

Rägudhay Dhäkay-Njäkul Njayanu Rumbalyu

Yäku: _____
nhänhapuy Name

Walu: ___/___/___
Date

Ditja: _____
Teacher

Nhänhapuy djorra' / Bäyju djorra'
Text: Seen / Unseen

Rägudha njuli ga marrtji wukirrilil bitjan bili lukuy, maṅḁa ṅāṅḁiy ga bāpaydja bāyim nhanṅu	/14
yutan batjikuḷ. Wiripunyḁja walu, Rägudha marrtjin wukirrilil batjikulyun, yurr marrtjin ṅayi	/11
wakalṅha buḷ'yurr ga yan bili wukirrinur ṅayathanal, bili ṅayi ṅayanu-buṅgaṅṅhurra batjikulyun.	/12
Walalnyḁja ḁjamarrkuḷiny' ḁawa'yun ga ṅhāman ṅanya bili ṅayi galkirri batjikuḷṅur bala walal	/12
ṅanya warku'yuna. Beṅuryin bala walal warrpamṅha ḁjamarrkuḷi' marrtjin classroom-lila.	/9
Djinaga class-ṅurnyḁja ṅayi Rägudhan goran ga bukuynha ṅayi ga ṅhāma mat-nha yan.	/12

Time taken: _____ Total correct words: _____ % /71

Record up to page 3 only. Total word count: 290. Total pages of text: 17
Student read _____ pages independently / Student read the whole book independently.

Comprehension Questions

Student answered questions below from their own reading of the text alone

Student listened to the audio / was read the story before answering the comprehension questions.

- Nhaltjan ṅunhiliyi Rägudhay ṅayanuy dhäkay-ṅāma ṅunhiwitjan dhāwukurr?

- Nhaliy Rägudhan njuli marrtjinya wukirrilil bitjana bili, ṅunhi bāyṅuny nhanṅu batjikuḷ?

- Nhā nhe ga guyaṅa, nhaltjan Rägudhawal gurruṅumirriy mala ṅayanu dhäkay-ṅāma, ṅunhi ditjay walalany guwatjman wāṅalil, yurr luku-dhāwumirriy? _____
- Wanhal njuli ṅhuṅu rumbalnyḁja mirithirra ṅayanu-latjuyirr?

- Lakaraṅ ṅarrakal ṅhā dhuwal ṅayanu-mulka mayali'? _____

□	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 dhāruk word left out	cross out the word or part of word left out	□ dhuwal waṅu
^	Nhanukuṅ dhāruk mulkurrpuy insertion	write the extra word and an arrow	□ yindipuy □ dhuwal^ waṅu
	Birka'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 guṅga'yurr teacher helped / told word	write T beside the word teacher told / helped with	□ T dhuwal waṅu
□SC	Njayipi 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"/> 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/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 happened with Rägudha's feelings throughout the story?	Ŋayaŋu dharrwathirr (her feelings went up and down)
2	Find a fact (when, why, or how something happened as stated in the text)	How did Rägudha get to school before, when she didn't have a bike?	Łukuy (by foot).
3	Infer, deduce or conclude information from facts and explain reasoning	What do you think, how did Rägudha's family feel when the teacher came to visit with that story?	Mak walal ga ŋayaŋu-djulŋithirr (maybe they felt proud).
4	Connect the story to personal experience or broader learning on topic	Where or when do you feel calm?	Eg: Ŋarra ŋuli ŋayaŋu latjuyirr wukirriŋur wo wajaŋur (I feel calm at school or at home).
5	Understand new words	Describe <i>ŋayaŋu-mulka</i> (feeling safe)	Students should do so in YM eg: Ŋayaŋu-mulkany dhuwal ŋunhi yolŋu ŋuli bayingu barrarirr.