

Anna's New Glasses • Level F • Fiction

Student _____

Year _____ Date _____

Teacher _____

School _____

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

Introduction: Anna was getting ready for school. Her mum said she might need to get glasses to see better. But Anna didn't want glasses. Read to find out what happened when she got her new glasses.

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

Page	Text		E	SC
<i>Anna's New Glasses</i> Level F, RW: 220, E: 24				
2	<p>"I am ready for school,"</p> <p>said Anna.</p> <p>She had a new red backpack</p> <p>and new shoes.</p> <p>"We have one more thing to</p> <p>do," said her mum. "You may</p> <p>need to get some glasses."</p>			
4	<p>"I don't need glasses!"</p> <p>said Anna.</p> <p>"You may need glasses to help</p> <p>you read," said her mum.</p> <p>"Do you want to read</p> <p>at school?"</p>			
Subtotal				

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Page	Text	E	SC
5	<p>"I want to read," said Anna.</p> <p>"I love books!</p> <p>But I don't want glasses."</p>		
6	<p>Anna went to the doctor.</p> <p>"You do need glasses,"</p> <p>said the doctor.</p>		
7	<p>Anna looked at the glasses.</p>		
8	<p>"I don't like these glasses,"</p> <p>she said.</p>		
9	<p>"Look at the purple glasses,"</p> <p>said Mum.</p> <p>Anna put on</p> <p>the purple glasses.</p>		
Subtotal			


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Page	Text	E	SC
11	<p>Anna put on some red glasses.</p> <p>"I like red and I like these red glasses," she said.</p> <p>"You look great in those glasses," said Mum.</p>		
12	<p>It was the first day of school.</p> <p>Anna put her new red glasses in her new red backpack.</p>		
13	<p>"Don't forget your glasses," said Mum.</p> <p>"I put them in my backpack," said Anna.</p>		
Subtotal			

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Page	Text	E	SC
13 <i>cont.</i>	<p>"Put your glasses on at school," said Mum.</p>		
15	<p>Anna and her mum walked to school.</p> <p>Anna looked at her new teacher.</p> <p>She opened her backpack and put on her new glasses.</p>		
16	<p>"I am Mrs Bell," the teacher said.</p> <p>"I am your new teacher.</p> <p>We have the same glasses!"</p> <p>Anna smiled.</p> <p>"Yes, these are great glasses!"</p>		
Subtotal			
Total			

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 Accuracy Rate	Errors	24 or more	21-23	19-20	17-18	15-16	13-14	10-12	8-9	6-7	4-5	1-3	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.

Part Two: Comprehension Conversation

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 .
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Key Understandings	Prompts	Score
Within the Text Anna needs glasses to see better in school, but she doesn't want to wear them. Mum takes Anna to the doctor to get glasses. Anna tries on different pairs and picks out the red ones. Anna doesn't want to wear her glasses, so she brings them to school in her backpack. Anna puts on her new glasses when she sees that her teacher has the same ones. <i>Note any additional understandings:</i>	Tell the important things that happen in the story. Is there anything else?	0 1 2 3

Continued next page

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Key Understandings	Prompts	Score
<p>Beyond and About the Text</p> <p>Anna doesn't want to wear glasses because she is probably worried how she will look in them and doesn't know how the other children will react to them.</p> <p>When Anna sees her teacher has the same glasses, she puts on her own glasses and smiles. She is okay with wearing her glasses now.</p> <p>Sometimes seeing someone like you makes you more confident.</p> <p>The picture on page 14 shows that Anna's new teacher is wearing the same glasses that Anna picked out.</p> <p>I didn't want to wear _____, but it turned out okay because other people liked it.</p> <p><i>Note any additional understandings:</i></p>	<p>Talk about how Anna feels at the beginning of the story. How do you know?</p> <p>How does Anna feel at the end of the story? How can you tell?</p> <p>Why do you think Anna feels better when she sees her teacher wearing glasses?</p> <p>How does the illustration on page 14 help you predict that Anna will put on her glasses?</p> <p>Have you ever felt like Anna feels in the story? How?</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

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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 why Anna changes her mind about wearing her glasses. 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/>