[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 dhärukword 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 ŋayiattempt | write in each attempt above the word |  ✓ w-aaadhuwal waṯu |  |
| R | Bulu ŋayi lakaraŋrepetition | 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 dhunupakuŋalself-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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