

Name: _____ DOB: _____ Age: _____

School: _____ Class: _____ Date of assessment: _____

 Text: **Why Traffic Lights are Red, Yellow, and Green**

 Level: **22**

 Text Type: **Explanation**

 Running Words for Assessment: **253**

 Total Running Words: **298**

1. Reading Record

Card orientation: This is a non-fiction text. It explains why red, yellow and green are used on traffic lights.

Page	Text	E	S.C.	Errors	S.C.
02	Traffic lights are red, yellow, and green. They are very important signals. Traffic lights are usually placed at busy street corners to help control the flow of traffic. Sometimes, they are on streets near schools and shops, too. Most young children are taught what each of the coloured lights means, so everybody can stay safe. The first traffic signals were used for trains. The signals were put alongside railway tracks. The colour red was used to mean “stop” because it warned people of danger. A red light was also the easiest colour to see from a distance. Train drivers could see the red “stop” light ahead and had enough time to slow down and stop their trains. A green light was used to mean “take care” and a white light meant “go.”			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 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 M S V M S V

Page	Text	E	S.C.	Errors	S.C.
03	<p>However, there were many dangerous accidents on the train tracks. Some train drivers thought a star shining in the night sky was a white light that meant “go.” So the signals were swapped. The “go” light was changed to green, and the “take care” light was changed to white. During these times, people travelled by train or in carts pulled by horses.</p> <p>Years later, when cars were built, people began to drive them because they could travel much faster than horses. 213 However, the road rules for drivers were not very clear, and many people were hurt crossing the roads. Yellow warning signs had to be placed beside the roads to remind drivers to take care and allow people to cross safely. 253</p>			<p>M S V</p> <p>M S V</p> <p>M S V</p> <p>M S V</p> <p>M S V</p> <p>M S V</p> <p>M S V</p> <p>M S V</p> <p>M S V</p> <p>M S V</p> <p>M S V</p> <p>M S V</p> <p>M S V</p>	<p>M S V</p> <p>M S V</p> <p>M S V</p> <p>M S V</p> <p>M S V</p> <p>M S V</p> <p>M S V</p> <p>M S V</p> <p>M S V</p> <p>M S V</p> <p>M S V</p> <p>M S V</p>
	Total				

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. What are traffic lights?

(signals that help to control traffic)

2. What caused many accidents on train tracks years ago?

(Train drivers thought stars in the sky were white lights so they kept going/didn't stop.)

Inferential

1. Why are traffic lights needed near schools?

(as a warning for drivers to slow down or stop/to help keep children safe)

2. Why does it take a train a long time to stop?

(Trains are heavy vehicles and travel very fast so it takes a long time for them to slow down.)

3. How do traffic lights help everyone to stay safe?

(The coloured lights let people know when to stop, to take care or to go.)

Applied Knowledge

1. Why are fire engines painted red and why do they have red flashing lights?

(The colour red means danger. / The colour red is very visible. / so people can see when they're travelling to a dangerous situation and move out of their way)

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

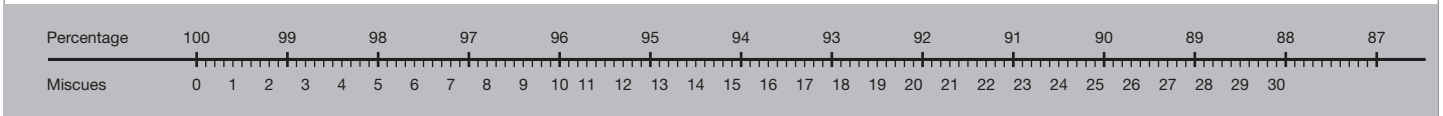
Errors		
M	S	V

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.