

**Best Friends • Level A • Fiction**

Student \_\_\_\_\_

Year \_\_\_\_\_ Date \_\_\_\_\_

Teacher \_\_\_\_\_

School \_\_\_\_\_

Place the book in front of the student. Read the title and introduction.


**Introduction:** In this story, two girls tell all the things they like to do together. Read to find out what they like to do. Point under each word as you read.

<b>Summary of Scores:</b>			
Accuracy	_____	Comprehension	_____
Self-correction	_____	Writing About	_____
Fluency	_____	Reading	_____


Page	Text	<i>Best Friends</i> Level A, RW: 32, E: 4		E	SC
2	We like to run.				
4	We like to dance.				
6	We like to swing.				
8	We like to climb.				
10	We like to slide.				
12	We like to ride.				
14	We like to paint.				
16	We <b>love</b> to read.				
<b>Total</b>					

© 2024, 2017, 2011, 2008 by Irene C. Fountas and Gay Su Pinnell, Portsmouth, NH: Australian edition published by Pearson Australia. This page may be photocopied.

## Best Friends • Level A



<b>Accuracy Rate</b>	<b>Errors</b>	<b>4 or more</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
	<b>%</b>	Below 90%	91%	94%	97%	100%



<b>Self-Correction Ratio</b>	$(E + SC) \div SC = 1: \underline{\hspace{2cm}}$
------------------------------	--

### Best Friends • Level A

Beginning with the first prompt, have a conversation with the student. Note the key understandings the student expresses. Use the prompts to give you information about the student’s understanding. Score for evidence of all understandings expressed—with or without a prompt. For scoring details, see the rubric in the *Assessment Guide*. Circle the number in the score column that reflects the level of understanding demonstrated.

Comprehension Scoring Key	
3	Student demonstrates <b>proficiency</b> in understanding the text.
2	Student is <b>approaching proficiency</b> in understanding the text.
1	Student demonstrates <b>limited proficiency</b> in understanding the text.
0	Student’s comprehension is <b>not proficient</b> .

Key Understandings	Prompts	Score
<p><b>Within the Text</b></p> <p>The girls run, dance, swing, climb, slide, ride bikes, paint and read.</p> <p><i>Note any additional understandings:</i></p>	<p>Tell all the things the girls do together.</p> <p>Is there anything else?</p>	<p>0   1   2   3</p>
<p><b>Beyond and About the Text</b></p> <p>The girls like each other. They like to do many things together. They are smiling in the pictures and look like they are having fun.</p> <p>Reading is their favourite thing to do together because they <b>love</b> to read.</p> <p>Sample response: My friends and I like to ride bikes together. (Accept logical responses that make a connection between the student’s personal experiences and the content of this text.)</p> <p>The ending surprised me because it was something they <b>love</b> not something they <b>like</b>.</p> <p><i>Note any additional understandings:</i></p>	<p>How do the girls feel about each other? How do you know?</p> <p>What is the girls’ favourite thing to do? How do you know?</p> <p>Do you like any of the things the girls like to do? Which ones?</p> <p>What do you think of the ending?</p>	<p>0   1   2   3</p>

Guide to Total Score, Levels A-K	
5-6	Proficient
4	Approaching Proficiency
3	Limited Proficiency
0-2	Not Proficient

Total Score: \_\_\_\_\_ /6

### Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt below to the student. Specify the amount of time for the student to complete the task. (See the *Assessment Guide* for more information.)

Writing About Reading Scoring Key	
3	Reflects <b>excellent</b> understanding of the text.
2	Reflects <b>partial</b> understanding of the text.
1	Reflects <b>very limited</b> understanding of the text.
0	Reflects <b>no</b> understanding of the text.

Write about some of the things the girls like to do together.  
You can draw a picture to go with your writing.

**ANALYSIS OF ORAL READING**

After determining a reader's instructional level, use this chart to analyse the reader's strengths and needs.

<p><b>Early Literacy Concepts</b></p>	<p>How did the reader use early literacy concepts?</p> <p><input type="checkbox"/> Move left to right across a line of print      <input type="checkbox"/> Match voice to print while reading a line or more of print</p> <p><input type="checkbox"/> Return to the left for a new line      <input type="checkbox"/> Recognise a few easy high-frequency words</p>
<p><b>Processing Actions</b></p>	<p>What did the reader do at difficulty or after error? (e.g., stop, appeal, attempt, reread, self-correct)</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p><b>Phonics / Word Analysis</b></p>	<p>How did the reader use phonics skills? (e.g., letter-sound relationships [initial, medial, final], phonograms/spelling patterns, word parts, syllables, high-frequency words)</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p><b>Language / Comprehension</b></p>	<p>What is the evidence that the reader used syntax and understood the text?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p><b>TEACHING PRIORITIES</b></p>	<p>Tomorrow I will need to:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>