

Our New Neighbours • Level J • Fiction

Student _____

Year _____ Date _____


Teacher _____

School _____

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

Introduction: Ben’s family and the other families on the street got a note from their new neighbours. In the note their new neighbours invited them to see their surprise horses. Read to find out what kind of horses they were.

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


Page	 Start Time ____ min. ____ sec.	Our New Neighbours Level J, RW: 227, E: 24	E	SC
2		On Saturday morning, Ben saw an envelope on the front steps. “Mum, Dad, Polly!” he called. “Look what I found!”		
3		Dad read the note that was inside. Hello Neighbours, We just moved into the big house on the corner. Please come to a party next Saturday at 10 o’clock. We want to meet you <u>and</u> we want you to meet our horses. Max and Flo		
Subtotal				

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Page	Text	E	SC
4	<p>"Horses?" Everyone looked at one another.</p> <p>"Horses on our street?" asked Dad.</p>		
5	<p>"I hope they're ponies," said Ben.</p> <p>"When we have birthday parties, we can have pony rides."</p> <p>"I hope they're big white horses," said Polly. "Maybe they'll give us a ride."</p>		
6	<p>"Well," said Mum, "that house on the corner is just right for horses. It has a big yard. And there's that red barn out the back."</p>		
7	<p>"Look," said Ben. "The neighbours are reading a note, too!"</p> <p>Mum and Dad called across the street.</p>		
Subtotal			


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Page	Text	E	SC
7 <i>cont.</i>	<p>"Did you get the note about the horses?" Dad asked.</p>		
8	<p>"What do you think it's all about?"</p> <p>Mum asked the neighbour.</p> <p>"I don't know," he said. "The barn is big enough for horses, but I haven't seen any."</p>		
9	<p>Another neighbour popped her head over the fence. "I can tell you something else," she said. "Every day when I pass that house, I hear loud noises, like someone is hammering."</p> <p>All the neighbours were excited about the mystery.</p>		
		Subtotal	
 End Time ____ min. ____ sec. Total			


Have the student finish reading the book silently.

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 Accuracy Rate	Errors	24 or more	22-23	20-21	18-19	15-17	13-14	11-12	8-10	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.

 Reading Rate <i>(Optional)</i>	End Time ___ min. ___ sec. Start Time ___ min. ___ sec. Total Time ___ min. ___ sec. Total Seconds _____ $(RW \times 60) \div \text{Total Seconds} = \text{Words Per Minute (WPM)}$ $13620 \div \underline{\hspace{2cm}} = \underline{\hspace{2cm}} \text{ WPM}$
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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>New neighbours move into the big house on the corner and send their neighbours a note inviting them to see their horses.</p> <p>Everyone is wondering what kind of horses the new neighbours have. One neighbour hears loud noises like hammering coming from the house.</p> <p>On Saturday everyone discovers that the horses are part of a merry-go-round.</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>Beyond and About the Text</p> <p>The neighbours want the merry-go-round to be a surprise.</p> <p>The neighbours are talking to each other and guessing what kind of horses their new neighbours might have. One neighbour says she hears hammering noises coming from the house.</p> <p>The clues include hammering noises, music playing and horses going up and down and around and around.</p> <p>Sample response: I went to my cousin’s and he told me some things we would do and my mum told me what we would see. (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>Why do the new neighbours write a note to everyone without telling them about the merry-go-round?</p> <p>How can you tell the neighbours are curious about the horses?</p> <p>What clues does the writer give to help you guess what kind of horses are in the barn?</p> <p>Have you ever been invited to go somewhere new and you used clues like the ones in the book? Tell how your experience was like what happens in the book.</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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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 the story ends. Is it a good ending? Why?

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/>