

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

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

 Text: **Transportation Problems in Cities** Level: **24** Text Type: **Description** Total Running Words: **255**

### 1. Reading Record

**Card orientation:** This is a non-fiction text. It is a description about transport problems that are experienced today in many cities around the world.

Page	Text	E	S.C.	Errors	S.C.	
02	There are large cities in most countries all over the world. Many people live in, or close to, the cities.			M S V	M S V	
	Every day, people travel into the centre of the cities for work or for shopping. The streets are very busy.			M S V	M S V	
	There are many ways of travelling around cities.			M S V	M S V	
	Most people travel by car, bus, motorcycle, or train.			M S V	M S V	
	Some people prefer to walk or ride bicycles.			M S V	M S V	
	Cities that are near rivers or harbours have ferries to transport people from place to place.			M S V	M S V	
	03	In some older cities, the roads are very narrow.			M S V	M S V
		Long ago, the roads were built for horses pulling carts.			M S V	M S V
		Today, some vehicles are much larger than carts and the roads are not wide enough. Hundreds of vehicles use the narrow roads every day.			M S V	M S V
		Now, these cities have traffic problems.			M S V	M S V
Many modern vehicles travel very fast or too close together, causing traffic accidents. It can take a long time to clear the roads. Sometimes, roads become congested with so much traffic that vehicles have to wait or move very slowly. Noise and fumes from vehicles make the cities unhealthy.				M S V	M S V	

Page	Text	E	S.C.	Errors	S.C.
	It is often difficult to find a place to park in a city.			M S V	M S V
	In most cities, there are large buildings for parking.			M S V	M S V
	But they are usually full during the busy times of			M S V	M S V
	the day. To overcome these problems, more			M S V	M S V
	subways and larger trains will help to			M S V	M S V
	reduce the number of vehicles that are currently			M S V	M S V
	on the roads. In the future, people might be			M S V	M S V
	able to buy solar cars that will not pollute			M S V	M S V
	the air in cities.			M S V	M S V
	255				
	<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. Why are roads in some older cities very narrow?   
(Long ago, these roads were made for horses pulling carts.)
2. Where do people try to park their vehicles in cities?   
(in large parking buildings)

## Inferential

1. Why do some people choose to ride bicycles or walk in cities?   
(They can move quickly along the paths or cycleways and don't have to worry about parking.)
2. Why are ferries used to transport people in cities that are near rivers or harbours?   
(People can use ferries to travel over the water instead of driving over narrow bridges to cross a river, or travelling a long way around a harbour.)
3. Why does it take a long time to clear a road after an accident?   
(Several rescue services often have to attend an accident. / All or some road lanes have to be closed during this time.)

## Applied Knowledge

1. Explain why roads can become congested with traffic.   
(Many people start or finish work at the same time. / There are too many drivers wanting to use the roads at the same time.)

## 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

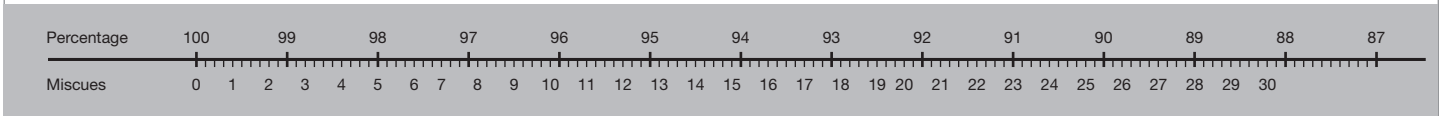
Errors		
M	S	V

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.