

All About Koalas • Level I • Non-fiction

Student _____

Year _____ Date _____

Teacher _____

School _____

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

Introduction: Koalas are animals that live in Australia. Read this book to learn all about how koalas live, what they eat and about their babies.

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

Page	Text	<i>All About Koalas</i> Level I, RW: 219, E: 24	E	SC
2	This is a koala. Koalas live in Australia.			
3	Koalas live in tall trees called gum trees. Koalas have sharp claws. Their claws help them climb the trees.			
4	Koalas have thick fur and white chests.			
5	They have fluffy ears and big noses!			
Subtotal				

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Page	Text	E	SC
6	<p>The koala's nose helps it find food.</p> <p>Koalas eat gum leaves.</p>		
7	<p>Koalas sleep in the day.</p> <p>At night, they wake up to eat.</p>		
8	<p>Koalas do not drink water.</p> <p>There is water in the leaves koalas eat.</p> <p>They get food and water at the same time.</p>		
9	<p>This is a baby koala.</p> <p>A young koala is called a joey, just like a baby kangaroo.</p> <p>When a joey is born, it has no hair.</p>		
Subtotal			

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Page	Text	E	SC
10	<p>A koala joey is very small.</p> <p>The little koala stays in its mother’s special pouch.</p>		
11	<p>In the pouch, the baby koala drinks its mother’s milk.</p>		
12	<p>This joey is seven months old.</p> <p>It is as long as a loaf of bread.</p>		
13	<p>The joey travels on its mother’s back.</p> <p>It uses its thumbs to hold on.</p>		
14	<p>Koalas “talk” to each other.</p> <p>Mothers and babies</p>		
Subtotal			

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Page	Text	E	SC
14 <i>cont.</i>	<p>make soft sounds.</p> <p>Koalas make loud sounds</p> <p>when they are far away.</p>		
15	<p>Koalas have a problem today.</p> <p>Some people are cutting down</p> <p>trees to make more room</p> <p>for houses.</p>		
16	<p>Many people want</p> <p>to save these trees</p> <p>because koalas need</p> <p>a safe place to call home.</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 Koalas come from Australia and live in tall gum trees. They have sharp claws, thick fur and big noses. They sleep during the day and wake up to eat gum leaves at night. They get their water from the leaves. Koalas take care of their babies. The baby, called a joey, stays in its mother's pouch and drinks her milk. Koalas have a problem because people are cutting down the trees they need for food and for their homes. <i>Note any additional understandings:</i>	Tell the important information in the book. Is there anything else?	0 1 2 3

Continued on next page

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Key Understandings	Prompts	Score
<p>Beyond and About the Text</p> <p>Koalas have sharp claws for climbing gum trees and large noses to help them find food. Their bodies are built in ways that help them survive.</p> <p>The mother koala keeps the baby safe and helps it to grow. A joey stays in its mother’s pouch where it is safe and warm. In the pouch it drinks its mother’s milk. As the joey gets older, it travels on its mother’s back.</p> <p>People need to understand the problems humans are creating for koalas so they will do something to save them. People are cutting down gum trees to make room for more houses. The koalas need the gum trees for food and to live in.</p> <p>Sample response: I want to do things to help save the koalas. It’s important to protect animals and their homes.</p> <p>The writer tells you that koalas need trees to eat the leaves and to have safe homes. If you cut down the trees, koalas will not have homes or food.</p> <p><i>Note any additional understandings:</i></p>	<p>Talk about how a koala’s body helps it find food.</p> <p>What might happen if a baby koala is separated from its mother? Why is the mother important?</p> <p>Why is it important to notice and understand the problem at the end of the book?</p> <p>Tell how this book makes you think about animals.</p> <p>How does the writer show how important trees are? Can you give an example?</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 what koalas look like and how their special body parts help them to survive. 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/>