

Shopping • Level C • Non-fiction

Student _____

Year _____ Date _____

Teacher _____

School _____

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

Introduction: A boy is helping his mother shop for food in the supermarket.
Read to see what the boy gets for his mum and what she gets for him.

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

Page	Text	<i>Shopping</i> Level C, RW: 133, E: 14		E	SC
2	Mum and I went shopping. Mum said, "Get some milk."				
3	So I got the milk and I put it in the cart.				
4	"Get some apples," said Mum.				
5	So I got the apples and I put them in the cart.				
6	"Get some bananas," Mum said.				
Subtotal					

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Page	Text	E	SC
7	So I got the bananas and I put them in the cart.		
8	Mum said, "Get some oranges."		
9	So I got the oranges. I put them in the cart.		
10	"Get some carrots," Mum said.		
11	So I got the carrots. I put them in the cart.		
12	"Get some tomatoes," Mum said.		
13	So I got the tomatoes. I put them in the cart.		
Subtotal			

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Page	Text	E	SC
14	"Get some bread," said Mum.		
15	So I got the bread and I put it in the cart.		
16	"Get some cookies," I said. Mum put the cookies in the cart.		
Subtotal			
Total			

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 Accuracy Rate	Errors	14 or more	13	12	10-11	9	8	6-7	5	4	2-3	1	0
	%	Below 90%	90%	91%	92%	93%	94%	95%	96%	97%	98%	99%	100%

 Self-Correction Ratio	$(E + SC) \div SC = 1: \underline{\hspace{2cm}}$
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Fluency Score	0 1 2 3	Fluency Scoring Key 0 Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing and no attention to author's meaning or punctuation; no stress or inappropriate stress and slow rate. 1 Reads primarily in two-word phrases with some three- and four-word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author's meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time. 2 Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation and pausing guided by author's meaning and punctuation; mostly appropriate stress and rate with some slowdowns. 3 Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing guided by author's meaning and punctuation; appropriate stress and rate with only a few slowdowns.

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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 and his mum are shopping.</p> <p>The boy gets the different things Mum asks for and puts it all in the cart: milk, apples, bananas, oranges, carrots, tomatoes and bread.</p> <p>At the end, Mum gets some cookies the boy asks for.</p> <p><i>Note any additional understandings:</i></p>	<p>Tell the things that happen in this book.</p> <p>Is there anything else?</p>	<p>0 1 2 3</p>
<p>Beyond and About the Text</p> <p>The boy likes shopping with his mum. He gets everything his mum asks him to get. He is smiling in the pictures and looks like he likes to help.</p> <p>She gets the cookies because her son is such a good helper.</p> <p>The boy is happy to get the cookies. You can tell because he is smiling in the pictures.</p> <p>Sample response: I help my mum with shopping. I help by setting the table too. (Accept logical responses that make a connection between a student’s personal experiences and the context of this text.)</p> <p><i>Note any additional understandings:</i></p>	<p>Talk about how the boy feels about shopping with his mum. How do you know?</p> <p>Why do you think his mum gets the cookies?</p> <p>How does the boy feel when his mum lets him get the cookies? How do you know?</p> <p>Talk about how you are like this boy.</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 **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 how the boy helps his mother with the shopping.
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>Fluency</p>	<p>How did the reading sound? (e.g., pausing, phrasing, stress, intonation, rate, integration)</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>