

# Playing • Level B • Non-fiction

Student \_\_\_\_\_

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

Teacher \_\_\_\_\_

School \_\_\_\_\_

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

**Introduction:** In this book, a girl is playing with lots of different things. Read about all the things she likes to play with. Point under each word as you read.

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


Page	Text	<i>Playing Level B, RW: 56, E: 6</i>		E	SC
2	I like to play with a truck.				
4	I like to play with a car.				
6	I like to play with the ball.				
8	I like to play with my doll.				
10	I like to play with a train.				
<b>Subtotal</b>					


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**Playing • Level B**

Page	Text	E	SC
12	I like to play with the plane.		
14	I like to play with a boat.		
16	I like to play with my dog.		
<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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## Playing • 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 girl likes to play with a truck, a car, a ball, a doll, a train, a plane, a boat and a dog.</p> <p><i>Note any additional understandings:</i></p>	<p>Tell all the things the girl likes to play with.</p> <p>Is there anything else?</p>	0 1 2 3
<p><b>Beyond and About the Text</b></p> <p>It’s an animal. The other things were toys.</p> <p>The girl is having fun in the story. It is fun to play with toys and the girl is smiling in the pictures.</p> <p>Sample response: The girl is like me because I like to play with trains, too. (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>The girl played with the dog last. How is the dog different from all the other things?</p> <p>How do you think the girl is feeling in the book? How can you tell?</p> <p>Talk about how the girl is like you or different from you. How?</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 girl likes to play with. 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>