

Name: Mietta Harris DOB: 23/4/2012 Age: 7  
 School: Sanford West Class: 1K Date of assessment: 30/6/2019

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Text: **The Fun Park** Level: **16** Text Type: **Description**  
 Running Words for Assessment: **251** Total Running Words: **342**

**1. Retell**

**Book orientation:** This book is a description of the different rides that people can go on and activities they can do at a fun park.

Retelling Indicators to Check for Understanding		Tick relevant boxes	
• Retold main events/facts without assistance from teacher prompts or book support	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	
• Summarised main events/facts succinctly	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	
• Retold main events/facts using text-specific vocabulary	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	
• Retold main events/facts coherently and confidently	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	

**2. Reading Record**

Page	Text	E	S.C.	Errors	S.C.
02	<p>There is a big fun park in the city. It is a very busy place. Lots of children go to the fun park with their family and friends. They like going on the rides.</p>		I	M S V (M) S V	M S V
04	<p>The flying loop is the biggest ride. It has a long track with hills and loops. People sit in small cars that race along the track. The cars go very fast down the hills and into the loops. Everyone turns upside down as the cars go round the loops.</p> <p>The people cheer and shout as they zoom in the air.</p>	II I III I	I	M S (V) M S V M S (V) M S V M S V M S V (M) S (V) M S V M S (V) (M) S (V)	M S V M S V M S V M S V

Page	Text	E	S.C.	Errors	S.C.
06	<p>✓✓✓✓✓✓✓✓✓✓</p> <p>The pirate ship is another big ride. When everyone</p> <p>✓✓✓✓✓✓✓✓✓✓</p> <p>is on the ship, it starts to swing. Then, it goes</p> <p>fast ✓✓✓✓✓✓✓✓✓✓</p> <p>faster and faster. Some people say it feels like the</p> <p>✓✓✓✓✓✓✓✓✓✓</p> <p>ship is in the waves. They can even get sea sick!</p>			M S V	M S V
				M S V	M S V
				M S V	M S V
				M S V	M S V
08	<p>✓✓✓✓✓✓✓✓✓✓</p> <p>The sky wheel is enormous. It turns round and round.</p> <p>around around</p> <p>✓✓✓✓✓✓✓✓✓✓</p> <p>There are small cabins for people to ride in.</p> <p>cabs</p> <p>Big/SC</p> <p>Bigger children can go in the cabins with their friends.</p> <p>cabs</p> <p>✓✓✓✓✓✓✓✓✓✓</p> <p>Little children have to ride with their mums and dads.</p>			M S V	M S V
				M S V	M S V
				M S V	M S V
				M S V	M S V
09	<p>✓✓✓✓✓✓✓✓✓✓</p> <p>People can see all of the fun park when they are</p> <p>✓✓✓✓✓✓✓✓✓✓</p> <p>up in the air on the sky wheel. Everyone on the</p> <p>✓✓✓✓✓✓✓✓✓✓</p> <p>ground looks tiny.</p>			M S V	M S V
				M S V	M S V
				M S V	M S V
10	<p>✓✓✓✓✓✓✓✓✓✓</p> <p>The merry-go-round is the oldest ride. 205 The</p> <p>pointed go</p> <p>pointed horses move up and down slowly, as the</p> <p>✓✓✓✓✓✓✓✓✓✓</p> <p>merry-go-round turns. Tiny lights go on and off, too.</p> <p>✓✓✓✓✓✓✓✓✓✓</p> <p>A lot of people say it is the best ride.</p>			M S V	M S V
				M S V	M S V
				M S V	M S V
				M S V	M S V
12	<p>✓✓✓✓✓✓✓✓✓✓</p> <p>There is a go-kart track inside a big building.</p> <p>✓✓✓✓✓✓✓✓✓✓</p> <p>The go-karts race very fast around the track. 251</p>			M S V	M S V
				M S V	M S V
Total		15	5	569	453

### 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. Which ride is the biggest?

(the flying loop / The flying loop is the biggest ride.)

2. How does the pirate ship move?

(The pirate ship swings then it goes faster and faster.)

3. What does the merry-go-round look like?

(It has painted horses that move slowly up and down as it turns.)

*It's really pretty. It goes around really fast and sometimes people fall off.*

##### Inferential

1. Why do people cheer and shout when they are on the flying loop?

(They are very happy and excited.)

2. Why do little children have to ride with their parents on the sky wheel?

(The parents have to make sure the little children are safe and that they don't fall out of the cabins.)

*They're not allowed to without them.*

3. Why do older children have to put on helmets and seat belts before they can drive the go-karts?

(The helmets will protect their heads if they fall out or have a crash.)

### 4. Analysis

#### Reading Behaviours Observed During the Reading Record

Tick relevant boxes

##### 1. Knowledge and skills

- Automatically recognised 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			Self-Corrections		
M	S	V	M	S	V
5	6	9	4	5	3

Accuracy: 94 %

S.C. rate: 1 : 4

Reading Level		
Independent >95%	<b>Instructional</b> 90-95%	Difficult <90%

### Reading Behaviours Observed

- Recognised most HFW. Difficulty with subject specific vocab, such as 'loops', 'cabins' and 'painted'. Connected personally with the subject matter.
- 1. Knowledge and Skills:** Connected personally with the subject matter.
  - 2. Strategies:** Able to predict what the text might be about and aware of most errors. Self-correction took into account structure and meaning. Didn't cross-check for accuracy (e.g. 'loops').
  - 3. Fluency:** Read very fast, not always stopping at punctuation. Missed some words, but was able to self correct many.

### Retelling Indicators

Talked about own experiences of going to a theme park and referred to information from the text only in passing. Needed prompting to talk about book content.

Level of Understanding		
Excellent 4	Satisfactory 3	Unsatisfactory <b>0-2</b>

### Comprehension

Questions Answered Correctly			
Literal	<b>1st</b>	<b>2nd</b>	3rd
Inferential	<b>1st</b>	2nd	<b>3rd</b>

Level of Understanding		
Excellent 6	Satisfactory <b>4-5</b>	Unsatisfactory 0-3

Shared broad understanding of text. Wanted to share own experiences rather than answer questions! Starting to use information in the text to make inferences.

### Recommendations for Future Development

- Revisit retelling using only information from the text. Scaffold with time connectives - first, then, next.
- Practise reading aloud at an appropriate pace. Discuss ways to remember to pause at the end of sentences.
- Model strategies for decoding unfamiliar words, such as chunking.
- Read more non-fiction texts to develop vocab and decoding skills.

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

Date assessment summary completed: 30/6/2019

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