[Insert Text Name]

# Yäku: \_\_\_\_\_\_\_\_\_\_\_\_\_ Walu: \_\_\_/\_\_\_/\_\_\_ Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_ Text: Seen / Unseen

|  |  |  |
| --- | --- | --- |
| Insert text (use double spacing) | | /  /  /  /  /  / |
| Total | \_\_\_\_\_\_\_ % | / |

|  |
| --- |
| **Comprehension Questions** |
| 1. Find the main point in the text 2. Find a fact (when, why, or how something happened as stated in the text) 3. Infer, deduce or conclude information from facts and explain reasoning 4. Connect the story to personal experience or broader learning on topic 5. Understand new words |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ✓ | Dhunupa lakaraŋ  correct | tick every correct word | ✓ ✓  dhuwal waṯu |  | **Comments** |
| wuŋgan  ~~waṯu~~ | Yaka dhunupa lakaraŋ substitution | write the substituted word above the text | ✓ wuŋgan  dhuwal ~~waṯu~~ |  |  |
| ~~waṯu~~ | Witjarr'yurr dhäruk  word left out | cross out the word or part of word left out | ✓  dhuwal ~~waṯu~~ |  |
| ^ | Nhanukuŋ dhäruk muḻkurrpuy insertion | write the extra word and put an arrow | ✓ yindipuy ✓  dhuwal^ waṯu |  |
|  | Birrka'yun ŋayi  attempt | write in each attempt above the word | ✓ w-aaa  dhuwal waṯu |  |
| R | Bulu ŋayi lakaraŋ  repetition | write R above the repeated word/s | ✓R ✓R  dhuwal waṯu |  |
| T | Marŋgikunhamirriy guŋga'yurr teacher helped / told word | write T beside the word teacher told / helped with | ✓ T  dhuwal waṯu |  |
| ✓SC | Ŋayipi dhunupakuŋal  self-correction | write ✓SC after the self-corrected word | ✓ wuŋgan/SC✓  dhuwal waṯu |  |

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| --- | --- | --- |
| Beginning to read | **Developing** | **More Competent** |
| **Reading behaviours:** | | |
| shy or worried  held book up the right way and turned pages from front to back  follow print with finger from left to right and top to bottom  talked about the pictures | happy to try  pointed and read word by word (1:1 correspondence)  read slowly  re-read to get fluency  tried to use expression  tried to use punctuation | confident  read fluently (like speaking)  read with expression  used punctuation to read with expression |
| **When this reader came to new words they mostly:** | | |
| stopped and waited for teacher help  used picture cue | used first letter or syllable to guess  sounded the whole word out  segmented e.g. buku/ŋur | used syllables to sound word out  missed the word but read on  questioned themselves about the sound letters make or the word they think it is |
| **Comprehension:** | | |
| used the pictures to work out meaning | used pictures to help understand  re-read when lost meaning  self-corrected | paused, re-read, read on or slowed down to clarify meaning  self-corrected easily |
| answered questions orally  showed some comprehension of the story through their answers to questions | read and wrote answers to questions with support  showed comprehension of the story through answers | read and wrote answers to questions independently  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 |  |  |
| 2 | Find a fact (when, why, or how something happened as stated in the text) |  |  |
| 3 | Infer, deduce or conclude information from facts and explain reasoning |  |  |
| 4 | Connect the story to personal experience or broader learning on topic |  |  |
| 5 | Understand new words |  |  |

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