




Support Materials for Reading Assessment:

Reading Levels 1-22

Reading Records

All readers in this document have Reading Records, and are marked with **RR** on the cover.

Name: _____ Date: _____ 

The Dragon's Egg

Reading Record

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-corrects (SC) above the text.

| (201 words) | M | SC | | M | SC |
|---|---|----|--|---|------------------------------------|
| One day, Nick came home with a dragon's egg. It was as large as an ostrich egg. Its shell was a fiery red colour with streaks of yellow, like lightning, flashing through it. | | | Every afternoon, we sat on the floor and told one another scary dragon stories while we waited for the egg to hatch. | | |
| The egg was nestled in a shoebox. We weren't allowed to touch it, of course. "Dragons die if you touch their shells," said Nick. "If you want to see this dragon hatch, you'd better keep your hands off." | | | "Maybe the dragon will crawl out of its egg and bite your nose off," said Karl, making chomping noises. | | |
| None of us had ever seen a dragon before. My teacher had told us they were just make-believe, but maybe she was wrong. "Don't tell Mum or Dad about the egg," Nick warned us. "There's no way they'd want a dragon in the house." | | | "Maybe it'll burn off your hair and eyelashes and eyebrows," I said, hoping it would be a friendly dragon. | | |
| Nick hid the egg under his bed. | | | 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: _____ |

Percentage: 100 99 98 97 96 95 94 93 92 91 90 89

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

Retelling
After the student has finished reading, ask them to retell the story.

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

Summary of Reading Behaviours

| Fix-up Strategies | Fluency |
|---|--|
| <input type="checkbox"/> Uses letters and sounds | <input type="checkbox"/> Slow, word by word |
| <input type="checkbox"/> Uses little words in unknown words | <input type="checkbox"/> Some phrasing |
| <input type="checkbox"/> Skips the word and reads on | <input type="checkbox"/> Phrased and fluent |
| <input type="checkbox"/> Rereads the sentence | <input type="checkbox"/> Appropriate intonation and expression |
| <input type="checkbox"/> Uses picture cues | |
| <input type="checkbox"/> Asks for help | |
| <input type="checkbox"/> Other: | |

Next Steps

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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.

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

How to use the Reading Records

A student should be achieving more than 95% accuracy before moving to the next Reading Box level when measured using the Reading Records.

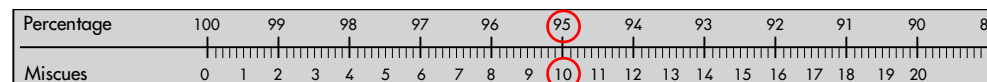
| Reading Level | At this level the Reader is: | Accuracy Rate | Error Rate |
|---------------|---|---------------|---------------|
| Independent | Suitable for independent reading practice (e.g. home reading) | 95% - 100% | 1:20 - 1:200 |
| Instructional | Suitable for use in guided reading sessions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

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%



Comprehension Assessments

Readers in this document marked with **CA** all have Comprehension Assessments.

Name: _____ Date: _____ 

The Dragon's Egg

Literal Questions

| | |
|--|--|
| <p>1. (Main idea) Record, in words or pictures, the main events or ideas of the story.</p> <ul style="list-style-type: none"> Nick has a dragon's egg. He tells his brother and sister that if they touch it or tell anyone about it, the egg won't hatch. After a few days, Nick won't let his brother and sister look at the egg unless they do his jobs. Mum is suspicious and asks the children what is going on. When she tells them that the egg isn't real, the children are angry with Nick. Mum decides that they will play a trick on Nick. They tell him the egg hatched while he was away. Nick says sorry and they all laugh. Nick pretends that he knew they were tricking him. | <input type="checkbox"/> Limited: offers few important details or facts <input type="checkbox"/> Some: offers some important details or facts <input type="checkbox"/> General: offers most important details or facts <input type="checkbox"/> Thorough: offers all or almost all important details or facts |
| 2. What did the dragon's egg look like? | |

Inferential Question

| | |
|--|--|
| 3. How was Nick feeling at the end of the story? | <input type="checkbox"/> Limited: responds using a literal interpretation <input type="checkbox"/> Some: responds using some inference <input type="checkbox"/> General: responds with a satisfactory use of inference <input type="checkbox"/> Thorough: responds with a proficient use of inference |
|--|--|

Personal Response Question

| | |
|--|---|
| 4. Have you ever been caught out like Nick? What happened? | <input type="checkbox"/> Limited: offers a limited personal connection <input type="checkbox"/> Some: offers a simple personal connection <input type="checkbox"/> General: offers a general personal connection <input type="checkbox"/> Thorough: offers a complex personal connection |
|--|---|

If the students demonstrate "limited" or "some" understanding of the comprehension questions, you can follow-up by asking them to read aloud to identify the strategies they are using. See the reading record for this selection.

It must not be used for any other purpose without the permission of the school system.

Comprehension Assessments 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 Comprehension Assessment with the Reading Record can help to determine where a student is struggling and what is disrupting comprehension.

Word Cards

Readers in this document marked with **W** all have Word Cards.

Car Shopping

| | | | | |
|------|--------|--------|--------|-------|
| We | looked | at | a | white |
| car | Too | little | said | Mum |
| blue | big | Dad | 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).



Sequence Strips

Readers in this document marked with **S** all have Sequence Strips.

No, Skipper! 

----- No, Skipper!

Skipper was an outside dog.

----- No, Skipper!

He ate his dinner outside.
He chased birds outside.
He slept in a kennel outside.

----- No, Skipper!

But sometimes Skipper wanted to be an inside dog.

----- No, Skipper!

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

----- No, Skipper!

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

----- No, Skipper!

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

----- No, Skipper!

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

----- No, Skipper!

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

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It must not be copied for an entire school system.

