

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

Text: **Wheels Day** Level: **22** Text Type: **Narrative** Total Running Words: **276**

1. Reading Record

Card orientation: This is a fiction text. It is a narrative about a boy called Oscar who has an accident on his scooter.

Page	Text	E	S.C.	Errors	S.C.
02	At the end of the week, Oscar’s class was going			M S V	M S V
	to have a special day called Wheels Day. Everybody			M S V	M S V
	could choose to bring a bike, scooter, or skateboard			M S V	M S V
	to school. Some children were bringing roller skates.			M S V	M S V
	Oscar raced home to tell Mom the exciting news.			M S V	M S V
	“I’ll take my new scooter to Wheels Day,”			M S V	M S V
	he said cheerfully. “But first I need to practise			M S V	M S V
	at the skatepark.” Mom nodded. “I’ll drive you			M S V	M S V
	to the park after you’ve done your homework,”			M S V	M S V
	she said. Later that afternoon, Oscar rode up and			M S V	M S V
down the ramp at the skatepark. <i>I could easily</i>			M S V	M S V	
<i>go faster,</i> he thought, as he picked up speed.			M S V	M S V	
However, as Oscar raced down the ramp, his front			M S V	M S V	
wheel struck several loose stones.			M S V	M S V	
03	He tried to keep his balance but he quickly			M S V	M S V
	realized he was falling! Oscar let out a			M S V	M S V
	moan as his foot crumpled beneath him.			M S V	M S V

Page	Text	E	S.C.	Errors	S.C.
	When Mom came running, she thought that			M S V	M S V
	Oscar had probably broken his ankle. He			M S V	M S V
	would need to go to hospital at once.			M S V	M S V
	The doctor at the hospital put a cast on			M S V	M S V
	Oscar's ankle. "Will I still be able to ride my scooter?"			M S V	M S V
	Oscar asked, anxiously. The doctor shook her head.			M S V	M S V
	"I'm afraid your ankle will take a few weeks to			M S V	M S V
	mend," she explained. 206 "And			M S V	M S V
	you will have to rest it." Oscar felt miserable.			M S V	M S V
	He would miss Wheels Day! Later, when Oscar			M S V	M S V
	went home, he discovered a surprise in his			M S V	M S V
	bedroom. It was a special scooter called a knee			M S V	M S V
	scooter. Oscar was able to put one knee on			M S V	M S V
	the scooter and push himself along with the			M S V	M S V
	other leg. "This is perfect!" said Oscar, with			M S V	M S V
	a grin. "I can go to Wheels Day after all!" 276			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 card before starting the comprehension questions.

Comprehension Questions to Check for Understanding

Tick relevant boxes

Literal

1. What was going to happen on 'Wheels Day' at school?

(Everybody would be allowed to bring their bike, scooter, or skateboard to school.)

2. How did Oscar lose his balance?

(The front wheel of his scooter struck several loose stones.)

Inferential

1. Why did Mom say that she would take Oscar to the park to practise after he had done his homework?

(Mom believes that Oscar's homework is more important than riding his scooter.)

2. Why did the doctor say it would take a few weeks for Oscar's ankle to mend?

(because bones don't mend quickly)

3. Why did Oscar want to go to 'Wheels Day' at school?

(He didn't want to miss out on the fun that everybody else would be having.)

Applied Knowledge

1. Why are knee scooters useful for people who have had accidents?

(They allow people to move about by themselves without using crutches.)

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

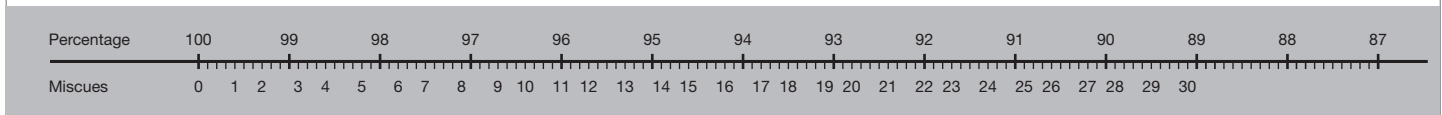
Errors		
M	S	V

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.