

Name: _____ DOB: _____ Age: _____

School: _____ Class: _____ Date of assessment: _____

 Text: **The Big Tiger** Level: **3** Text Type: **Narrative** Total Running Words: **62**

1. Reading Record

Book orientation: This is a story about Josh and Lily. Mom has painted their faces.

Page	Text	E	S.C.	Errors	S.C.
02	“I am a cat,” said Lily.			M S V	M S V
	“Look at me.”			M S V	M S V
04	“I am a dog,” said Josh.			M S V	M S V
	“Look at me.”			M S V	M S V
06	“I am a big dog,”			M S V	M S V
	said Josh.			M S V	M S V
08	“Grr . . . Grr . . . !” said Josh.			M S V	M S V
	“Here I come!”			M S V	M S V

Page	Text	E	S.C.	Errors	S.C.
10	“Mom!” said Lily.			M S V	M S V
	“Here is a tiger.”			M S V	M S V
12	“Look at Lily,” said Mom.			M S V	M S V
	“Lily is a tiger.”			M S V	M S V
14	“Look at me, Josh,”			M S V	M S V
	said Lily.			M S V	M S V
	“I am a big tiger!”			M S V	M S V
16	“Here I come,” said Lily.		62	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

Yes <input type="checkbox"/>	No <input type="checkbox"/>
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- Summarized main events/facts succinctly

Yes <input type="checkbox"/>	No <input type="checkbox"/>
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- Retold main events/facts using text-specific vocabulary

Yes <input type="checkbox"/>	No <input type="checkbox"/>
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- Retold main events/facts coherently and confidently

Yes <input type="checkbox"/>	No <input type="checkbox"/>
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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. Who pretended to be a cat?

(Lily pretended to be a cat.)

2. What did Lily show Mom?

(a picture of a tiger)

3. What did Mom do to Lily's face?

(Mom put paint on Lily's face. / Mom painted stripes on Lily's face so she looked like a tiger.)

Inferential

1. Why did Josh pretend to be a big dog?

(He wanted to scare Lily.)

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

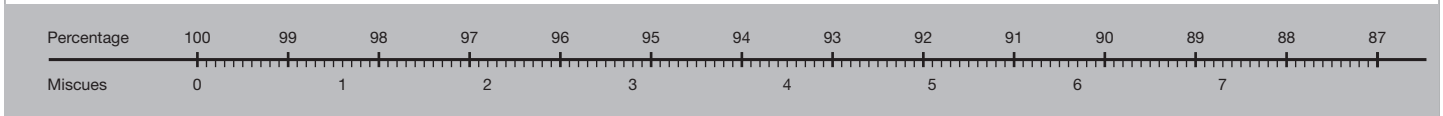
Errors		
M	S	V

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.