

Name: _____ DOB: _____ Age: _____

School: _____ Class: _____ Date of assessment: _____

 Text: **The balloons** Level: **2** Text Type: **Repetitive** Total Running Words: **46**

1. Reading Record

Book orientation: This book is about a dad who gives some balloons to his children.

Page	Text	E	S.C.	Errors	S.C.
02	“This is a red balloon,”			M S V	M S V
	said Dad.			M S V	M S V
04	“It is for you.”			M S V	M S V
06	“This is a blue balloon,”			M S V	M S V
	said Dad.			M S V	M S V
08	“It is for you.”			M S V	M S V
10	“This is a yellow balloon,”			M S V	M S V
	said Dad.			M S V	M S V

Page	Text	E	S.C.	Errors	S.C.
12	"It is for you."			M S V	M S V
14	"This little balloon is for you, Billy," said Dad.			M S V M S V M S V	M S V M S V M S V
16	"Here you are, Billy."			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 book before starting the comprehension questions.

Comprehension Questions to Check for Understanding

Tick relevant boxes

Literal

1. How many children were in the book?

(four children)

2. Who got the yellow balloon?

(the big girl / the girl in the yellow dress)

3. What did Billy get?

(a little balloon / the little green balloon)

Inferential

1. Why did Billy get the little green balloon?

(Billy was little. / Billy had a green shirt.)

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	2nd	3rd
Inferential	1st		

Level of Understanding		
Excellent 4	Satisfactory 2–3	Unsatisfactory 0–1

Recommendations for Future Development

Teacher: _____

Date assessment summary completed: _____

Refer to the Teacher's Resource Book for recommendations for future development.