

Name: _____ DOB: _____ Age: _____

School: _____ Class: _____ Date of assessment: _____

 Text: **Drones**

 Level: **29**

 Text Type: **Information Report**

 Running Words for Assessment: **273**

 Total Running Words: **482**

1. Reading Record

Card orientation: This is a non-fiction text. It is an information report about drones and their various uses today.

Page	Text	E	S.C.	Errors	S.C.
02	Drones are aerial vehicles that do not have a pilot.			M S V	M S V
	They are operated by people on the ground.			M S V	M S V
	Some drones are fitted with on-board computers.			M S V	M S V
	Information is sent directly from the drone to a			M S V	M S V
	mobile phone linked to the drone's computer.			M S V	M S V
	Drones vary from a few centimetres in length to			M S V	M S V
	the size of a small aircraft. The smallest drones			M S V	M S V
	have a flight range of one kilometre. Larger types			M S V	M S V
	have very powerful batteries. These drones can fly			M S V	M S V
	long distances and stay in the air for several days.			M S V	M S V
	Some drones have rotors that help to keep them			M S V	M S V
	balanced. They can remain stationary in the air			M S V	M S V
	for a long time. Other drones have fixed wings like			M S V	M S V
an aeroplane. They need to be constantly moving			M S V	M S V	
through the air to prevent them from crashing.			M S V	M S V	
03	Drones were originally used during the First World			M S V	M S V
	War. Their design was similar to regular airplanes,			M S V	M S V
	but without a cockpit. They were sent on missions			M S V	M S V
	that were thought to be too dangerous for manned			M S V	M S V

Page	Text	E	S.C.	Errors	S.C.
	aircraft. Today, drones are used in many different ways, including saving people's lives and scientific research. Police use drones to help save lives. Sometimes, accidents occur in remote places. Small drones are flown into these areas to locate victims. When the injured people are found, rescue teams are immediately sent to provide medical aid. Similarly, police use drones to help locate a person who has become lost. The drones scan large areas of land and transmit information quickly back to search-and-rescue teams on the ground. In many instances, the person is located promptly and returned safely to concerned family members. Police also use drones to help supervise large public events.			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 M S V M S V
	273				
	Total				

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. How do police use drones?

(to help save people's lives, to locate people who are lost, to supervise public events)

Inferential

1. Why are drones different sizes?

(to suit the purpose they are going to be used for)

2. In which type of remote locations would drones be helpful in finding injured people?

(cliffs, mountaintops, the bush, natural disaster areas)

3. Why is it difficult for scientists to gather information about polar landscapes and active volcanoes?

(These areas have extreme temperatures and could potentially cause injury or death.)

Applied Knowledge

1. What type of information could be studied about wildlife using images from a drone?

(predators in the area, food supplies, poachers, breeding habits)

2. What type of recreational or special events might be filmed using a drone?

(public concerts, sporting events, family functions)

Vocabulary

1. Replace the noun 'missions' in this sentence: *They were sent on missions that were thought to be too dangerous for manned aircraft.*

(assignments, operations, exercises)

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

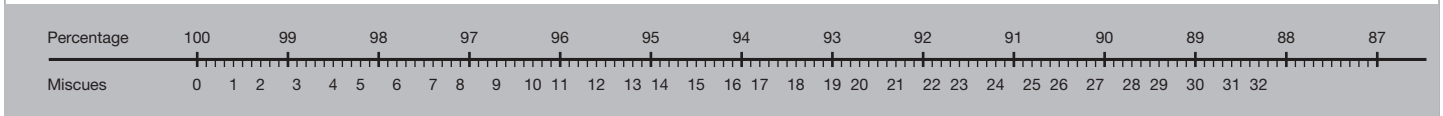
Errors		
M	S	V

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.