	2nd	3rd
Applied Knowledge	1st		

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.