

Edwin's Haircut • Level K • Fiction

Student _____

Year _____ Date _____


Teacher _____

School _____

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

Introduction: Edwin's hair was so long that he looked like his dog Ruff. His mum and dad gave him a haircut and it was so bad he had to wear a wig hat. Read to find out what happened.

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


Page	 Start Time ____ min. ____ sec.	Edwin's Haircut Level K, RW: 234, E: 25	E	SC
2		"Good morning, Edwin," Dad said. He was talking to Edwin's dog, Ruff. Then he turned to Edwin. "Good morning, Ruff," he said to his shaggy son.		
3		He could tell that his dad was only joking, but Edwin did not laugh or smile. Instead, he pushed his hair off his face and said, "I'm not Ruff. I'm EDWIN! See? Ruff is the one with the tail." "Why, I think you are right," answered Dad. "I don't know how I could have mixed you up with Ruff." "I know how," exclaimed Mum. "It's time for a haircut!"		
Subtotal				

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Page	Text	E	SC
4	<p>Mum put some newspapers on the floor and sat Edwin in a chair. Then she was ready to cut Edwin's hair.</p>		
5	<p>Snip! Mum took a little off the top.</p> <p>Snip! She took some off the back.</p> <p>Then she cut a lot off the sides.</p> <p>"It doesn't look right," said Dad. "One side is too long. Let me try."</p> <p>Snip! went Dad.</p>		
6	<p>"Now the other side is too long," Mum complained. "Let's see if I can fix it."</p> <p>Snip! Snip!</p> <p>"It's still not right," said Dad. "Let me take a bit more off this side."</p>		
7	<p>Edwin's mum and dad took turns snipping and trimming, but the more they snipped, the worse things got. Edwin's hair got more and more crooked.</p>		
Subtotal			

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Page	Text	E	SC
7 <i>cont.</i>	<p>"We'd better stop," said Mum.</p> <p>Dad agreed. "If we don't, he's not going to have any hair left!" he said.</p>		
Subtotal			
 End Time ____ min. ____ sec.		Total	


Have the student finish reading the book silently.

Accuracy Rate	Errors	25 or more	23-24	20-22	18-19	16-17	13-15	11-12	9-10	6-8	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	<p>Fluency Scoring Key</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
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 <p>Reading Rate <i>(Optional)</i></p>	<p>End Time ___ min. ___ sec.</p> <p>Start Time ___ min. ___ sec.</p> <p>Total Time ___ min. ___ sec.</p> <p>Total Seconds _____</p> <p>$(RW \times 60) \div \text{Total Seconds} = \text{Words Per Minute (WPM)}$</p> <p>14 040 \div _____ = _____ WPM</p>
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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**.

Key Understandings	Prompts	Score
<p>Within the Text</p> <p>Edwin's hair is long and shaggy. Edwin needs a haircut. His mum and dad give him a haircut. They do a bad job and Edwin's hair looks awful.</p> <p>Edwin wears a wig hat everywhere while his hair grows out.</p> <p>His hair finally grows back, but this time he will have a barber give him a haircut instead of his parents.</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>

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Key Understandings	Prompts	Score
<p>Beyond and About the Text</p> <p>Edwin hates his haircut because it looks awful. It looks so bad that he is embarrassed to go to school. His face looks shocked in the picture.</p> <p>Edwin doesn't care if other kids tease him about his wig hat. He just goes on and does everything he always did. He stands up for himself in the end when he says he will pick out the barber.</p> <p>The beginning and ending of the story are alike because Edwin needs a haircut, but in the end he changes his mind about who should cut his hair.</p> <p>Edwin looks shocked at his haircut. Dad's thoughts in the balloon tell us Edwin doesn't realise that his hair is even worse in the back.</p> <p>Sample response: I didn't want to wear my brother's shirt so I just turned it inside out. That's different from Edwin's problem because he just wore the hat and let people tease him. (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>How do you think Edwin feels when he first looks at himself with his new haircut? How do you know?</p> <p>What kind of kid is Edwin? What is he like? What makes you think that?</p> <p>How are the beginning and ending parts of the story alike? How are they different?</p> <p>Look at the picture on page 8. How do the author and the illustrator make this book funny?</p> <p>Tell about a problem you've had like Edwin's.</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 **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 you think will happen the next time Edwin has a haircut. 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/>