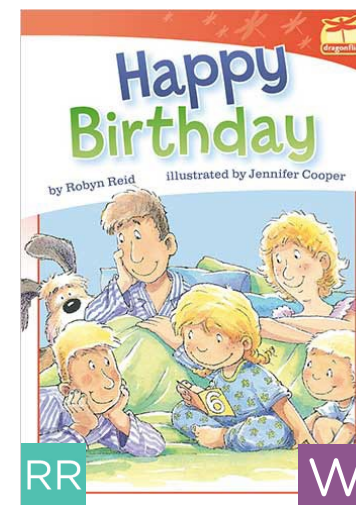
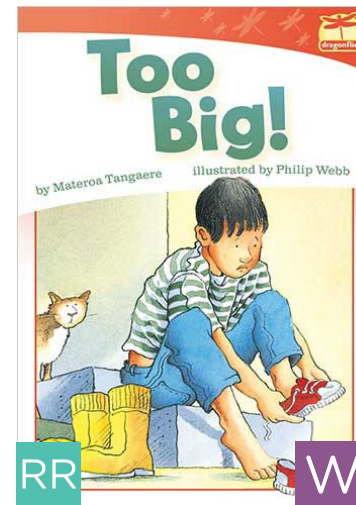
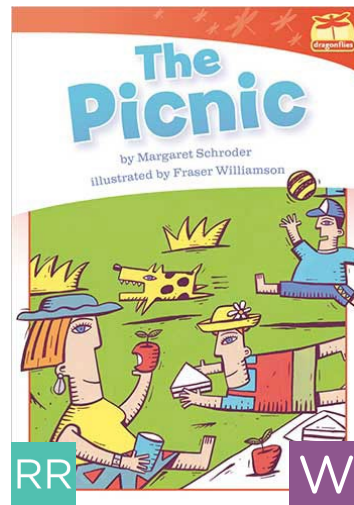
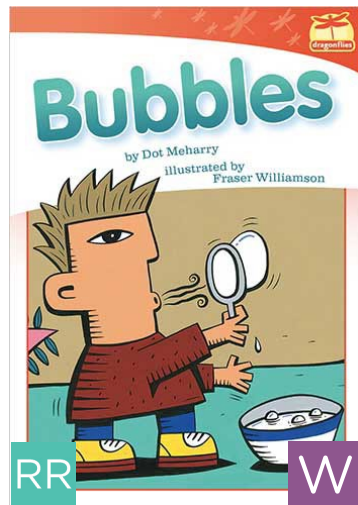
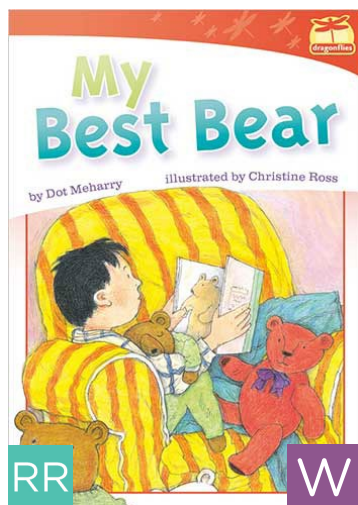
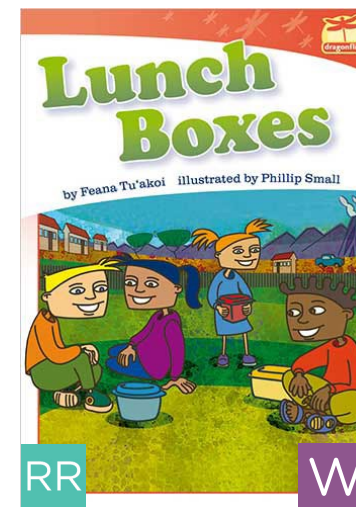
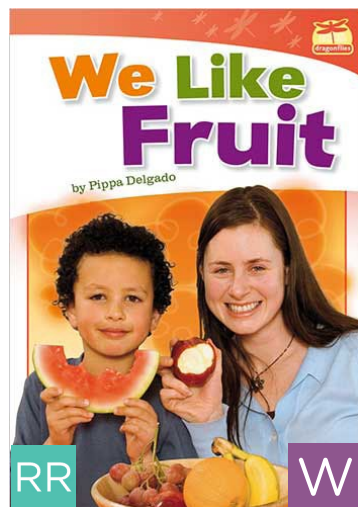
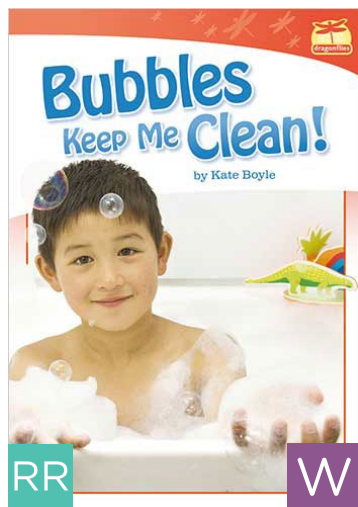


Sequence strips can be used to assess understanding of the story sequence.



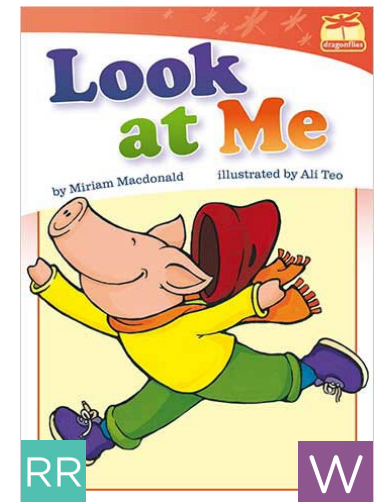
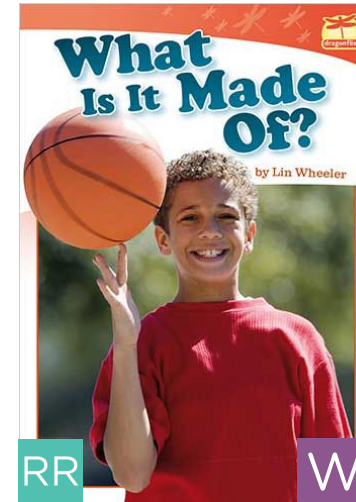
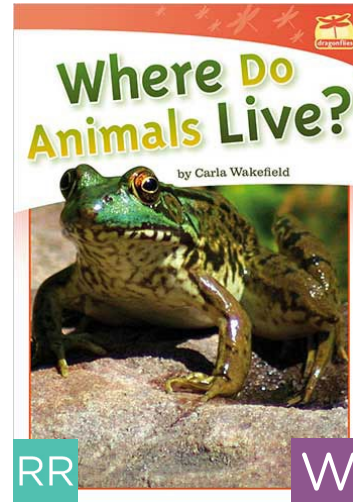
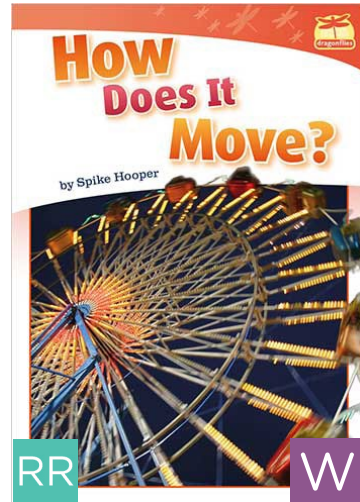
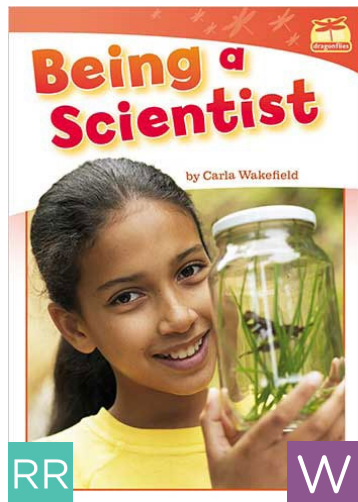
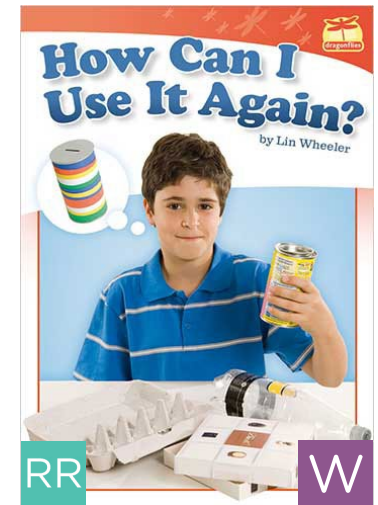
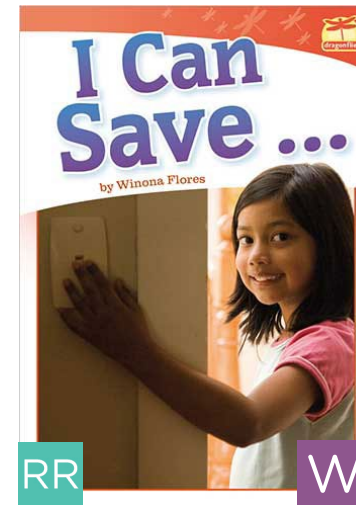
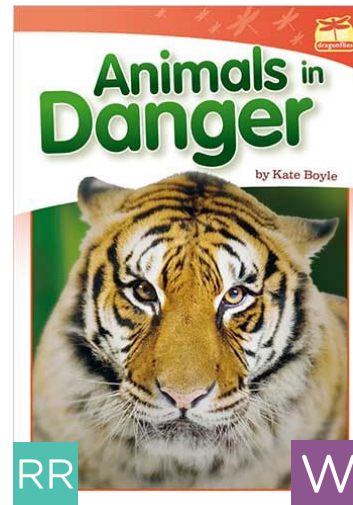
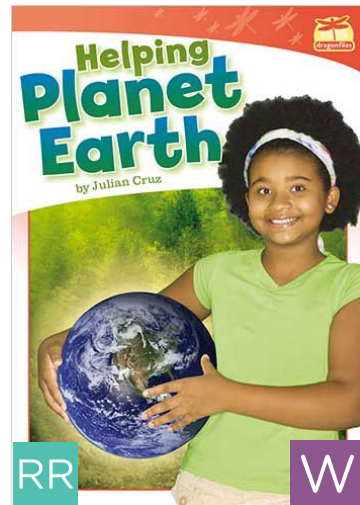
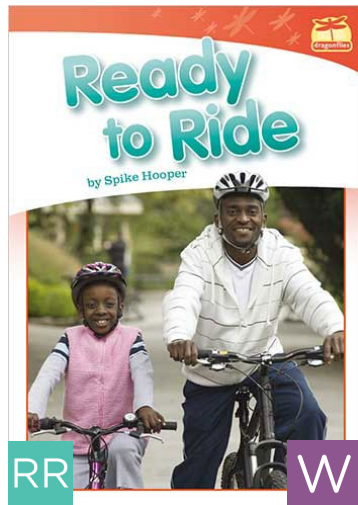


