

Guṇḁa

Yäku: _____

Walu: ___/___/___

Ditja: _____

Nhänhapuy djorra' / Bäjny djorra' nhänhapuy

Name

Date

Teacher

Text: Seen / Unseen

Baman'tja yolṅu'-yulṅu gan nhinan ranṅur, ṅathi, ṅama', mälu, wulman märi'mu ga	/11
djamarrkuḷi'. Maṅḁany mäḷuny ga ṅathiny marrtjin ṅakuy miyapunuw runu'lil.	/9
Ga ṅamany' waṅan, "Way, Wulman! Galki roṅiyirra dhu ṅathiny ga mäḷuny	/11
miyapununṅurnydja. Wanha yikiny?"	/3
"Galkurr ṅarra märram warraw'ṅur," bitjarr wulman waṅan. Marrtjin ḷarruṅal ṅayi ga bäjny.	/12
Bala walal dhu djamarrkuḷiny' waṅan, "ṅama'! Bäjnyun yikiny, nhaltjana limurr dhu?"	/11

Time taken: _____	Total correct words: _____ %	/57
-------------------	------------------------------	-----

Running record up to page __ only. Total word count: 99. Total pages of text: __
Student read ___ pages independently.

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

- Nhä wulman gan ṅäthildja bäki mitthunaraw? _____
- Nhaliy maṅḁa mäḷuny ga ṅathiny marrtjin runu'lil? _____
- Nhä nhe ga guyaṅa, wanha walal maḷṅ'maraṅal guṅḁa yikiw? _____
- Nhä wiripu nhe ṅuli ga djäma guṅḁay? _____
- Nhäthinya dakul. _____

✓	Dhunupa lakaram correct	tick every correct word	✓ ✓ dhuwal waṅu
wuṅgan waṅu	Yaka dhunupa lakaram substitution	write the substituted word above the text	✓ wuṅgan dhuwal waṅu
waṅu	Witjarr'yurr dhäruk word left out	cross out the word or part of word left out	✓ dhuwal waṅu
^	Nhanukuṅ dhäruk mulkurppuy insertion	write the extra word and an arrow	✓ yindipuy ✓ dhuwal^ waṅu
	Birrka'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	Marrgikunhamirriy gunga'yurr teacher helped / told word	write T beside the word teacher told / helped with	✓ T dhuwal waṅu
✓SC	ṅayipi dhunupakuṅal self-correction	write ✓SC after the self-corrected word	✓ wuṅgan/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/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	What did the old man use in the past for cutting?	Gunda (rocks)
2	Find a fact (when, why, or how something happened as stated in the text)	How did father and grandfather travel to the island?	Nakuy (by canoe)
3	Infer, deduce or conclude information from facts and explain reasoning	What do you think, where did they find rocks to use for a knife?	Mak ranjur, gilitjur etc (Maybe at the beach, in the bush etc)
4	Connect the story to personal experience or broader learning on topic	What else do you usually use rocks for?	EG: bathanaraw, bungulga etc (eg: for cooking, ceremony)
5	Understand new words	Describe dokul	Describe øxe (students should do so in YMI)