

Our Teacher Mr Brown • Level D • Non-fiction

Student _____ Year _____ Date _____

Teacher _____ School _____

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

Introduction: Carl has a teacher named Mr Brown. Carl tells all the things he and the other children in his class like to do with their teacher, Mr Brown.

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

Page	Text	<i>Our Teacher Mr Brown</i> Level D, RW: 125, E: 14		E	SC
2	<p>My name is Carl.</p> <p>I go to school.</p> <p>I like school.</p> <p>This is my teacher.</p> <p>My teacher's name is</p> <p>Mr Brown.</p>				
4	<p>Mr Brown reads books</p> <p>to us.</p> <p>We like the books.</p>				
6	<p>Mr Brown helps us</p> <p>write stories.</p> <p>We like to write stories</p> <p>at school.</p>				
Subtotal					

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Page	Text	E	SC
6 <i>cont.</i>	We like to read the stories to him.		
8	Mr Brown helps us read books. We like to read the books to him.		
10	We like to paint pictures at school. We like to draw pictures at school, too. Mr Brown helps us.		
12	Mr Brown plays games with us. We like to play with a ball.		
Subtotal			


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Page	Text	E	SC
14	We like our school. We like to read books.		
15	We like to write stories. We like to play with a ball.		
16	We like our teacher, Mr Brown!		
Subtotal			
Total			

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 Accuracy Rate	Errors	14 or more	13	12	10	9	7-8	6	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	<p>Fluency Scoring Key</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>

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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>Carl likes to read books, write stories, listen to stories, paint pictures and play with a ball with Mr Brown.</p> <p><i>Note any additional understandings:</i></p>	<p>Tell all the things Carl likes to do with Mr Brown.</p> <p>Is there anything else?</p>	0 1 2 3
<p>Beyond and About the Text</p> <p>Carl likes school because he likes to do all the things that happen there.</p> <p>Mr Brown is a good teacher. He helps the children learn many things and have fun at school.</p> <p>The kids like school. They are having fun and smiling in the pictures. They are paying attention to Mr Brown when he is teaching.</p> <p>Sample response: My teacher is like Mr Brown because she helps us. We do lots of different, fun things in my class (names some). (Accept logical responses that make a connection between the student’s personal experiences and the content.)</p> <p><i>Note any additional understandings:</i></p>	<p>Why do you think Carl likes school?</p> <p>What do you think Mr Brown is like as a teacher? What makes you think that?</p> <p>What do the pictures tell you about the students and how they feel about school? Show me an example.</p> <p>Tell how what happens in this book is like what you do at school. Is your teacher like Mr Brown? 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 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 some of the things the children do in Mr Brown’s class. 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>Processing Actions</p>	<p>What did the reader do at difficulty or after error? (e.g., stop, appeal, attempt, reread, self-correct)</p> <hr/> <hr/> <hr/> <hr/>
<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> <hr/> <hr/> <hr/> <hr/>
<p>Fluency</p>	<p>How did the reading sound? (e.g., pausing, phrasing, stress, intonation, rate, integration)</p> <hr/> <hr/> <hr/> <hr/>
<p>Language / Comprehension</p>	<p>What is the evidence that the reader used syntax and understood the text?</p> <hr/> <hr/> <hr/> <hr/>
<p>TEACHING PRIORITIES</p>	<p>Tomorrow I will need to:</p> <hr/> <hr/> <hr/> <hr/>