Magenta (Levels 1-2) Readers for Assessment:



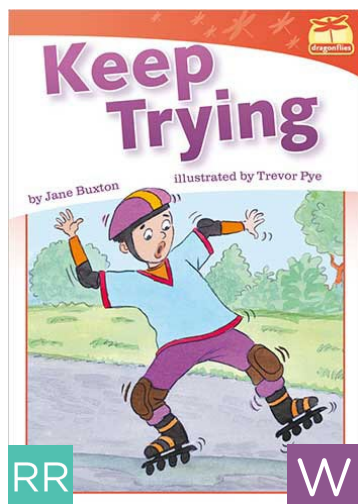
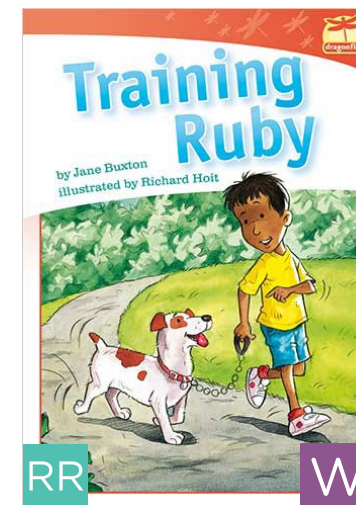
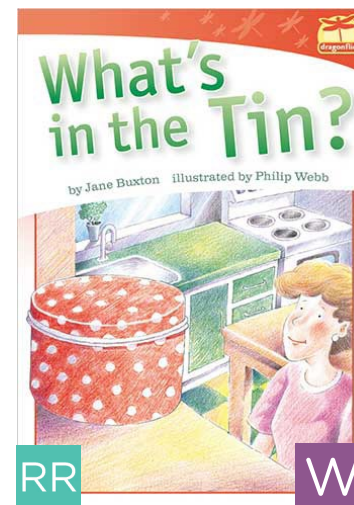
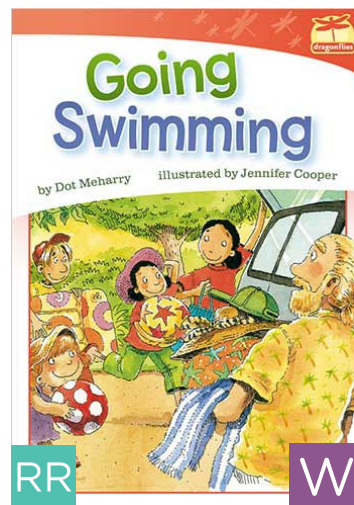
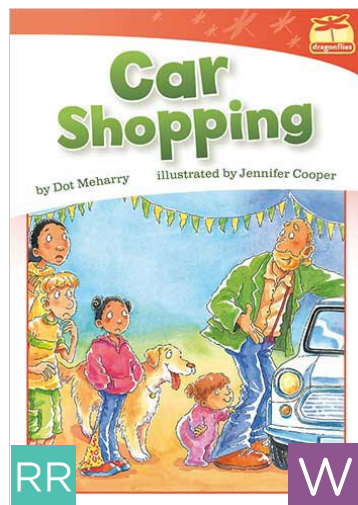
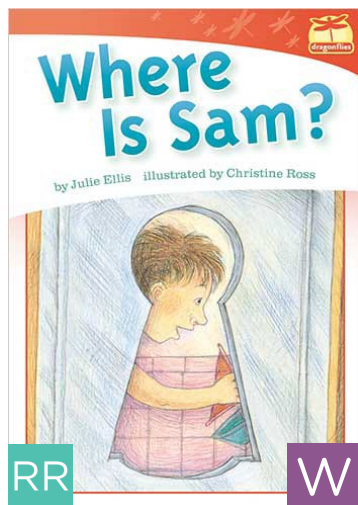


