

Name: _____ DOB: _____ Age: _____

School: _____ Class: _____ Date of assessment: _____

 Text: **The Top Player**

 Level: **29**

 Text Type: **Narrative**

 Running Words for Assessment: **275**

 Total Running Words: **551**

1. Reading Record

Card orientation: This is a fiction text. It is a narrative about a boy who was called to the principal's office and was worried about the outcome.

Page	Text	E	S.C.	Errors	S.C.
02	The class settled quickly and Mr. Sams said his usual cheerful good morning. "Jeremy – before I forget," he continued, "Ms. Dowe wants to see you in her office at the start of the lunch break." "Why?" I asked. My heart started racing. It was in total contrast to the calmness in my voice. "Some of the teachers were talking about you at our staff meeting yesterday," Mr. Sams replied, as he recorded the student absences on his laptop.			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	I suddenly felt very nervous about this proposed meeting with the principal. Ms. Dowe set very high standards and expected all the students to display suitable levels of self-discipline. My mind retraced the events of the last few weeks at school. I recalled that one of the teachers had spoken to me about being in the junior playground. But I was teaching some younger boys and girls how to play basketball. On another day, Mr. Sams quizzed me about being late to class. But I			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

Page	Text	E	S.C.	Errors	S.C.
	had explained that. I told him I was pumping up the basketballs in the sports shed and he thanked me for my help. Surely neither of these situations deserved a visit to the principal's office! I racked my brain for any other misdemeanours that might have contributed to this situation. The morning dragged on. When the lunch bell rang, I mustered my courage and presented myself at the principal's office. Beads of perspiration were trickling down my forehead. My breathing was shallow and my hands were trembling. From behind me, I heard the welcoming voice of the office assistant. "Hi, Jeremy," she said pleasantly. "Ms. Dowe has been called to a meeting.			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
	Total				

275

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 Jeremy nervous about meeting the principal?

(The principal set very high standards and Jeremy thought he might be in trouble.)

Inferential

1. Why did Jeremy think back over the events that had taken place at school recently?
(He was trying to recall if he had done anything wrong.)
2. Why did the morning drag on for Jeremy?
(He was worried about having to go to the principal's office and the time was going by very slowly.)
3. Why didn't Jeremy notice the other students watching him leave the principal's office?
(He was excited about being chosen to attend the basketball camp.)

Applied Knowledge

1. Why did Ms. Dowe set high standards for the students at her school?
(She wanted them to be responsible, not only for themselves, but also for the welfare of others.)
2. How would the top basketball players help students attending the camp?
(They would teach them new skills / talk about leadership and teamwork / discuss how to help other students play basketball.)

Vocabulary

1. Replace the adverb 'utterly' in the sentence: *I didn't know whether to feel utterly relieved or bitterly disappointed.*
(absolutely / totally / entirelyly)

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

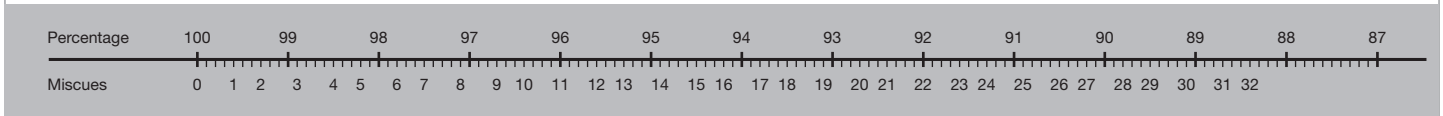
Errors		
M	S	V

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.