

Walal Barpuru Bathan Maypal Gurthalil

Yäku: _____

Walu: ___/___/___

Teacher: _____

Text: Seen / Unseen

Yolŋu walal barpuru marrtji raŋilil maypalwu.	/6
Marrtji walal barpuru, bala walal barpuru nhina raŋiŋur.	/8
Buma walal barpuru gurtha, bala walal barpuru marrtji maypallil.	/9
Buma walal marrtji barpuru maypal dharrwa. Bala walal barpuru maypal gäma raŋilil.	/12
Djäma walal barpuru gurtha, bala walal barpuru bathan maypal gurthalil.	/10
Galkun walal barpuru maypalwu, bala walal barpuru nyaŋ'thun.	/8
Bala walal barpuru marrtji wäŋalil.	/5
Total	_____ % /58

Comprehension Questions
1. Nhaku walal marrtjin wakir'yunalil? _____
2. Wanhal walal ga bathan maypal? _____
3. Yol walal, nhä nhe ga guyaŋa? _____
4. Nhä nhe ga bathan gurthaŋur wäŋaŋur? _____
5. Nhä mayali' nyaŋ'thun? _____

✓	Dhunupa lakaraŋ <i>correct</i>	tick every correct word	✓ ✓	dhuwal waŋu
wungan waŋu	Yaka dhunupa lakaraŋ <i>substitution</i>	write the substituted word above the text	✓ wungan	dhuwal waŋu
waŋu	Witjarr'yurr dhäruk <i>word left out</i>	cross out the word or part of word left out	✓	dhuwal waŋu
^	Nhanukuŋ dhäruk <i>insertion</i>	write the extra word and put an arrow	✓ yindipuy ✓	dhuwal^ waŋu
	Birra'yun ŋayi <i>attempt</i>	write in each attempt above the word	✓ w-aaa	dhuwal waŋu
R	Bulu ŋayi lakaraŋ <i>repetition</i>	write R above the repeated word/s	✓R ✓R	dhuwal waŋu
T	Marŋgikunhamirriy gunga'yurr <i>teacher helped / told word</i>	write T beside the word teacher told / helped with	✓ T	dhuwal waŋu
✓SC	Ŋayipi dhunupakuŋal <i>self-correction</i>	write ✓SC after the self- corrected word	✓ wungan/SC ✓	dhuwal waŋu

Comments

Beginning to read	Developing	More Competent
Reading behaviours:		
<input type="checkbox"/> shy or worried	<input type="checkbox"/> happy to try	<input type="checkbox"/> confident
<input type="checkbox"/> held book up the right way and turned pages from front to back <input type="checkbox"/> follow print with finger from left to right and top to bottom <input type="checkbox"/> talked about the pictures	<input type="checkbox"/> pointed and read word by word (1:1 correspondence) <input type="checkbox"/> read slowly <input type="checkbox"/> re-read to get fluency <input type="checkbox"/> tried to use expression <input type="checkbox"/> tried to use punctuation	<input type="checkbox"/> read fluently (like speaking) <input type="checkbox"/> read with expression <input type="checkbox"/> used punctuation to read with expression
When this reader came to new words they mostly:		
<input type="checkbox"/> stopped and waited for teacher help <input type="checkbox"/> used picture cue	<input type="checkbox"/> used first letter or syllable to guess <input type="checkbox"/> sounded the whole word out <input type="checkbox"/> segmented e.g. buku/ηur	<input type="checkbox"/> used syllables to sound word out <input type="checkbox"/> missed the word but read on <input type="checkbox"/> questioned themselves about the sound letters make or the word they think it is
Comprehension:		
<input type="checkbox"/> used the pictures to work out meaning	<input type="checkbox"/> used pictures to help understand <input type="checkbox"/> re-read when lost meaning <input type="checkbox"/> self-corrected	<input type="checkbox"/> paused, re-read, read on or slowed down to clarify meaning <input type="checkbox"/> self-corrected easily
<input type="checkbox"/> answers questions orally <input type="checkbox"/> shows some comprehension of the story through their answers to questions	<input type="checkbox"/> reads and writes answer to written questions, with support <input type="checkbox"/> shows comprehension of the story through their answers to questions	<input type="checkbox"/> reads and writes answers to written questions, independently <input type="checkbox"/> shows good comprehension of the story through detailed answers to questions

Comprehension Questions (Teacher reference only)

Q	What it assesses	English translation	Possible answer
1	Find the main point in the text	What did they go hunting for?	maypalwu (maypal)
2	Find a fact (when, why, or how something happened as stated in the text)	Where did they cook the maypal?	gurthalil (on the fire)
3	Infer, deduce or conclude information from facts and explain reasoning	Who are they? What do you think?	mak yapa, nāṅṅi, bāpa... (maybe sister, mum, dad)
4	Connect the story to personal experience or broader learning on topic	What do you cook on the fire at home?	ṅarirri', ṅatha, weṭi'... (fish, food, wallaby, etc.)
5	Understand new words	What does <i>nyañ'thun</i> mean?	ḷuka (to eat)