

Name: \_\_\_\_\_ DOB: \_\_\_\_\_ Age: \_\_\_\_\_

School: \_\_\_\_\_ Class: \_\_\_\_\_ Date of assessment: \_\_\_\_\_

Text: **Patchwork Predator**

Recommended Reading Age: **13–14 years**

Text Type: **Information Report**

**Orientation:** This is a non-fiction text. It is an excerpt from a magazine article about a dinosaur called the *Spinosaurus*, which had very unusual features.

### Reading Behaviours Observed During Oral Reading

#### 1. Knowledge and skills

Tick relevant boxes

- Accurately decoded text-specific vocabulary

Yes  No

#### 2. Strategies

Processed text effectively by:

- Adjusting pace to text type or text features
- Predicting
- Attending to meaning
- Searching for print details
- Cross-checking to confirm
- Self-correcting

Yes  No

Yes  No

Yes  No

Yes  No

Yes  No

Yes  No

#### 3. Fluency

Tick relevant boxes

- Read the text consistently with natural rhythm and phrasing, reflecting a depth of understanding
- Read the text with irregular phrasing, reflecting limited understanding
- Read the text word-by-word, reflecting no understanding




### Reading Behaviours Observed Prior to Silent Reading

Tick relevant boxes

- Listened attentively to orientation
- Scanned complete text
- Attended to information in pictures or diagrams

Yes  No

Yes  No

Yes  No

## Retelling Indicators to Check for Understanding

- Retold main events/facts without assistance from teacher prompts or book support
- Summarized main events/facts succinctly and confidently
- Retold main events/facts using text-specific vocabulary

Tick relevant boxes

Yes  No

Yes  No

Yes  No

## Comprehension Questions to Check for Understanding

### Literal

Tick relevant boxes

#### 1. What size was *Spinosaurus* estimated to be?

(about 15 metres long)

### Inferential

#### 1. Why does the author state that the features of the *Spinosaurus* were conflicting?

(Some features resembled those of large, fierce creatures such as crocodiles and bears, while others resembled small, delicate birds.)

#### 2. Why would spinosaurids have eaten fish?

(Despite their size and weight, they could move throughout water areas because their feet were broad and flat.)

### Applied Knowledge

#### 1. Explain the message about 'unfamiliar animals with strange features' that no scientist should ignore.

(Scientists should always be wary about conveying information that is not factually accurate.)

#### 2. Why does it take so long to excavate the bones of a dinosaur?

(Palaeontologists have to work slowly and carefully because the bones are so fragile they could break easily.)

#### 3. Why was the skeleton of the *Spinosaurus* that was found in Morocco in 2008 bought by rich collectors?

(Rich collectors would have donated the skeleton to the Natural History Museum to ensure it would be preserved in a form that was as complete as possible.)

### Vocabulary

#### 1. Replace the noun 'parable' in this clause: the moral of this ancient parable.

(fable / allegory / legend)

#### 2. Replace the adjective 'formidable' in this clause: but spinosaurids also had formidable claws.

(intimidating / terrifying / fearsome)

## Oral Analysis and Critique of the Text (for non-fiction) *(dictated by student)*

### 1. Analysis (how the text is constructed)

**How did the author use language to convey his message?**

*(Answers will vary but may include: descriptive but factual language, e.g. fantastic beast; partially digested scales; patrolled the seas; dig up burrowing prey)*

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**Identify some of the characteristics and text structures related to this text type – Information Report.**

*(Answers will vary but may include: each paragraph presents a main idea supported with facts; direct quotes from dinosaur experts used as evidence.)*

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**What are some of the ways the author has presented the information?**

*(Answers will vary but may include: opening paragraph draws the reader into the topic; an illustration shows what the dinosaur might have looked like; final paragraph leaves the reader wanting to know more.)*

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**Why do you think the author has presented the information in this way?**

*(Answers will vary but may include: the descriptive language helps the reader to visualise how terrifying the dinosaur was; the use of quotes from experts adds scientific evidence to the report.)*

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### 2. Critique (reflect and evaluate the text)

**In your opinion, how accurate is the information in the text?** *(authenticity of text)*

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**Give your opinion about this text.** *(student's personal response)*

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## Summary

### Reading Behaviours Observed (oral reading)

1. Knowledge and Skills:
2. Strategies:
3. Fluency:

## Retelling Indicators

Level of Understanding		
Excellent 3	Satisfactory 2	Unsatisfactory 0–1

## Comprehension

Questions Answered Correctly			
Literal	1st		
Inferential	1st	2nd	
Applied Knowledge	1st	2nd	3rd
Vocabulary	1st	2nd	

Level of Understanding		
Excellent 8	Satisfactory 6–7	Unsatisfactory 0–5

## Recommendations for Future Development

Teacher: \_\_\_\_\_

Date assessment summary completed: \_\_\_\_\_

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