

At the Park • Level A • Non-fiction

Student _____

Year _____ Date _____

Teacher _____

School _____

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


Introduction: This boy is telling all the things he can do at the park with his dad. Read to find out what he says he can do. Point under each word as you read.

Summary of Scores:			
Accuracy	_____	Comprehension	_____
Self-correction	_____	Writing About	_____
Fluency	_____	Reading	_____


Page	Text	<i>At the Park</i> Level A, RW: 24, E: 3		E	SC
2	I can ride.				
4	I can kick.				
6	I can catch.				
8	I can jump.				
10	I can swing.				
12	I can slide.				
14	I can run.				
16	I can hide.				
Total					

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At the Park • Level A



Accuracy Rate	Errors	3 or more	2	1	0
	%	Below 90%	92%	96%	100%



Self-Correction Ratio	$(E + SC) \div SC = 1: \underline{\hspace{2cm}}$
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At the Park • 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 **proficiency** in understanding the text.
- 2 Student is **approaching proficiency** in understanding the text.
- 1 Student demonstrates **limited proficiency** in understanding the text.
- 0 Student’s comprehension is **not proficient**.

Key Understandings	Prompts	Score
<p>Within the Text</p> <p>The boy can ride a bike, kick or catch a ball, jump, swing, slide, run and hide.</p> <p><i>Note any additional understandings:</i></p>	<p>Tell all the things the boy can do at the park.</p> <p>Is there anything else?</p>	0 1 2 3
<p>Beyond and About the Text</p> <p>The boy likes going to the park. The boy is smiling in the pictures.</p> <p>The boy and his dad have fun doing things together at the park. They are smiling and laughing in the pictures.</p> <p>Sample response: I like to play at the park with my dad. (Accept logical responses that make a connection between the student’s personal experiences and the content of this text.)</p> <p><i>Note any additional understandings:</i></p>	<p>How does the boy feel about going to the park? How do you know?</p> <p>What do the pictures show you about the boy and his dad? How can you tell?</p> <p>Do you do anything like the boy does in this book? How is that like the book?</p>	0 1 2 3

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 **excellent** understanding of the text.
- 2 Reflects **partial** understanding of the text.
- 1 Reflects **very limited** understanding of the text.
- 0 Reflects **no** understanding of the text.

Write about the things the boy can do at the park. 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>Early Literacy Concepts</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>Processing Actions</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>Phonics / Word Analysis</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>Language / Comprehension</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>TEACHING PRIORITIES</p>	<p>Tomorrow I will need to:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>