

**Bedtime for Nick • Level G • Fiction**

Student \_\_\_\_\_

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

Teacher \_\_\_\_\_

School \_\_\_\_\_

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

**Introduction:** Nick went to bed but something was missing and he could not go to sleep. Read to find out how his mum helped him find what was missing.

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

Page	Text	<i>Bedtime for Nick</i> Level G, RW: 218, E: 23		E	SC
2	Nick was looking at his book.  His mum came in and said,  "It's time for bed."  "Okay, Mum," said Nick.				
4	Nick put on his pyjamas.  He washed his face  and brushed his teeth.  He was ready for bed.				
5	Nick got into his bed.				
<b>Subtotal</b>					

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**Bedtime for Nick • Level G**

Page	Text	E	SC
6	<p>"Will you read me a story?"</p> <p>Nick asked his mum.</p> <p>Mum read the story to Nick.</p> <p>Nick liked the story about the magic fish.</p> <p>When the story was over, Nick's mum turned off the light.</p>		
7	<p>"Good night, Nick," his mum said.</p>		
8	<p>"Will you turn on the night light?"</p> <p>asked Nick.</p> <p>"Okay, Nick," his mum said.</p> <p>Then she turned it on.</p>		
<b>Subtotal</b>			

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## **Bedtime for Nick • Level G**


Page	Text	E	SC
9	<p>"Good night, Nick," his mum said.</p> <p>"Now it's time to go to sleep."</p>		
10	<p>"I can't go to sleep," said Nick.</p> <p>"I will give you a good night kiss,"</p> <p>said Nick's mum.</p>		
11	<p>"Good night, Nick," his mum said.</p> <p>"Go to sleep now."</p>		
12	<p>"I <b>can't</b> go to sleep,"</p> <p>said Nick.</p> <p>"Will you open the door?"</p> <p>he asked.</p> <p>Nick's mum opened the door.</p> <p>Light came into the room.</p>		
<b>Subtotal</b>			

**Bedtime for Nick • Level G**

Page	Text	E	SC
13	"Good night, Nick," his mum said.		
14	"I <b>can't</b> go to sleep," said Nick.  "Something is missing."  He looked around the room.  Something came in the door.		
15	"Wags! You're late," said Nick.  "Now <b>we</b> can go to sleep."		
16	"Good night, Nick," said Mum.  "Good night, Wags."  "Good night, Mum,"  said Nick.		
<b>Subtotal</b>			
<b>Total</b>			

## Bedtime for Nick • Level G

 <b>Accuracy Rate</b>	<b>Errors</b>	<b>23 or more</b>	<b>21-22</b>	<b>19-20</b>	<b>17-18</b>	<b>15-16</b>	<b>12-14</b>	<b>10-11</b>	<b>8-9</b>	<b>6-7</b>	<b>4-5</b>	<b>1-3</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.

## Bedtime for Nick • Level G

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 <b>proficiency</b> in understanding the text.
2	Student is <b>approaching proficiency</b> in understanding the text.
1	Student demonstrates <b>limited proficiency</b> in understanding the text.
0	Student’s comprehension is <b>not proficient</b> .

Key Understandings	Prompts	Score
<p><b>Within the Text</b></p> <p>Nick gets ready for bed, but he can’t sleep.</p> <p>He asks his mum to do different things to help him sleep: read a story, turn on the night light, give a kiss and open the door.</p> <p>Nick’s dog Wags comes in the room and Nick is able to go to sleep.</p> <p><i>Note any additional understandings:</i></p>	<p>Tell the important things that happen in the story.</p> <p>Is there anything else?</p>	<p>0 1 2 3</p>
<p><b>Beyond and About the Text</b></p> <p>Nick misses Wags and that’s why he can’t sleep. He says something is missing, but when Wags comes in he says now we can go to sleep.</p> <p>Nick loves Wags and misses him. That’s why he can’t sleep. The picture shows how happy Nick is to see Wags.</p> <p>Sample response: I have trouble sleeping when I’m sick. When that happens my mum helps me by sitting with me until I fall asleep. Nick had his dog and I have my mum to help me sleep. (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>What is the real reason Nick can’t sleep? How do you know that?</p> <p>How do you think Nick feels about Wags? What makes you think that?</p> <p>Tell about a time when you had trouble sleeping or doing something else. Was your problem like Nick’s? Why or why not?</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 <b>excellent</b> understanding of the text.
2	Reflects <b>partial</b> understanding of the text.
1	Reflects <b>very limited</b> understanding of the text.
0	Reflects <b>no</b> understanding of the text.

Write about what helps Nick finally go to sleep. 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/>