Support Materials for Reading Assessments:
Reading Box Levels 1-22
Using the Wushka Support Materials for Assessment

The following Readers have Reading Records that can be used to assess a student’s reading progress. A student should be achieving more than 95% accuracy before moving to the next Reading Box level when measured using the Reading Records.

<table>
<thead>
<tr>
<th>Reading Level</th>
<th>At this level the Reader is:</th>
<th>Accuracy Rate</th>
<th>Error Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent</td>
<td>Suitable for independent reading practice (e.g. home reading)</td>
<td>95% - 100%</td>
<td>1:20 - 1:200</td>
</tr>
<tr>
<td>Instructional</td>
<td>Suitable for use in guided reading sessions</td>
<td>90% - 94%</td>
<td>1:10 - 1:17</td>
</tr>
<tr>
<td>Difficult</td>
<td>Too challenging (lower levelled Readers are more appropriate)</td>
<td>89% and below</td>
<td>1:9 and below</td>
</tr>
</tbody>
</table>

To calculate the error rate:

1. Divide the total **running words** being assessed (e.g. 200; not including the title) by the number of **errors** (miscues that have not been self-corrected). Round to the nearest whole number (x).
2. Record in the form 1:x

To find the accuracy rate:

1. Circle the number of **miscues** on the measurement bar.
2. Convert this to the **equivalent percentage** on the bar. e.g.:
   - 10 errors (miscues that have not been self-corrected) = 95%

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The Dragon's Egg

Name: [Student Name]
Date: [Date]

Rereads the sentence

Skips the word and reads on

Uses little words in unknown words

Fix-up Strategies

Nick hid the egg under his bed.

Want a dragon in the house.”

Nick warned us. “There’s no way they’d

“Don’t tell Mum or Dad about the egg,”

None of us had ever seen a dragon before.

Hatch, you’d better keep your hands off.”

said Nick. “If you want to see this dragon

“Dragons die if you touch their shells,”

We weren’t allowed to touch it, of course.

The egg was nestled in a shoebox.

Flashing through it.

Ostrich egg. Its shell was a fiery red colour

Dragon’s egg. It was as large as an

One day, Nick came home with a

(201 words) M SC M SC

50

100 99 98 97 96 95 94 93 92 91 90 89 88 87 86 85 84 83 82 81 80 79 78 77 76 75 74 73 72 71 70 69 68 67 66 65 64 63 62 61 60 59 58 57 56 55 54 53 52 51 50 49 48 47 46 45 44 43 42 41 40 39 38 37 36 35 34 33 32 31 30 29 28 27 26 25 24 23 22 21 20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1 0

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

Asks for help

Uses picture cues

wushka.com.au

Reading Assessments

Reading Box Levels 1-22

Reading Record

This sheet can be copied freely for classroom use.

It must not be copied for an entire school system.
Every afternoon, we sat on the floor and told one another scary dragon stories while we waited for the egg to hatch. “Maybe the dragon will crawl out of its egg and bite your nose off,” said Karl, making chomping noises. “Maybe it’ll burn off your hair and eyelashes and eyebrows,” I said, hoping it would be a friendly dragon.

After a few days, Nick wouldn’t let us look at the egg unless we did his jobs for him.

Total:

Accuracy Rate: Self-correction Rate:

Name:         Date:

The Dragon’s Egg

Have the student read aloud the text below. Identify when she or he makes an error or miscue that interferes with the understanding of the text or self-corrects. Record the student’s miscues (M) and self-corrections (SC) above the text.

Retelling

Fix-up Strategies

Uses letters and sounds
Uses little words in unknown words
Skips the word and reads on
Rereads the sentence

Fluency

Slow, word by word
Some phrasing
Phrased and fluent
Appropriate intonation and expression

Summary of Reading Behaviours

 fluency

Many facts/ideas (4 or more) 3
Few facts/ideas (1 or more) 1
No facts/ideas 0

Next Steps

Reading Record

All reading records have around 200 words. Errors are miscues that have not been self-corrected.

Oral cues can be given to help prompt a summary of the text. Word Cards, Sequence Strips and Discussion Cards can also be used to supplement comprehension assessment.

Reading strategies used during reading should be noted especially when used to help determine an unknown word, or when self-correcting.
Car Shopping

We looked at a white car. Too little said Mum. Blue big Dad said yellow. Old green new red fast van. I like it. We’ll buy said “!” “’” ! ! . . ,

Word Cards can be cut up and rearranged to help determine word order in a sentence. They can also be used to help assess word recognition.

Discussion can also be prompted on the function of punctuation (including the use of capital letters within a sentence).

Readers marked with W all have Word Cards.
Sequence Strips

No, Skipper!

Skipper was an outside dog.
He ate his dinner outside.
He chased birds outside.
He slept in a kennel outside.

But sometimes Skipper wanted to be an inside dog.

He wanted to eat the food that fell from Sophie's high chair.
"No!" said Mum. "Outside, Skipper!"

He wanted to chase Greg's toy train.
"No!" said Greg. "Outside, Skipper!"

He wanted to sleep on Dad's special chair in the corner.
"No!" said Dad. "Outside, Skipper!"

One day, the rain came down. It rained and rained and didn't stop.

Skipper sat outside looking sad and wet.
His dinner bowl was flooded.
The grass was flooded.
His kennel was flooded.

Sequence strips can be used to prompt discussion or for assessing understanding of the story sequence.

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Discussion cards include literal questions, inferential questions and personal response questions. These determine recall, comprehension, analysis, evaluation and synthesis skills using either oral or written language.

