

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

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

 Text: **The Boa**

 Level: **28**

 Text Type: **Narrative**

 Running Words for Assessment: **270**

 Total Running Words: **524**

## 1. Reading Record

**Card orientation:** This is a fiction text. It is a narrative about a boy who overhears his mother and sister talking about something that concerns him.

Page	Text	E	S.C.	Errors	S.C.
02	Andy turned off the television. He had just			M S V	M S V
	watched a program about the boa constrictor. It is			M S V	M S V
	one of the most spectacular and dangerous species			M S V	M S V
	of snakes in the world. Andy walked towards the			M S V	M S V
	kitchen where his mother and twin sister, Amelia,			M S V	M S V
	were deep in conversation. Suddenly, he stopped			M S V	M S V
	near the door. He couldn't help overhearing them.			M S V	M S V
	"A boa is exactly what Lucy needs," Amelia was			M S V	M S V
	saying eagerly. "I could give it to her for her			M S V	M S V
	birthday! Boas come in a variety of bright colours, and			M S V	M S V
	Lucy could drape one around her neck." Instantly,			M S V	M S V
	Andy's mind flashed back to the program. "That's an			M S V	M S V
	excellent idea," replied Mom. "You can have a look			M S V	M S V
for one when we go to the mall on Saturday."			M S V	M S V	
03	Andy panicked! Why would their sister Lucy need a boa			M S V	M S V
	for her birthday? She's never shown much interest in			M S V	M S V
	animals . . . and certainly not the cold-blooded types.			M S V	M S V
	And why would Mom agree with Amelia's outrageous			M S V	M S V

Page	Text	E	S.C.	Errors	S.C.
	suggestion? He tried to picture Lucy handling the scaly creature, but the concept was absurd and the image wouldn't form clearly in his mind. He felt very uneasy. On Saturday morning, Mom and Amelia arrived bright and early at the mall. Andy had stayed at home, not wanting to be connected with this outing in any way. Amelia walked straight to the shop where she had seen some boas advertised. She looked carefully at the range, neatly coiled side by side. The sales assistant came over, having noticed Amelia's interest in the boas. She confidently picked up a two-metre-long, brightly coloured variety and with great care, placed it around Amelia's neck.			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
	270				
	<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. What caused Andy to panic when he heard Mum and Amelia talking in the kitchen?

(Andy thought they were talking about buying Lucy a boa constrictor snake.)

## Inferential

1. Why couldn't Lucy keep a real boa constrictor as a pet?

(Boa constrictors are dangerous creatures.)

2. Why did Andy shudder when Amelia said she would hide the boa in her cupboard?

(Andy thought it wasn't a very safe place to hide a snake.)

3. Why did Andy keep glancing nervously at the large gift bag?

(He thought it contained a snake that could get out at any time.)

## Applied Knowledge

1. Why did the sales assistant speak persuasively to Amelia about the boa?

(She was encouraging Amelia to buy the boa.)

2. If Lucy was going to wear the boa in her class play, what could her role have been?

(a dancer / a singer / an entertainer)

## Vocabulary

1. Replace the adjective 'absurd' in this sentence: *He tried to picture Lucy handling the scaly creature, but the concept was absurd and the image wouldn't form clearly in his mind.*

(silly / ridiculous / ludicrous)

## 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

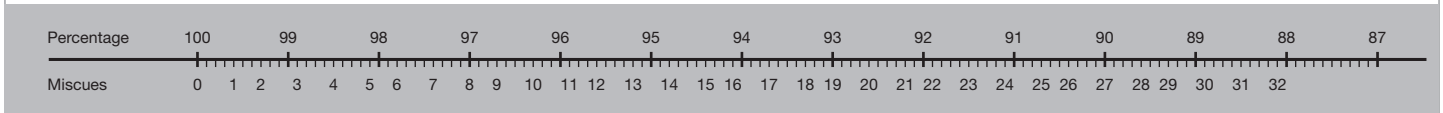
Errors		
M	S	V

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.