

## My Little Dog • Level B • Fiction

Student \_\_\_\_\_

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

Teacher \_\_\_\_\_

School \_\_\_\_\_

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

**Introduction:** This girl has a little dog. Read to find out all the things her little dog likes to do with her. Point under each word as you read.

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


Page	Text	<i>My Little Dog</i> Level B, RW: 55, E: 6		E	SC
2	My little dog likes to sleep with me.				
4	My little dog likes to eat with me.				
6	My little dog likes to run with me.				
8	He likes to play with me.				
10	He likes to ride with me.				
<b>Subtotal</b>					


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**My Little Dog • Level B**

Page	Text	E	SC
12	He likes to jump with me.		
14	My little dog likes to read with me.		
16	My little dog likes me.		
<b>Subtotal</b>			
<b>Total</b>			

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 <b>Accuracy Rate</b>	<b>Errors</b>	<b>6 or more</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
	<b>%</b>	Below 90%	91%	93%	95%	96%	98%	100%

 <b>Self-Correction Ratio</b>	$(E + SC) \div SC = 1: \underline{\hspace{2cm}}$
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## My Little Dog • Level B

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><b>Within the Text</b></p> <p>The dog likes to sleep, eat, run, play, ride, jump and read with the girl.</p> <p><i>Note any additional understandings:</i></p>	<p>Tell all the things the dog likes to do with the girl.</p> <p>Is there anything else?</p>	0 1 2 3
<p><b>Beyond and About the Text</b></p> <p>The girl loves her dog. She is happy that he likes to do things with her.</p> <p>The picture shows that they like each other because the girl is smiling and petting the dog and the dog is licking her.</p> <p>Sample response: I love my (fish, bear, little brother, etc.) and I take care of it/him. (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>Talk about how the girl feels about her dog. How do you know?</p> <p>Look at page 16. How does the picture show you how the girl and the dog feel about each other?</p> <p>The girl loves her dog and takes care of it. What do you love and take care of? How is that like the story?</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 three things the dog likes to do with the girl. 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>