

Name: _____ DOB: _____ Age: _____

School: _____ Class: _____ Date of assessment: _____

 Text: **Two Big Fish** Level: **4** Text Type: **Narrative** Total Running Words: **85**

1. Reading Record

Book orientation: This story is about Mila and Zac who are at a swimming pool with their mother.

Page	Text	E	S.C.	Errors	S.C.
03	“Zac,” said Mila.			M S V	M S V
	“Come in the water.”			M S V	M S V
05	“No,” said Zac.			M S V	M S V
	“I am not going in the water.”			M S V	M S V
07	“Come on, Zac,” said Mom.			M S V	M S V
	“Come in the water.			M S V	M S V
	Look at Mila.”			M S V	M S V
09	“I am a big fish!” shouted Mila.			M S V	M S V
	“I can go up and down			M S V	M S V
	in the water.”			M S V	M S V

Page	Text	E	S.C.	Errors	S.C.
10	Mila kicked the water.			M S V	M S V
11	Zac looked at Mila.			M S V	M S V
13	“Come on, Zac,” said Mom.			M S V	M S V
	“You can go up and down, too.”			M S V	M S V
15	“Here I come,” said Zac.			M S V	M S V
	Zac kicked the water.			M S V	M S V
16	“Look at me,” said Zac.			M S V	M S V
	“I am a big fish, too.”			M S V	M S V
	Total				

85

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. Where were Mila and Mom?

(in the swimming pool)

2. Who didn't want to get into the water?

(Zac)

3. What was Mila pretending to be?

(She was pretending to be a big fish.)

Inferential

1. Why did Zac decide to go in the water?

(He wanted to be a big fish, too.)

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

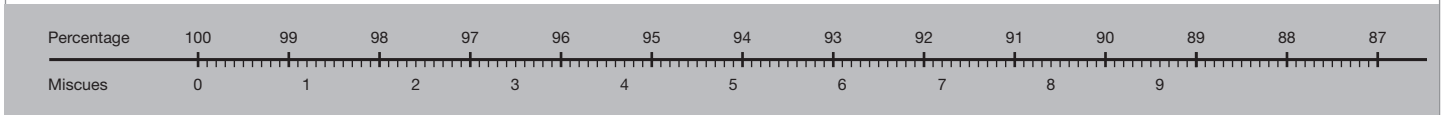
Errors		
M	S	V

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.