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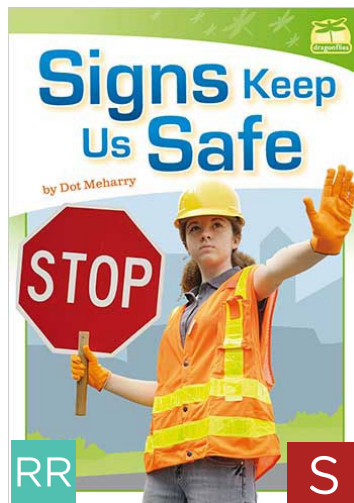
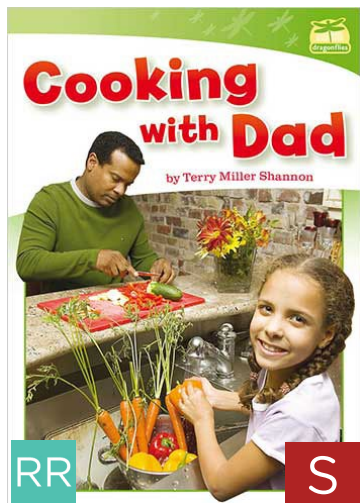
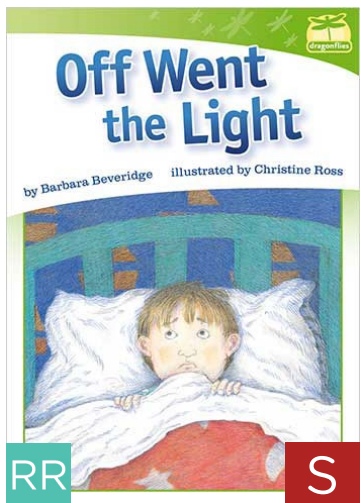
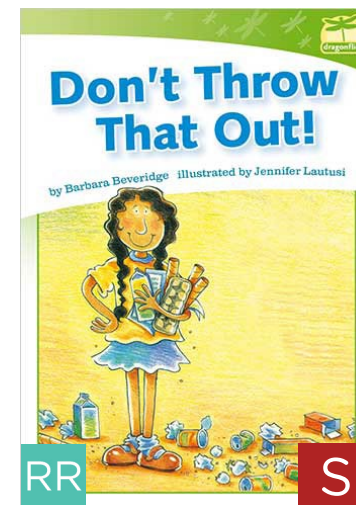
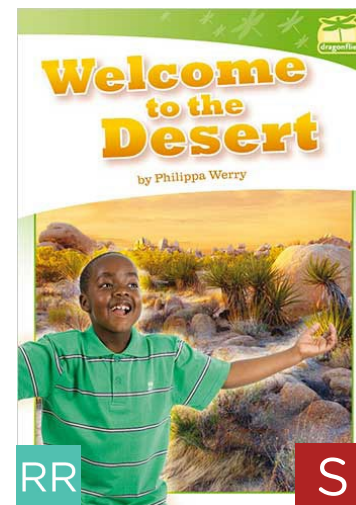
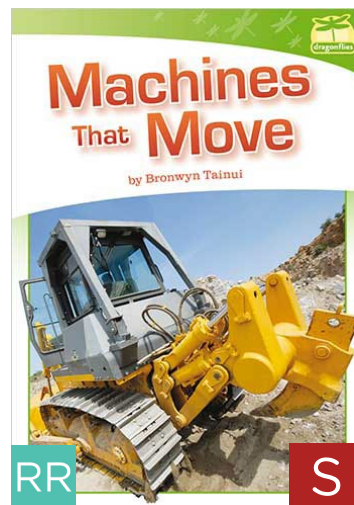
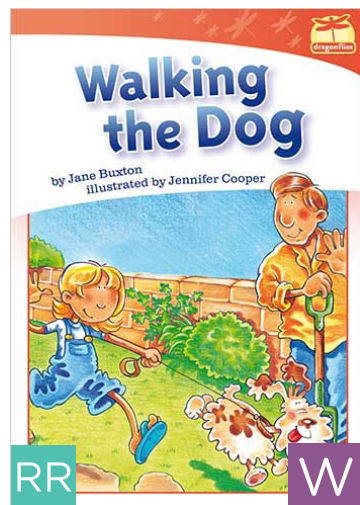
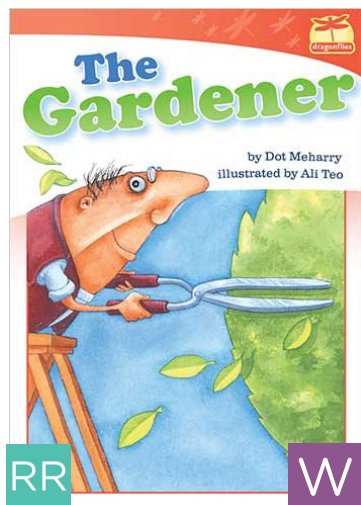


Red (Levels 3-5) Readers for Assessment:



