

Name: _____ DOB: _____ Age: _____

School: _____ Class: _____ Date of assessment: _____

 Text: **Little Frog** Level: **3** Text type: **Narrative** Total Running Words: **61**

1. Reading Record

Book orientation: This story is about a little frog and a big bird.

Page	Text	E	S.C.	Errors	S.C.
03	Here comes Little Frog.			M S V	M S V
05	Look at Little Frog.			M S V	M S V
	Little Frog is on a leaf.			M S V	M S V
07	Little Frog is hungry.			M S V	M S V
	Here comes a bug.			M S V	M S V
09	Look at the bug.			M S V	M S V
	Look at Little Frog.			M S V	M S V

Page	Text	E	S.C.	Errors	S.C.
11	Here comes a big bird.			M S V	M S V
	The big bird is hungry, too.			M S V	M S V
13	The big bird			M S V	M S V
	looks at Little Frog.			M S V	M S V
15	Here comes the big bird.			M S V	M S V
	Look at Little Frog.			M S V	M S V
16	Little Frog is safe.			M S V	M S V
		61			
			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 No

Yes No

Yes No

Yes No

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. What was Little Frog sitting on?

(Little Frog was sitting on a leaf / lily pad.)

2. What did Little Frog catch?

(Little Frog caught a bug.)

3. Who came into the pond?

(A big bird came into the pond.)

Inferential

1. How did Little Frog get away from the big bird?

(Little Frog jumped out of the pond and into the grass.)

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

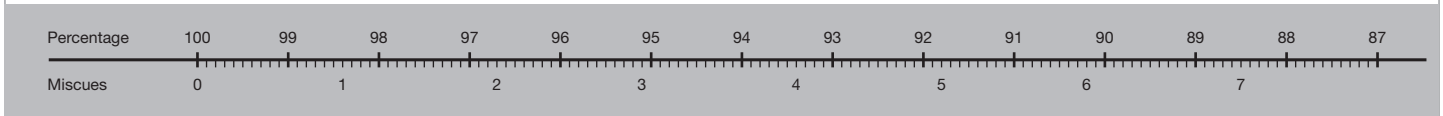
Errors		
M	S	V

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.