

Name: _____ DOB: _____ Age: _____

School: _____ Class: _____ Date of assessment: _____

 Text: **The Violin Exam**

 Level: **26**

 Text Type: **Narrative**

 Running Words for Assessment: **268**

 Total Running Words: **428**

1. Reading Record

Card orientation: This is a fiction text. It is a narrative about a girl who injures her fingers before her violin exam.

Page	Text	E	S.C.	Errors	S.C.
02	Poppie woke early on the morning of her violin exam. "Good luck with your exam today, Poppie," Dad said as he left for work. "I'm sure all your hard work will be rewarded with a great result." "Thanks, Dad," replied Poppie. "I'm feeling very confident." Poppie checked for the final time that her violin was perfectly tuned for this important occasion. Then, her mother drove her to the music centre where the exam was to be conducted.			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
03	"All the best!" Mom said cheerfully. "I'll pick you up after your exam." Poppie slid from the front seat of the car and swung open the back door to collect her violin. As she paused to say goodbye, a sudden gust of wind caught the car door. It slammed shut, a split second before Poppie could move her hand out of the way. "Aargh!" Poppie screamed, as she instinctively pulled her bruised fingers from the closed door. She			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

Inferential

1. Why did Poppie put her violin case on the back seat of the car?
(There was more room on the back seat. / Her violin would be safer there.)
2. Why did Poppie think Mr. Hardy would try to talk her out of doing her exam?
(He might have thought that her fingers would be too sore for her to do her best.)
3. Why was Poppie able to play her violin so well at the exam?
(Her injured fingers didn't have to control the bow.)

Applied Knowledge

1. How would Poppie check that her violin was properly tuned?
(She would pluck or play the strings and listen carefully to the sound each one made.)
2. Why are students given time to 'warm up' before their exam?
(to check that their instrument is tuned / to have a last practice of their pieces)

Vocabulary

1. Replace the adverb 'sympathetically' in this sentence: "Oh, Poppie! That must be so painful!" she said sympathetically.
(kindly / understandingly / compassionately)

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

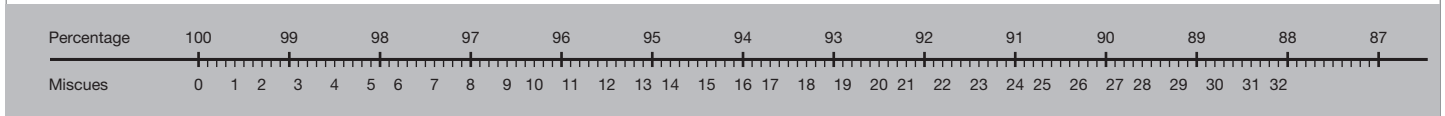
Errors		
M	S	V

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.