

Loju

Yäku: _____

Walu: ___/___/___

Teacher: _____

Text: Seen / Unseen

| | |
|--|-----|
| Wiripuny, yolju walal gan nhina-nhinan wänanur. | /6 |
| Ga wiripuny walal yolju'-yulju marrtjin bala djatthunaraw wiyi'-wiyingu dharpa mala. | /10 |
| Ga gulkthurrnydja walal dharpany gon-wangany ga wangany bäythinyawuy. | /8 |
| Ga bulu walal djatthurr lurkun' wiyi'-wiyin dharpa mälakmaranharaw. | /8 |

| | | |
|-------------------|------------------------------|-----|
| Time taken: _____ | Total correct words: _____ % | /32 |
|-------------------|------------------------------|-----|

Running record for page 1-3 only. Total word count: **70**. Total pages: **6**.
 Student read ___ pages independently.

Comprehension Questions *Student has independently read the whole story / heard the story been read to them.*

- Nhä walal gan djäma? _____
 - Nhämunha' dharpany walal gan gulkthurr? _____
 - Nhaku walal ga djäma loju? Nhä nhe ga guyaña? _____
 - Yolthu djäma nhuju wänja? _____
 - Nhä mayali' mälakmaranharaw? _____
- Nhä mayali' dhathar'yurra? _____
- Nhä mayali' näku? _____

| | | | |
|------------------------|---|---|--------------------------------------|
| ✓ | Dhunupa lakaram correct | tick every correct word | ✓ ✓ dhuwal wa <u>tu</u> |
| wungan wa <u>tu</u> | Yaka dhunupa lakaram substitution | write the substituted word above the text | ✓ wungan dhuwal wa <u>tu</u> |
| wa <u>tu</u> | Witjarr'yurr dhäruk word left out | cross out the word or part of word left out | ✓ dhuwal wa <u>tu</u> |
| ^ | Nhanukun dhäruk mulkurrruy insertion | write the extra word and put an arrow | ✓ yindipuy ✓ dhuwal^ wa <u>tu</u> |
| | Birrkayun naji attempt | write in each attempt above the word | ✓ w-aaa dhuwal wa <u>tu</u> |
| R | Bulu naji lakaram repetition | write R above the repeated word/s | ✓R ✓R dhuwal wa <u>tu</u> |
| T | Marngikunhamirriy gunga'yurr teacher helped / told word | write T beside the word teacher told / helped with | ✓ T dhuwal wa <u>tu</u> |
| ✓SC | Najipi dhunupakunjal self-correction | write ✓SC after the self- corrected word | ✓ wungan/SC✓ dhuwal wa <u>tu</u> |

| 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/ŋur | <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 | What are they making? | Lo <u>lu</u> (shelter) |
| 2 | Find a fact (when, why, or how something happened as stated in the text) | How many poles did they cut? | Goŋ-waŋgany ga waŋgany bāythin yawuy (six) |
| 3 | Infer, deduce or conclude information from facts and explain reasoning | Why did they build the shelter? What do you think? | Mak nhinanharaw, bāpurruw, bu!yunaraw djamarrku!iw', ŋorranharaw (maybe to sit in, for ceremony, to play in, or to sleep in) |
| 4 | Connect the story to personal experience or broader learning on topic | Why built your house? | Individual student answers |
| 5 | Understand new words | What do <i>mälakmaranharaw</i> , <i>dhathar'yurra</i> and <i>ŋäku</i> mean? | to place crossways; to move; bark from gaḍayka tree (student may describe words in YM) |