Check boxes can be used to record the level of students’ responses. Teacher’s comments and a summary of responses can be written beneath the questions or bullet point ideas ticked to mark a similar response.

Re-reading parts of the text can help if students’ responses are marked ‘limited’ or ‘some’. Pairing the Discussion Cards with the Reading Record can help to determine where a student is struggling and what is disrupting comprehension.
Magenta (Levels 1-2) Readers for Assessment:

- Bubbles Keep Me Clean! by Kate Ingle
- We Like Fruit by Phyllis Desgaulds
- Let's Clean Up! by Dylan Byrd
- Up in Space by Ekstra Hutchings
- Lunch Boxes by Pentta Tuulio
- My Best Bear by Sue Maharby
- Bubbles by Sue Maharby
- The Picnic by Margaret Schneider
- Too Big! by Margaret Schneider
- Happy Birthday by Robyn Reid
Red (Levels 3-5) Readers for Assessment:

- **Ready to Ride** by Spike Hoofer
- **Helping Planet Earth** by Julianne Davis
- **Animals in Danger** by Katie Boyle
- **I Can Save ...** by Wulona Florence
- **How Can I Use It Again?** by Lila Whistler
- **Being a Scientist** by Carla Wakefield
- **How Does It Move?** by Spike Hoofer
- **Where Do Animals Live?** by Carla Wakefield
- **What Is It Made Of?** by Lila Whistler
- **Look at Me** by Myles McDonald, Illustrated by Ali Day
Red (Levels 3-5) Readers for Assessment:

- Where Is Sam?
- Car Shopping
- Going Swimming
- What's in the Tin?
- Training Ruby
- Keep Trying
Yellow (Levels 6-8) Readers for Assessment:

- The Gardener
  - by Dot McKay
  - illustrated by Ali Tey

- Walking the Dog
  - by Zetta Rusu
  - illustrated by Jennifer Cooper

- Machines that Move
  - by Bronwyn Tait

- Welcome to the Desert
  - by Philippa Werry

- Don't Throw That Out!
  - by Barbara Beveridge
  - illustrated by John Harman

- Off Went the Light
  - by Barbara Beveridge
  - illustrated by Christine Rina

- Cooking with Dad
  - by Terry Miller Shanes

- Signs Keep Us Safe
  - by Dina Maltz

- STOP
  - by Dina Maltz

- Yellow (Levels 6-8) Readers for Assessment:
Blue (Levels 9-11) Readers for Assessment:

- Discovering My World
- This Is My Family
- Two Simple Rules
- Volcano!
- Taking Care of Yourself
- Fit for the Game
- Healthy Teeth
- Helping Planet Earth
- 1, 2, 3... Recycle
- The Way It Was
Blue (Levels 9-11) Readers for Assessment:

- No, Skipper!
- The Gardener's Maze
Green (Levels 12-14) Readers for Assessment:

- *My World from Above* by Sue Sutcliffe
- *Car Smart* by Nina Stockman
- *Meet the Grey Wolf* by Jocelyn Cranston
- *Every Drop Counts* by Trina Ensbrough
- *Being a Scientist* by Carla Wakefield
- *Our Solar System* by Bill Naglieri
- *Making Glass* by Alex Gillis
- *The Ant and the Grasshoppers* by Bruce McMillen, illustrated by Peter Williams
- *A Good Idea* by Bill Naglieri, illustrated by Jody Jansen
- *I Want to Be the Fox* by Beverley Tatsi

D: Difficult
S: Suitable
Green (Levels 12-14) Readers for Assessment:

1. *Finding Tibs* by Alan Bulger-Chadwick, illustrated by Jill Coleman
2. *Is That an Earthquake?* by Alan Begali, illustrated by Jennifer Cooper
3. *My Name Is Shoshana* by Nan Testagrossa-McMahon, illustrated by Jill Coleman
4. *The Hole in the King’s Sock* by Pat Melady, illustrated by Philip Webb
5. *All Aboard!* by Alan Begali, illustrated by Freya Macdonald
Orange (Levels 15-16) Readers for Assessment:

- Discovering My World
- Taking Care of Yourself
- Wash It Away
- Happy Hiking!
- Panda Emergency
- Being a Scientist
- Pop! Pop! Pop!
- A Very Clever Possum
- Shimbir
- The King's Birthday
Orange (Levels 15-16) Readers for Assessment:

- The Clumsy Tiger by Barbara Beveridge (Illustrated by Caroline Campbell)
- The Competition by Barbara Beveridge (Illustrated by Ali Tso)
Turquoise (Levels 17-18) Readers for Assessment:

- **Go, Slow, Whoa!**
  - Author: Yvonne Morris
  - Level: D

- **Stars**
  - Author: Bill Nagelberg
  - Level: D

- **From Tree to Paper**
  - Author: Alex Collins
  - Level: D

- **The Magpie Tree**
  - Author: Dot Mearns
  - Illustrator: Freer Williams
  - Level: D
Purple (Levels 19-20) Readers for Assessment:

1. Let the Games Begin by Julia Walt
2. Amazing Amazon by Jennifer Crossfield
3. Transform It! by Victoria A. Jones
4. Let's Build a Bike by Rudi Green
5. There's a Boy under the Bed by silo. Bridging Script
   Illustrated by Courtney Hopkinson
6. Any Excuse by Marie Langley
   Illustrated by Richard Tom
7. The Dragon's Egg by Victoria Hackett
   Illustrated by All Tee
Gold (Levels 21-22) Readers for Assessment:

- A Voice for Children
- Mapping It
- Staying in Shape
- Helping Planet Earth
- The Air I Breathe
- Be an Energy Expert
- Fantastic Dragonflies