Name: _____ DOB: _____ Age: _____

School: _____ Class: _____ Date of assessment: _____

Text: *The Prince and the Pauper*   Recommended Reading Age: **14 years**

Text Type: **Narrative (Historical Fiction)**

Orientation: This is a fiction text. It is an excerpt from a famous historical novel by Mark Twain, about a prince and a very poor boy.

Reading Behaviours Observed During Oral Reading

Tick relevant boxes

1. **Knowledge and skills**
   - Accurately decoded text-specific vocabulary   Yes ☐ No ☐

2. **Strategies**

   Processed text effectively by:
   - Adjusting pace to text type or text features   Yes ☐ No ☐
   - Predicting   Yes ☐ No ☐
   - Attending to meaning   Yes ☐ No ☐
   - Searching for print details   Yes ☐ No ☐
   - Cross-checking to confirm   Yes ☐ No ☐
   - Self-correcting   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   Yes ☐ No ☐
- Scanned complete text   Yes ☐ No ☐
- Attended to information in pictures or diagrams   Yes ☐ No ☐

Retelling Indicators to Check for Understanding

Tick relevant boxes

- Retold main events/facts without assistance from teacher prompts or book support — Yes ☐ No ☐
- Summarized main events/facts succinctly and confidently — Yes ☐ No ☐
- Retold main events/facts using text-specific vocabulary — Yes ☐ No ☐

Comprehension Questions to Check for Understanding

Literal

Tick relevant boxes

1. Why were the people of England nearly mad with joy? ☐

(A new prince, who would later become king, had been born.)

Inferential

1. Why didn't the Canty family want their baby boy? ☐

(They didn't have sufficient money or other means to care for the child.)

2. Why did Tom and his sisters sleep on bundles of ancient, dirty straw? ☐

(The family couldn't afford beds for everyone, and straw was softer than lying on the wooden floorboards.)

Applied Knowledge

1. Why were great bonfires lit at night, on street corners? ☐

(The flames and smoke would be seen from long distances beyond London signalling to people in those far-off places that a great event had happened.)

2. Who were the great lords and ladies who tended and watched over the baby prince? ☐

(They were high-ranking men and women who lived at the palace or socialised with the royal family.)

3. Why did the priest, Father Andrew, teach Tom how to read and write? ☐

(He wanted to give Tom the opportunity to become an educated person, rather than living in poverty for the rest of his life.)

Vocabulary

1. Replace the adjective 'picturesque' in this clause: *this gave the houses a very picturesque look.* ☐

(attractive / charming / quaint)

2. Replace the adverb 'profoundly' in this sentence: *They were good-hearted girls, unclean, clothed in rags, and profoundly ignorant.* ☐

(extremely / severely / overwhelmingly)

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

1. Analysis (how the text is constructed)

How did the author use language to engage the reader?

(Answers will vary but may include: written in a humorous (ironic) tone; language is highly descriptive, e.g. lapped in silks and satins, *but also old-fashioned, which suits the story.)*

_____

_____

Describe some of the characteristics and text structures related to this text type – Narrative (Historical Fiction).

(Answers will vary but may include: text is in chronological order; the descriptive language helps the reader visualise life back then, e.g. very narrow, and crooked, and dirty; wretchedly poor.*)*

_____

_____

What are some of the ways the author has kept the reader interested in the story?

(Answers will vary but may include: the contrast between the characters makes the reader want to know more; the use of humour, e.g. they had all the floor to themselves, and might sleep where they chose.*)*

_____

_____

Why do you think the author wrote the story in this way?

(Answers will vary but may include: humorous tone keeps the reader engaged; contrast helps the reader reflect upon the difference in the lives of the rich and poor, then and now.)

_____

_____

2. Critique (reflect and evaluate the text)

How effectively has the author revealed details about the characters?

(What does the author or other characters say about a particular character?)

_____

_____

_____

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

_____

_____

_____

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.

Title: *The Prince and the Pauper*   Level: Post-Level 30   Text Type: Narrative (Historical Fiction)