

Name: _____ DOB: _____ Age: _____

School: _____ Class: _____ Date of assessment: _____

 Text: **Avalanches** Level: **27** Text Type: **Information Report**

 Running Words for Assessment: **275** Total Running Words: **431**

1. Reading Record

Book orientation: This is a non-fiction text. It is an information report about avalanches and how they form.

Page	Text	E	S.C.	Errors	S.C.
02	An avalanche is a sudden surge of snow that moves rapidly down a hill or a mountainside. It has three parts. The starting zone is the place where snow that is not stable can break away and begin to slide. The avalanche track is the path that the snow follows as it goes downhill. The runout zone is the area where the snow and other debris finally come to a stop.			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	Avalanches usually occur during winter and spring. This is the time when snowfall is greatest. Avalanches are caused by many different factors. These include a build-up of large amounts of new snow; heavy rain and wind; earthquakes; and rockfalls. Sudden actions of people, animals, snow vehicles, and explosives all cause vibrations that weaken solid snow. There are four main types of avalanches: Loose snow avalanches are common on steep slopes. They are seen after fresh snowfalls or when old snow has been			M S V	M S V
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				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.
04	<p>softened by being in sunlight for a long time. The mass of snow in these avalanches increases quickly in size and strength as it travels down the mountain slopes. Slab avalanches can be as big as half the size of a football field. They contain solid sheets of snow and ice. Some of these sheets are thick, while others are thinner. But they all cause some form of damage as they break away and plunge downwards.</p> <p>Powder snow avalanches are a mix of loose snow at the top and slab underneath. These avalanches can move at great speed across large distances. On the surface, they appear to look like light fluffy clouds of snow as they roar in waves down the mountain. 275</p>			M S V	M S V
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				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
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 is an avalanche?

(An avalanche is a sudden surge of snow that moves rapidly down a hill or a mountainside.)

Inferential

1. What type of damage would solid sheets of ice cause?

(They could seriously injure or kill people. / They could completely destroy anything in the way, as they slide at great speed.)

2. How do earthquakes cause avalanches?

(The sudden movements of the earth can dislodge the tightly packed snow.)

3. Why are power supplies so important for people who live in snowy, mountainous areas?

(They are required for communication, medical and rescue teams, and heating.)

Applied Knowledge

1. How does rain cause an avalanche?

(Rain causes the snow to thaw.)

2. How would people living in snowy, mountainous areas protect themselves from avalanches?

(They would need to have effective warning systems that would allow them time to escape to a safe place.)

Vocabulary

1. Replace the adjective 'possible' in this sentence: *But they must always be on the alert for the possible danger from avalanches.*

(potential / probable / impending)

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

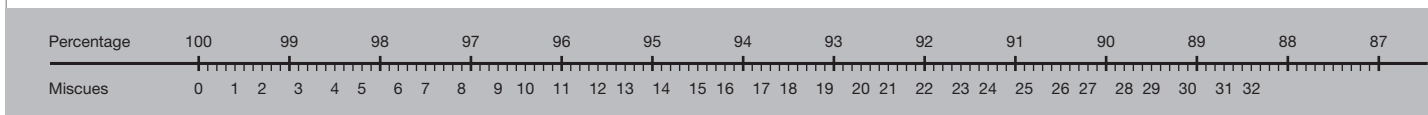
Errors		
M	S	V

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.