

Name: _____ DOB: _____ Age: _____

School: _____ Class: _____ Date of assessment: _____

 Text: **The Mystery Trip**

 Level: **25**

 Text Type: **Narrative**

 Running Words for Assessment: **274**

 Total Running Words: **398**

1. Reading Record

Card orientation: This is a narrative about a girl and her friend who had a big surprise at the end of a mystery trip.

Page	Text	E	S.C.	Errors	S.C.
02	Lucy was feeling miserable. Summer vacation			M S V	M S V
	had just begun and all she could think about were			M S V	M S V
	the long, boring weeks ahead. Then, to Lucy's			M S V	M S V
	excitement, her best friend Mia phoned and invited			M S V	M S V
	her to come over to her house for a sleepover.			M S V	M S V
	Later that day, when Lucy arrived at Mia's			M S V	M S V
	house, she felt nervous about staying with such			M S V	M S V
	a big family. But they soon put her at ease.			M S V	M S V
03	The next morning, Mia and Lucy were up early			M S V	M S V
	because Mia's dad was taking them on a mystery			M S V	M S V
	trip. "Hurry up, you two," called Mia's dad. "The			M S V	M S V
	mystery trip begins in five minutes. Anyone who's			M S V	M S V
	not ready by then gets left behind." "Dad says that			M S V	M S V
	all the time," said Mia, with a giggle. "He always			M S V	M S V
	threatens to leave us behind, but we know he			M S V	M S V
	doesn't really mean it." "Dad, please tell us where			M S V	M S V
	we're going," pleaded Mia, after they had been			M S V	M S V
	driving for a while. "Not far now," replied her dad,			M S V	M S V
turning off the highway. "Keep a look out for a little			M S V	M S V	

Page	Text	E	S.C.	Errors	S.C.
04	cottage surrounded by lots of huge sunflowers.”			M S V	M S V
	Mia and Lucy looked at each other in surprise. They			M S V	M S V
	were even more puzzled now. Finally, they saw a			M S V	M S V
	cottage. It seemed to stand out like a bright glow			M S V	M S V
	of sunshine among the green of the fields. Mia’s			M S V	M S V
	father drove carefully up the driveway to the gate. At			M S V	M S V
	the sound of the car, a young woman came out to			M S V	M S V
	greet them. Several cats were brushing against her			M S V	M S V
	legs and she paused for a moment to pick one up.			M S V	M S V
“I’m so glad to meet you,” smiled the woman, as			M S V	M S V	
Mia and Lucy walked up the path towards her.			M S V	M S V	
	Total				

274

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 was Lucy allowed to choose a kitten to take home?

(Mia’s dad had arranged it with Lucy’s parents.)

Inferential

1. Why did Lucy feel nervous about staying with such a large family?

(Lucy wasn't used to living with so many people.)

2. Why did Mia's dad say he was taking the girls on a 'mystery trip'?

(He wanted to keep the reason for the trip a secret from them. / He wanted to surprise the girls, especially Lucy.)

3. Why did Mia's dad drive carefully up the driveway to Emily's cottage?

(Mia's dad knew that Emily had several cats and he didn't want to run over any of them.)

Applied Knowledge

1. Why do some children feel miserable about summer vacation?

(They are on their own. / They don't have the company of their friends from school.)

2. Why are friendships important?

(Good friends make other people feel happy.)

Vocabulary

1. Replace the verb 'arranged' in this sentence: "*It has already been arranged with your parents.*"

(organised / planned)

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

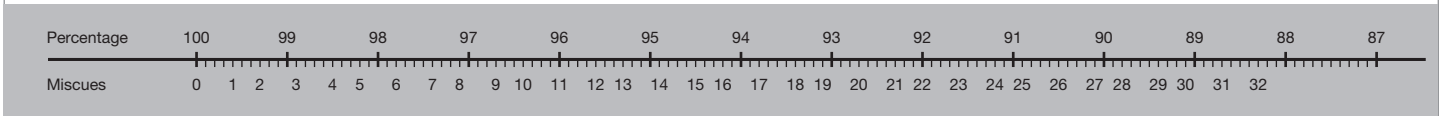
Errors		
M	S	V

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		
Inferential	1st	2nd	3rd
Applied Knowledge	1st	2nd	
Vocabulary	1st		

Level of Understanding		
Excellent 7	Satisfactory 5–6	Unsatisfactory 0–4

Recommendations for Future Development

Teacher: _____

Date assessment summary completed: _____

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