

Yothu Rirrikthurr

Yäku: _____

Walu: ___/___/___

Teacher: _____

Text: Seen / Unseen

Yothuy ñäthin ñänḍiny ga bäpany, rirrikthurr ñayi buthuru ga rathalay.	/10
Bala ñayi ñänḍi'mirriḅuny marrtjin ranilila manhdhapiḍiwnha.	/6
Ñayiny yothuny ga bäpa'mirriḅuny marrtjin ḷarruḅal baḍarrwu man'tjarrwu.	/8
Yurr dhukarrdja maḅḍa märraḅal wäkwakmirrilil. Ga ñayiny yothuydja nhäḅal	/9
man'tjarrnha bala waḅanan bitjarr, “Bäpa, nhä dhuwandja man'tjarr?”.	/8
Ga ñayi bäpa'mirriḅuydja lakaraḅal bitjarr, “Burukpili dhuwandja man'tjarr, ḅalparr'wu”.	/9
Total	_____ % /50

Comprehension Questions <i>(Mark running record above up to page 11, however read the entire book for Qs)</i>
<ol style="list-style-type: none"> 1. Nhaku walal ḷarruḅal manhdhapiḍiw ga baḍarrwu? _____ 2. Wanhal maḅḍa baḍarrdja man'tjarr maḅḅ'maram wäḅaḅur? _____ 3. Nhaliy ñänḍi'mirriḅuny roḅiyin ranḅurdja? _____ Nhaltjan nhe ga guyaḅa? _____ 4. Nhaltjan nhe ḅuli bäki gurtha nhokal gurruḅumirriwal wäḅaḅurdja? _____ 5. Nhä mayali' rathala? _____ djurryurr'? _____ dhaḅalkkuḅal? _____

✓	Dhunupa lakaraḅ <i>correct</i>	tick every correct word	✓	✓
wungan watu	Yaka dhunupa lakaraḅ <i>substitution</i>	write the substituted word above the text	✓	wungan watu
watu	Witjarr'yurr dhäruk <i>word left out</i>	cross out the word or part of word left out	✓	dhuwal watu
^	Nhanukuḅ dhäruk <i>insertion</i>	write the extra word and put an arrow	✓	yindipuy ✓ dhuwal^ watu
	Birrka'yun ñayi <i>attempt</i>	write in each attempt above the word	✓	w-aaa dhuwal watu
R	Bulu ñayi lakaraḅ <i>repetition</i>	write R above the repeated word/s	✓	R ✓R dhuwal watu
T	Marḅgikunhamirriy guḅga'yurr <i>teacher helped / told</i>	write T beside the word teacher told / helped with	✓	T dhuwal watu
✓SC	Ñayipi dhunupakuḅal <i>self-correction</i>	write ✓SC after the self- corrected word	✓	wungan/SC✓ dhuwal watu

Comments

Beginning to read	Developing	More Competent
Reading behaviours:		
<input type="checkbox"/> shy or worried <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"/> happy to try <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"/> confident <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/ɲur	<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"/> answered questions orally <input type="checkbox"/> showed some comprehension of the story through their answers to questions	<input type="checkbox"/> read and wrote answers to questions with support <input type="checkbox"/> showed comprehension of the story through answers	<input type="checkbox"/> read and wrote answers to questions independently <input type="checkbox"/> showed good comprehension of the story through detailed answers

Comprehension Questions (Teacher reference only)

Q	What it assesses	English translation	Possible answer
1	Find the main point in the text	Why did they look for sea slugs and paperbark?	Yothu rirrikthurr buthuru ga rathalay (Child was sick with ear and headache)
2	Find a fact (when, why, or how something happened as stated in the text)	Where did they find the paperbark leaves?	Ḍiltjinur, yurr djurrrurr' gapu (in the bush, at the freshwater stream)
3	Infer, deduce or conclude information from facts and explain reasoning	How did mum get home from the beach? Why do you think that?	Mak lukuy, bili wāṇa galki raṇjinur (probably by foot, because the house is close to the beach)
4	Connect the story to personal experience or broader learning on topic	How do you usually use fire with your family at home?	Bathanaraw, lithanaraw... (for cooking, keeping warm etc)
5	Understand new words	What do <i>rathala</i> , <i>djurrrurr'</i> and <i>dhanalkkuṇal</i> mean?	Muḷkurr rirrikthun; gapu ga waṇḍirr; gurtha djāma (headache, running water, preparing big fire)