

Bubbles • Level G • Non-fiction

Student _____

Year _____ Date _____

Teacher _____

School _____

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

Introduction: Bubbles are filled with air, like balloons. Read to find out about all different kinds of bubbles and how they are made.

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

Page	Text	<i>Bubbles</i> Level G, RW: 156, E: 17		E	SC
2	<p>Look at all the bubbles!</p> <p>Some of the bubbles are big and some of them are little.</p>				
3	<p>All these bubbles are made with soap and water.</p> <p>They are called soap bubbles.</p>				
4	<p>Soap bubbles are pretty.</p> <p>They are very shiny, and they have lots of colours, just like a rainbow.</p>				
Subtotal					

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Bubbles • Level G


Page	Text	E	SC
6	<p>What is inside all the bubbles?</p> <p>Bubbles are like little balloons.</p> <p>They are filled with air.</p>		
8	<p>Little bubbles have</p> <p>a little air inside.</p> <p>Big ones have</p> <p>more air inside.</p>		
9	<p>This boy is blowing air</p> <p>to make a soap bubble.</p>		
10	<p>This girl is blowing air</p> <p>into a straw.</p> <p>The air is going</p> <p>into the girl's milk</p> <p>to make bubbles.</p>		
Subtotal			


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Page	Text	E	SC
12	<p>Here is an enormous bubble.</p> <p>This bubble is as long as a van!</p> <p>It has lots of air inside.</p>		
14	<p>Don't forget about bubble gum!</p> <p>This boy is blowing air into his gum to make a big, big bubble.</p> <p>If he blows in too much air . . .</p>		
16	<p>. . . the bubble will pop!</p>		
Subtotal			
Total			

Bubbles • Level G

 Accuracy Rate	Errors	17 or more	15-16	14	12-13	11	9-10	8	6-7	4-5	3	1-2	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.

Bubbles • 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 **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>There are different kinds of bubbles: soap bubbles, milk bubbles and bubble gum.</p> <p>Bubbles can be made with soap and water; can have colours in them; are filled with air; are made by blowing air; can be big or little and will pop if you blow in too much air.</p> <p><i>Note any additional understandings:</i></p>	<p>Talk about the information the writer tells about bubbles.</p> <p>Is there anything else?</p>	0 1 2 3
<p>Beyond and About the Text</p> <p>Bubbles have air inside. Little bubbles have a little air inside. Big bubbles have a lot of air. Too much air makes bubbles pop like the gum bubble at the end.</p> <p>Sample response: I knew bubbles floated. I did not know that too much air is what makes them pop. (Accept logical responses that make a connection between the student’s personal experiences and the content.)</p> <p>The boy blew air into the bubble until it popped all over him. It’s a funny ending.</p> <p><i>Note any additional understandings:</i></p>	<p>What did you learn about bubbles and air? What else did you learn about the air?</p> <p>What did you already know about bubbles? What was new to you? Show an example.</p> <p>Talk about the picture on the last page. Why is this a good ending?</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 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 bubbles are made. 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/>