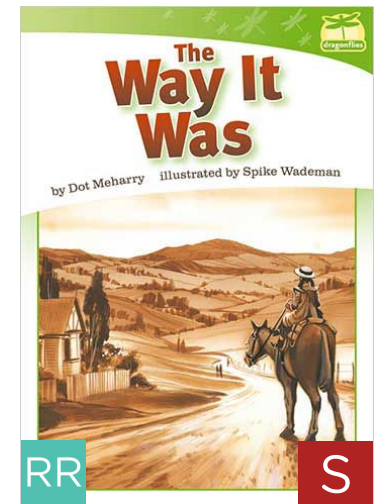
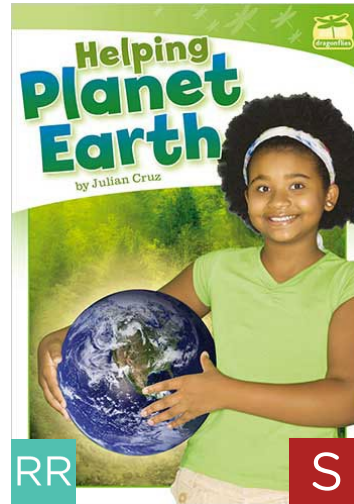
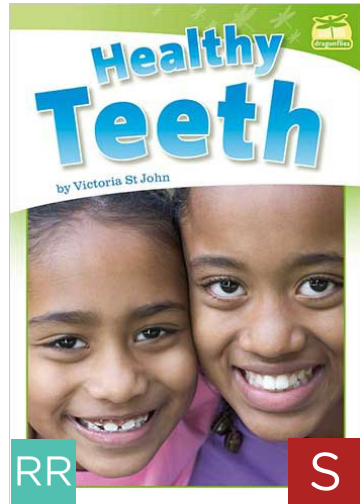
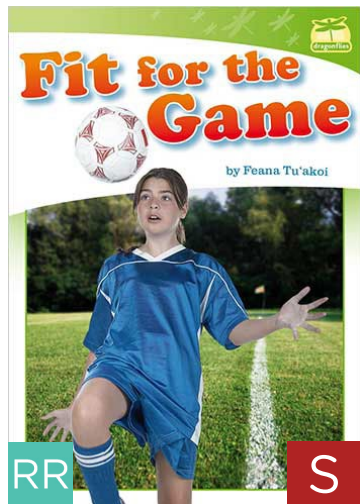
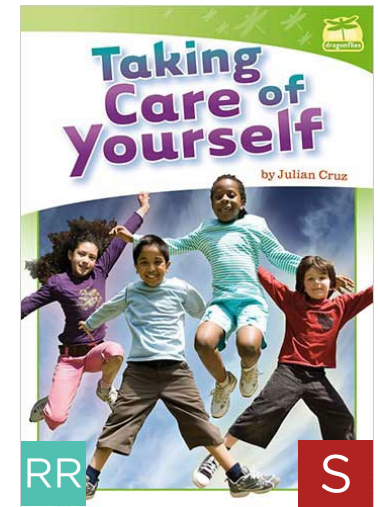
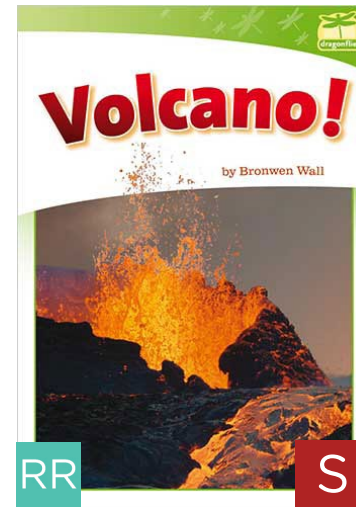
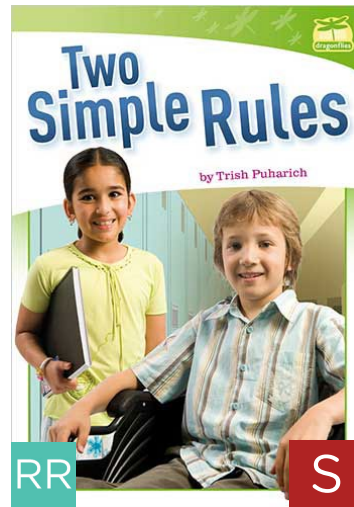
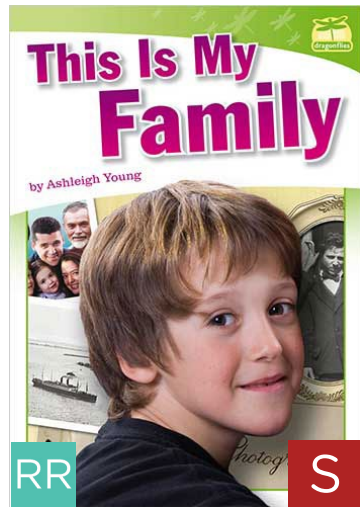
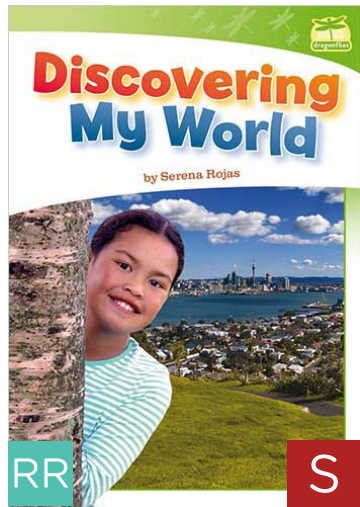


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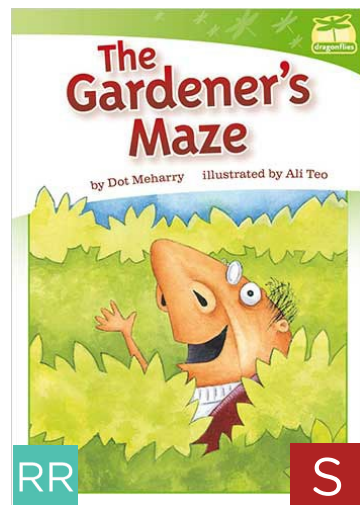
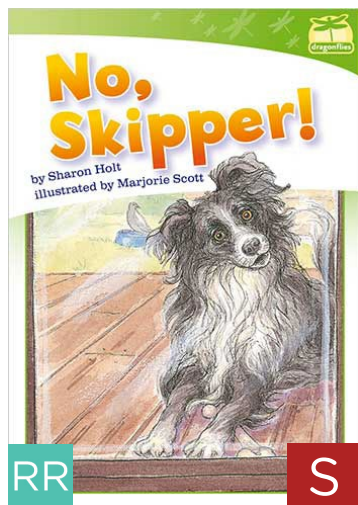


