

# The Zoo • Level E • Non-fiction

Student \_\_\_\_\_

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

Teacher \_\_\_\_\_

School \_\_\_\_\_

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

**Introduction:** In this book, the writer tells about all the animals you can see at the zoo. Read to find out about the animals you can see.

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

Page	Text	<i>The Zoo</i> Level E, RW: 137, E: 15		E	SC
2	You can see elephants at the zoo.  The baby elephant can walk on the day it is born!				
4	You can see brown bears at the zoo.  The baby bears stay with their mother.				
6	You can see polar bears at the zoo.  Their fur is white.  The fur keeps them warm.				
<b>Subtotal</b>					

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**The Zoo • Level E**


Page	Text	E	SC
8	<p>You can see lions at the zoo.</p> <p>The lions are resting.</p> <p>Lions rest for a long time every day.</p>		
10	<p>You can see giraffes at the zoo.</p> <p>Giraffes are tall animals.</p> <p>They can eat leaves from the tops of trees.</p>		
12	<p>You can see penguins at the zoo.</p> <p>These birds can not fly.</p> <p>But they can swim!</p>		
<b>Subtotal</b>			

## The Zoo • Level E

Page	Text	E	SC
14	<p>You can see chimps at the zoo.</p> <p>The chimps like to climb trees.</p> <p>They hold on to the trees with their big hands.</p>		
16	<p>You can see all the animals at the zoo.</p>		
<b>Subtotal</b>			
<b>Total</b>			

## The Zoo • Level E

 <b>Accuracy Rate</b>	<b>Errors</b>	<b>15 or more</b>	<b>14</b>	<b>12-13</b>	<b>11</b>	<b>9-10</b>	<b>8</b>	<b>7</b>	<b>5-6</b>	<b>4</b>	<b>3</b>	<b>1-2</b>	<b>0</b>
	<b>%</b>	Below 90%	90%	91%	92%	93%	94%	95%	96%	97%	98%	99%	100%

 <b>Self-Correction Ratio</b>	$(E + SC) \div SC = 1: \underline{\hspace{2cm}}$
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<b>Fluency Score</b>	0 1 2 3	<b>Fluency Scoring Key</b> <b>0</b> 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. <b>1</b> 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. <b>2</b> 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. <b>3</b> 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.

## The Zoo • Level E

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>You can see lots of animals at the zoo: (elephants, brown bears, polar bears, lions, giraffes, penguins, chimps).</p> <p>Animals at the zoo do different things. (Actions given may include: baby elephants walk as soon as they are born; lions rest a lot; giraffes eat leaves; penguins swim; chimps climb trees.)</p> <p>(Accept other facts about animals such as, fur keeps polar bears warm, brown bears stay close to their mothers and penguins cannot fly.)</p> <p><i>Note any additional understandings:</i></p>	<p>Tell about the animals and what they do in this book.</p> <p>Is there anything else?</p>	<p>0   1   2   3</p>
<p><b>Beyond and About the Text</b></p> <p>The zoo is a fun place to go because you can see animals from far-away places and you can learn interesting things about them.</p> <p>I’d like to see _____ at the zoo.</p> <p>Sample response: Baby animals are cute. Kids like to read about baby animals.</p> <p><i>Note any additional understandings:</i></p>	<p>Talk about why people like to go to the zoo.</p> <p>Does this book make you want to go to the zoo? What in the book would you like to see at the zoo?</p> <p>Why do you think the writer included so many photos of baby animals?</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 three things you learnt about the animals in this book. 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>Processing Actions</b></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><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> <hr/> <hr/> <hr/> <hr/>
<p><b>Fluency</b></p>	<p>How did the reading sound? (e.g., pausing, phrasing, stress, intonation, rate, integration)</p> <hr/> <hr/> <hr/> <hr/>
<p><b>Language / Comprehension</b></p>	<p>What is the evidence that the reader used syntax and understood the text?</p> <hr/> <hr/> <hr/> <hr/>
<p><b>TEACHING PRIORITIES</b></p>	<p>Tomorrow I will need to:</p> <hr/> <hr/> <hr/> <hr/>