

Our Teacher Mr Brown • Level D • Non-fiction

Student	Year	Date	
Teacher	School		
Place the book in front of the student. Read the title and introduction. ntroduction: Carl has a teacher named Mr Brown. Carl tells all the things he and the other children in his class like to do with their teacher, Mr Brown.	Summary of Scores: Accuracy Self-correction Fluency	Comprehension Writing About Reading	

Sources of Information Used

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rage	Text Our	Teacher Mr Brown Level D, RW: 125, E: 14		36	М	S	٧	М	S	٧
2	My name is Carl.									
	I go to school.									
	go to school.									
	I like school.									
	This is my teacher.									
	Tills is my teacher.									
	My teacher's name is									
	Mr Brown.									
	MI Brown.									
										-
4	Mr Brown reads books									
-										
	to us.									
	We like the books.									
6	Mr Brown helps us									
	write stories.									
	We like to write stories									
	at school.									
		Subtotal								
		Sastotai								1

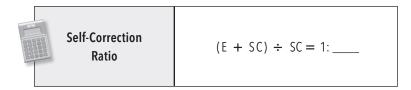
Sources of Information Used

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Page	Text	_	SC		E			SC				
raye	iext	E	30	М	S	٧	М	S	٧			
6	We like to read the stories											
cont.												
	to him.											
8	Mr Brown helps us											
	read books.											
	We like to read the books											
	to him.											
10	We like to paint pictures											
	at school.											
	We like to draw pictures											
	at school, too.											
	Mr Brown helps us.											
12	Mr Brown plays games											
	with us.											
	We like to play											
	with a ball.											
	Subtotal											

Sources of Information Used

Page	Toyt	Ε	sc		E			SC	
raye	Text		30	M	S	٧	M	S	٧
14	We like our school. We like to read books.								
15	We like to write stories. We like to play with a ball.								
16	We like our teacher, Mr Brown!								
	Subtotal								
	Total								

20000 20000	Accuracy	Errors	14 or more	13	12	10	9	7-8	6	5	4	2-3	1	0
	Rate	%	Below 90%	90%	91%	92%	93%	94%	95%	96%	97%	98%	99%	100%



Fluency Score	0	Z 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.

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						
Within the Text								
Carl likes to read books, write stories, listen to stories, paint pictures and play with a ball with Mr Brown.	Tell all the things Carl likes to do with Mr Brown.	0	1	2	3			
Note any additional understandings:	Is there anything else?							
Beyond and About the Text								
Carl likes school because he likes to do all the things that happen there.	Why do you think Carl likes school?	0	1	2	3			
Mr Brown is a good teacher. He helps the children learn many things and have fun at school.	What do you think Mr Brown is like as a teacher? What makes you think that?							
The kids like school. They are having fun and smiling in the pictures. They are paying attention to Mr Brown when he is teaching.	What do the pictures tell you about the students and how they feel about school? Show me an example.							
Sample response: My teacher is like Mr Brown because she helps us. We do lots of different, fun things in my class (names some). (Accept logical responses that make a connection between the student's personal experiences and the content.)	Tell how what happens in this book is like what you do at school. Is your teacher like Mr Brown? How?							
Note any additional understandings:								

Guide to Total Score, Levels A-K

- **5-6** Proficient
- 4 Approaching Proficiency
- 3 Limited Proficiency
- 0-2 Not Proficient

Total	Score:	/6
Total	Score:	/6

Part Three: Writing About Reading (optional)

Read the writing/drawing prompt on the next page 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.

Recording Form Part Three: Writing About Reading (optional)

Our Teacher Mr Brown • Level D		
Student	Date	

Write about some of the things the children do in Mr Brown's class. You can draw a picture to go with your writing.