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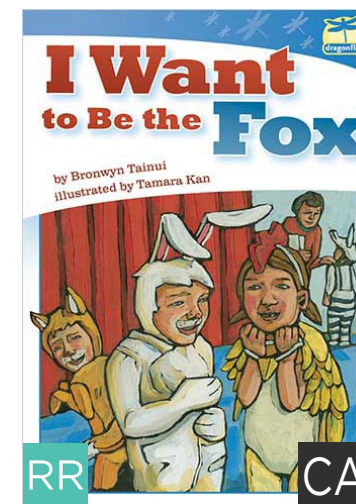
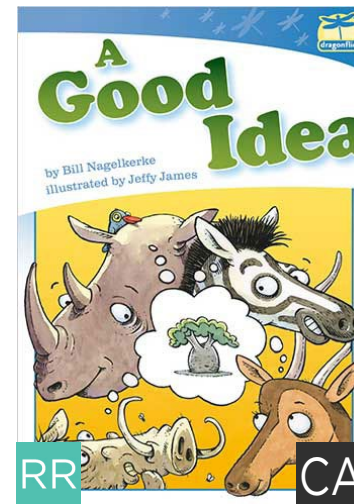
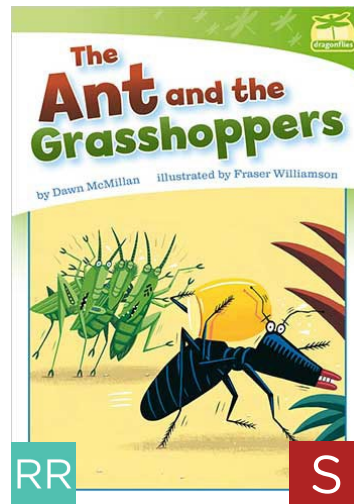
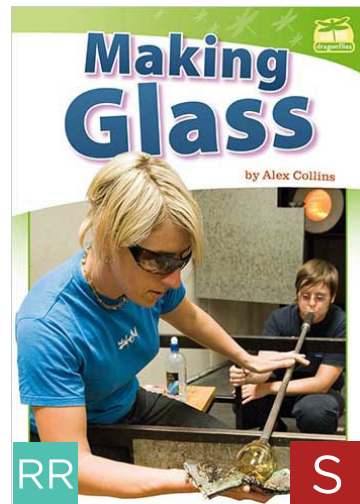
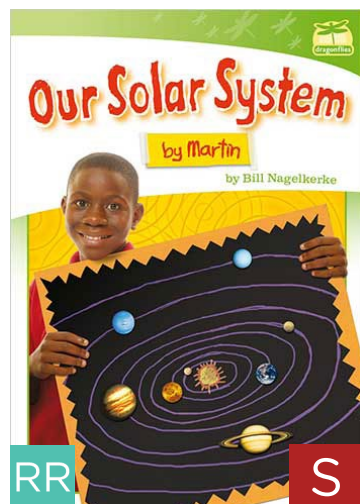
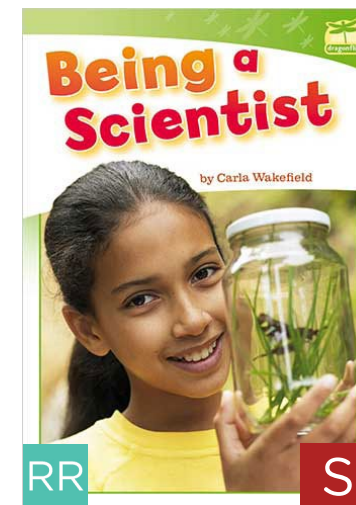
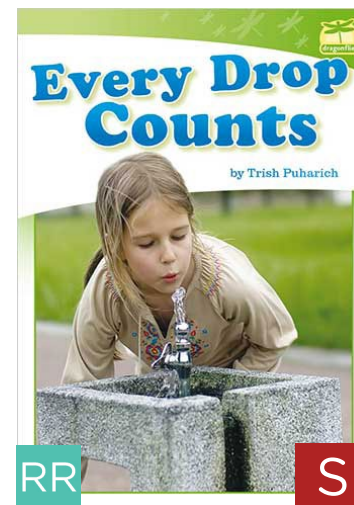
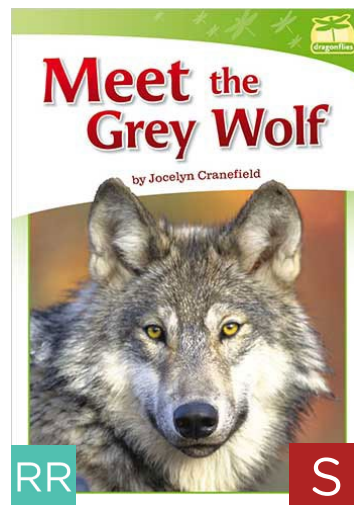
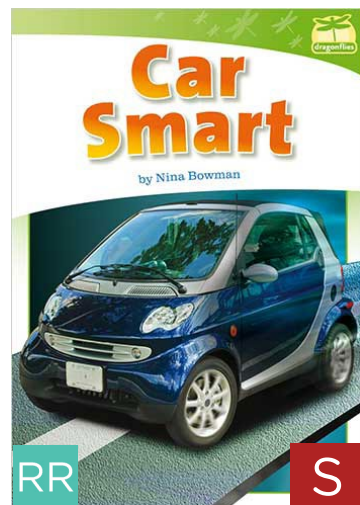
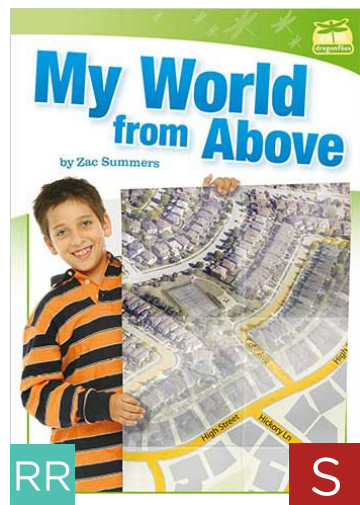


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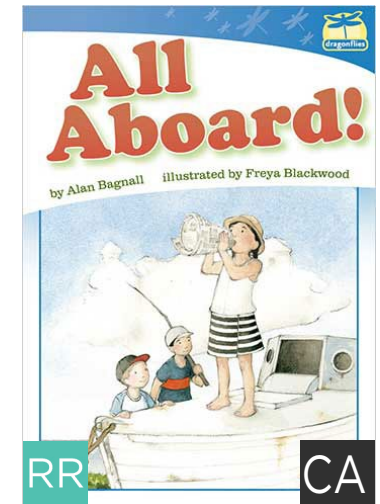
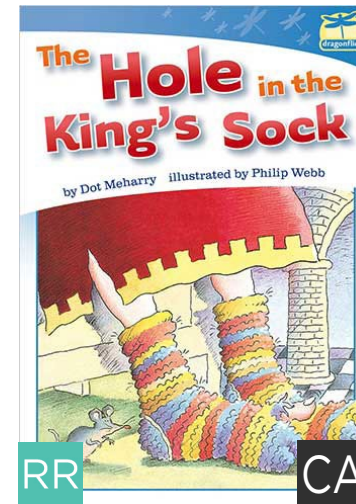
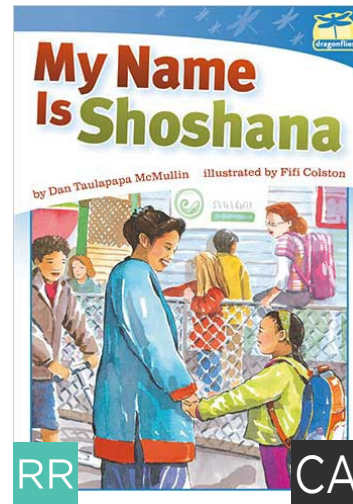
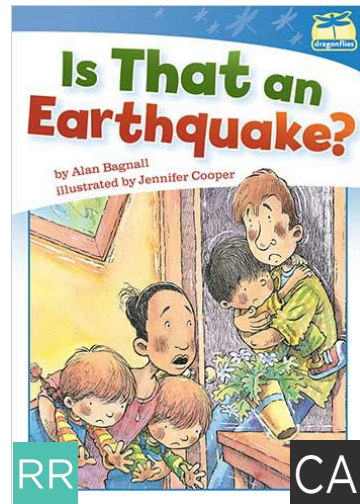
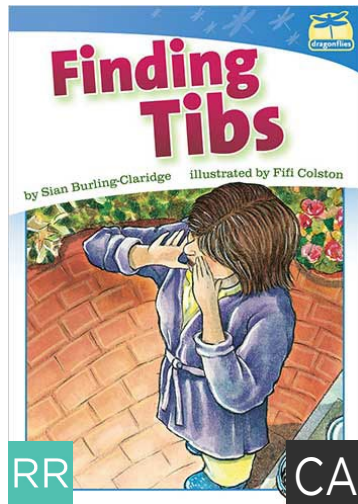


