

Maṅgatharra Mala gan Njirrimbuṅal

Yäku: _____

Walu: ___/___/___

Teacher: _____

Text: Seen / Unseen

Wanḡanymirriy waluy, baman', watay luṅgurrmay, Maṅgatharra mala gan goyurr ṅoy-ṅupar	/10
mitjiyaṅdhu Takarrinalil.	/2
Yolṅu mala gan dhärran raṅṅur bili walal gan nhäṅal mitjiyaṅ räli gan waṅḡin.	/13
Waṅan walal, "Yol ṅunha?"	/4
Bala Maṅgatharray gurrupar rrupiya, ṅarali', galiku', berratha ga luṅiny Yolṅuw mala.	/11

Time taken: _____	Total correct words: _____ %	/39
-------------------	------------------------------	-----

Running record for page 1-5 only. Total word count: 73. Total pages of text: 7.
 Student read ___ pages independently.

Comprehension Questions *circle: Student independently read the whole story / heard the story read to them.*

1. Nhaku Maṅgatharra mala njirrimbuṅal räli? _____
 2. Nhä walal gurrupar yolṅu'-yulṅuny? _____
 3. Wanḡaṅuwuy walal Maṅgatharrany mala wäṅawuy? _____
 4. Nhä nhuma ṅuli ga wäṅaṅurnydja buku-djuḷkmaranhamirr? _____
 5. Nhä *mitjiyaṅdja* yäku wiripuny? _____
- Nhä dhuwal *luṅinydja*? _____
- Nhäthinya *dharripa*? _____

Comments			
✓	Dhunupa lakaram <i>correct</i>	tick every correct word	✓ ✓ dhuwal waṅu
wunḡan waṅu	Yaka dhunupa lakaram <i>substitution</i>	write the substituted word above the text	✓ wunḡan dhuwal waṅu
waṅu	Witjarr'yurr dhäruk <i>word left out</i>	cross out the word or part of word left out	✓ dhuwal waṅu
^	Nhanukuṅ dhäruk mulḡurrpuy <i>insertion</i>	write the extra word and an arrow	✓ yindipuy ✓ dhuwal^ waṅu
	Birra'yun ṅayi <i>attempt</i>	write each attempt above the word	✓ w-aaa dhuwal waṅu
R	Bulu ṅayi lakaram <i>repetition</i>	write R above the repeated words	✓R ✓R dhuwal waṅu
T	Maṅgikunhamirriy ḡunḡa'yurr <i>teacher helped / told</i>	write T beside the word teacher told / helped with	✓ T dhuwal waṅu
✓SC	ṅayiḡi dhunupaḡal <i>self-correction</i>	write ✓SC after the self-corrected word	✓ wunḡan/SC✓ dhuwal waṅu

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/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"/> 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 the Macassans come here?	dharripaw (for sea cucumbers)
2	Find a fact (when, why, or how something happened as stated in the text)	What did they give to Yolŋu?	rrupiya, ηarali', galiku', berratha ga luŋiny (money, tobacco, calico, rice and smoking pipes)
3	Infer, deduce or conclude information from facts and explain reasoning	Where did the Macassans come from?	gapu buḍap / Indonesia-puy / luŋgurrmaŋur galiŋur (overseas, from Indonesia / from the North)
4	Connect the story to personal experience or broader learning on topic	What do you usually share and trade at home?	Individual student answers eg: ηatha, rrupiya, dhāwu (food, money, stories)
5	Understand new words	Describe <i>mitjiyanj</i> , <i>luŋiny</i> and <i>dharripa</i>	boat; smoking pipe, sea cucumber (student may describe in YM)