

Wurrpaṅ' Wo'yunmin

Yäku: _____

Walu: ___/___/___

Ditja: _____

Nhänhapuy djorra' / Bãyṅu djorra' nhänhapuy

Name

Date

Teacher

Text: Seen / Unseen

Wanganymirriy waluy dhiyal wãṅaṅur Galiwin'ku. Nãṅḍi'mirriṅu gan nhinan wãṅaṅur	/9
yurr ṅayi gan ṅunhi ṅãthin yolṅuny ga yaka marṅgi nhã ṅayi dhu djãma.	/13
"Ye wãṅany dhuwal dhukunmirra!", bitjarr ṅayi waṅan. Yurr ṅayi gan baḍak ṅunhi	/12
ṅãthin ga ḍawa'-ḍawayurr nhanṅu muḷkurrnydja.	/5
ṅunhi walal marrtjin ga nhãṅal ṅunhi dhukun mala, ga mel-djaw'yunmin walal. Yakan	/12
walal gan djãlthin djãmaw! Ga yuwalktja walal gan ṅunhi djãlthin wakalwu buḷ'yunaraw	/12
bala walal waṅḍinan. Ga ṅãṅḍi'mirriṅuydja marrtjin nhãṅala djamarrkuḷiny'	/8
gungga'yunamiriwnha mala, bala ṅãṅḍi'mirriṅuny goramirriyinany.	/5

Time taken: _____ Total correct words: _____ % /76

Running record shows up to page 6 only (76 words). Total word count: 318.

Student read ____ pages independently. Total pages of text: 11.

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

1. Nhaltjan walal wurrpaṅ' mala gan djãma? _____
2. Nhaku djamarrkuḷi' gan djãlthin? _____
3. Nhã nhe ga guyaṅa, nhaliy ṅayi wurrpaṅ' mala gan ḍubukthun dhukundja? _____
4. Wanhawal nhe dhu djuḍupmaram nhunuwuy nhe dhukun? _____
5. Nhã mayali dhukundja? _____

✓	Dhunupa lakaram correct	tick every correct word	✓ ✓ dhuwal waṅu
wungan waṅu	Yaka dhunupa lakaram substitution	write the substituted word above the text	✓ wungan dhuwal waṅu
waṅu	Witjarr'yurr dhãruk word left out	cross out the word or part of word left out	✓ dhuwal waṅu
^	Nhanukuṅ dhãruk muḷkurrpuy insertion	write the extra word and an arrow	✓ yindipuy ✓ dhuwal^ waṅu
	Birrkã'yun ṅayi attempt	write each attempt above the word	✓ w-aaa dhuwal waṅu
R	Bulu ṅayi lakaram repetition	write R above the repeated words	✓R ✓R dhuwal waṅu
T	Marṅgikunhamirriy gungga'yurr teacher helped / told word	write T beside the word teacher told / helped with	✓ T dhuwal waṅu
✓SC	Nayipi dhunupakuṅal self-correction	write ✓SC after the self-corrected word	✓ wungan/SC ✓ dhuwal waṅu

Comments

Beginning to read	Developing	More Competent
Reading behaviours:		
<input type="checkbox"/> shy or worried	<input type="checkbox"/> happy to try	<input type="checkbox"/> confident

<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"/> 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"/> 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	What did the emus do?	Walal djudupmaranjal dhukundja dhukunpuyili (they put the rubbish into the bin)
2	Find a fact (when, why, or how something happened as stated in the text)	What did the children want to do?	Djalthin djamaraku! wakalwa bu'yunaraw (they wanted to play games)
3	Infer, deduce or conclude information from facts and explain reasoning	How do you think the emu's picked up the rubbish?	Dhurwaray (with their beaks)
4	Connect the story to personal experience or broader learning on topic	Where do you put your rubbish?	EG: dhukunpuyili banikinili (in the rubbish bin)
5	Understand new words	What does <i>dhukun</i> mean?	Rubbish, waste (Student could describe using YM)