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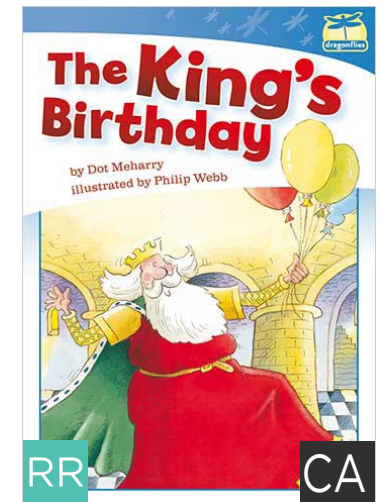
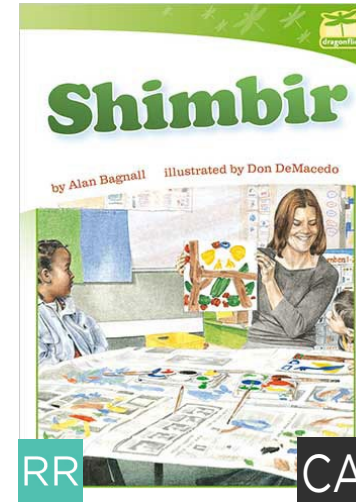
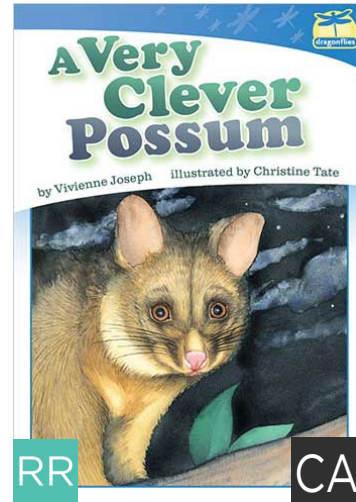
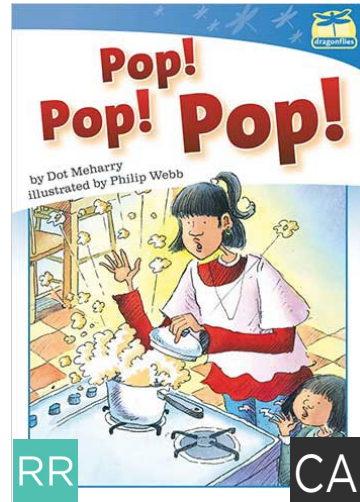
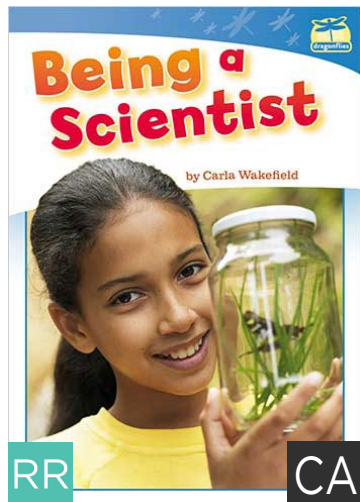
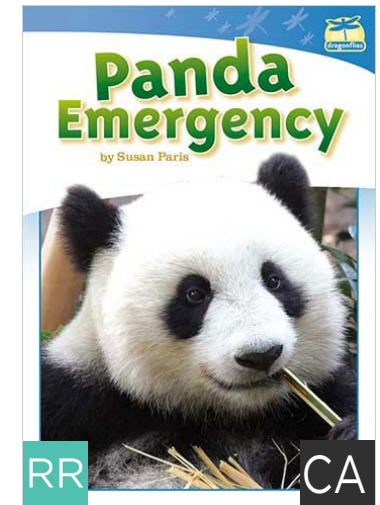
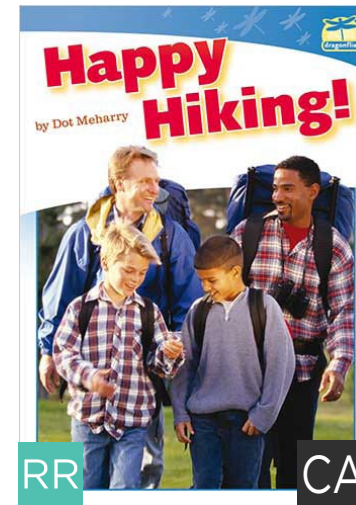
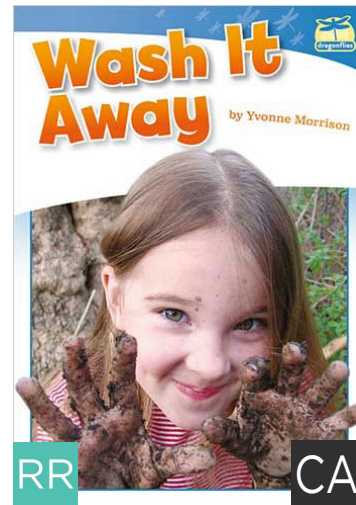
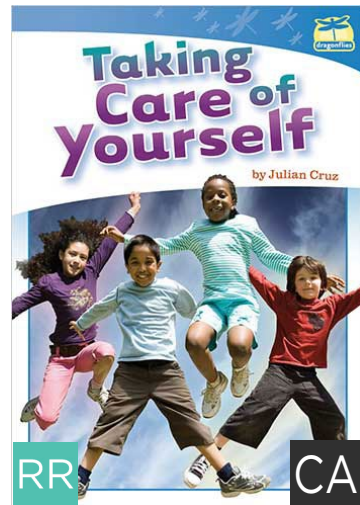
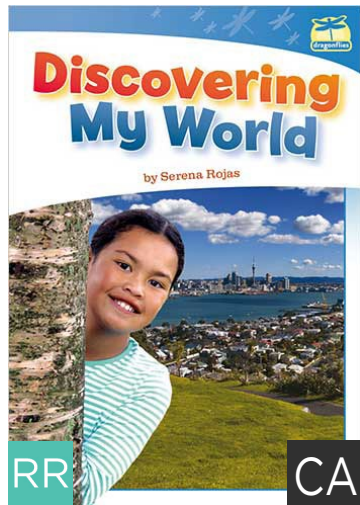


Green (Levels 12-14) Readers for Assessment:



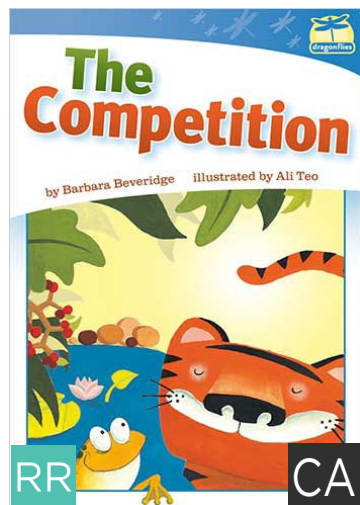
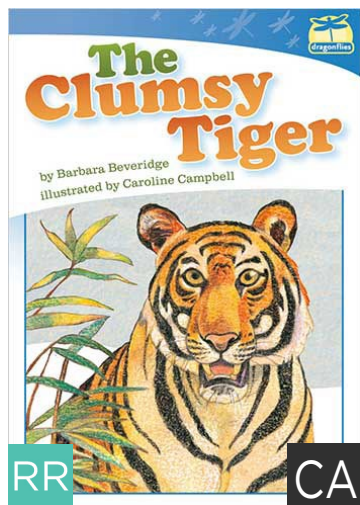


Orange (Levels 15-16) Readers for Assessment:



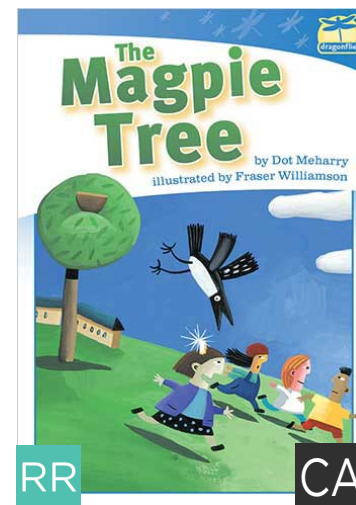
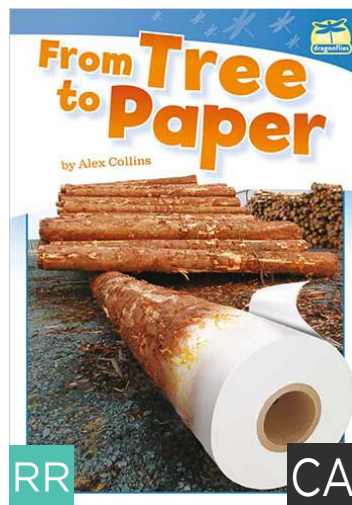
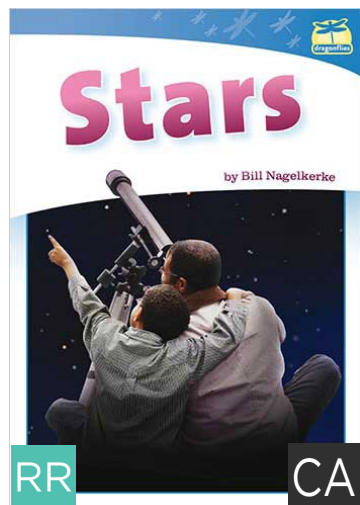
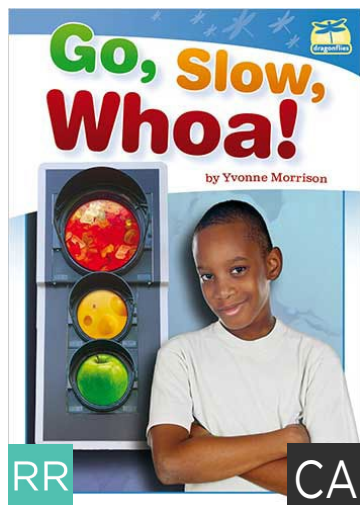


Orange (Levels 15-16) Readers for Assessment:



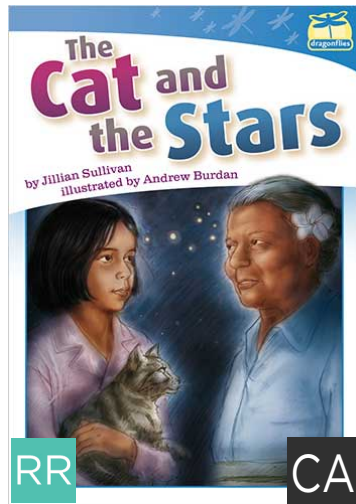
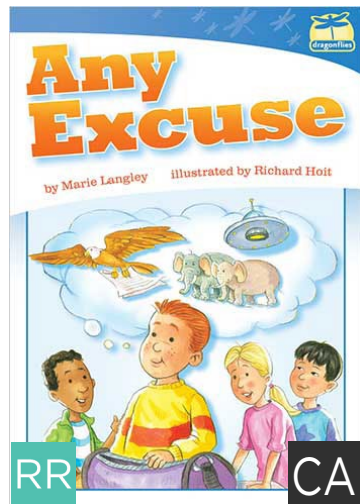
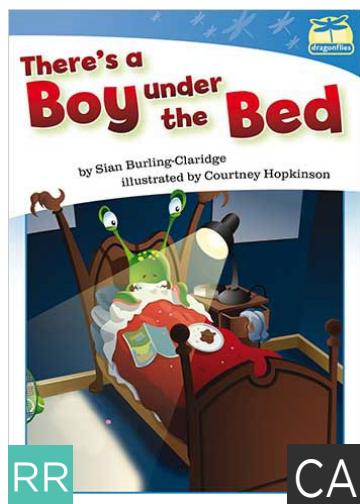
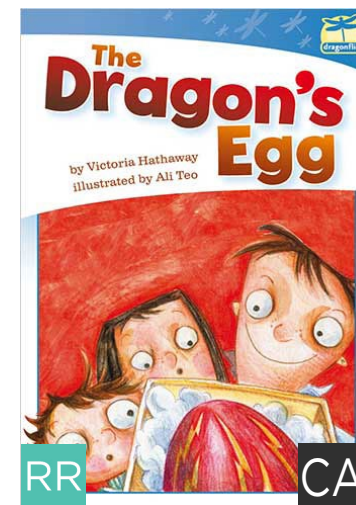
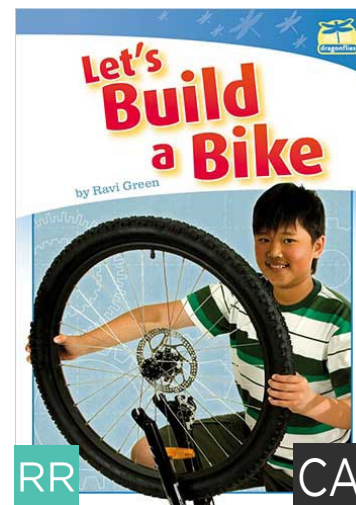
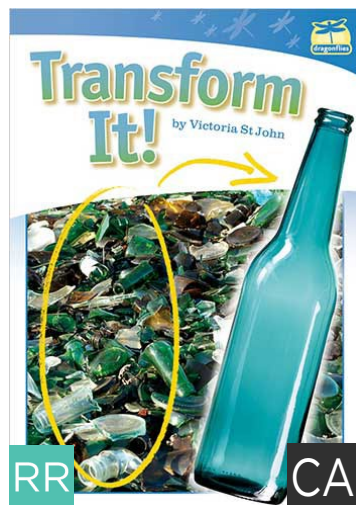
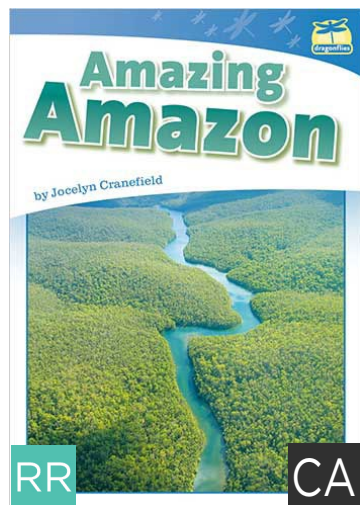
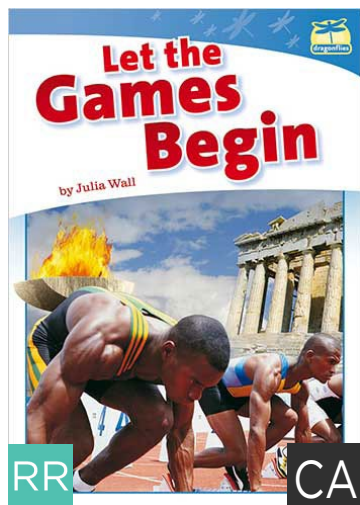


Turquoise (Levels 17-18) Readers for Assessment:





Purple (Levels 19-20) Readers for Assessment:





Gold (Levels 21-22) Readers for Assessment:

