

Reading Record – Fiction



The Chalk Circle

Level 11



Name: _____ Date: _____ Age: _____

Text: The Chalk Circle Level: 11

R.W.: 115 Accuracy: _____ S.C. Rate: _____

| Page | | E | S.C. | Errors MSV | Self-corrections MSV |
|---------------|--|--------------------------------|------|------------|----------------------|
| 10 | Officer Day made a big chalk circle on the ground. | 7 10 | | | |
| | “Now, stand in the circle,” she told the girls. | 15 19 | | | |
| | “Hold one earphone each.” Amy and Zoe did as they were told. | 23 31 | | | |
| 11 | “When I say go,” said Officer Day, “I want you to pull as hard as you can. The one that pulls the player out of the circle gets to keep it.” | 38 48 54 58 62 | | | |
| | “Cool!” said Zoe. | 65 | | | |
| 12 | Amy started thinking. “But what if it breaks in half?” she said. | 68 75 77 | | | |
| | “Then you get to keep half each,” Officer Day told her. | 83 87 | | | |
| | “Let’s do it!” said Zoe. | 91 | | | |
| 13 | Amy kept thinking. “Zoe can keep the Mp3 player,” she said. “Cool!” said Zoe, and she walked out of the circle, holding the player. | 94 102 105 112 115 | | | |
| Total: | | | | | |

Reading Record Assessment



The Chalk Circle

Level 11

Fast  
FORWARD

Name: _____

Reading Level: _____

Accuracy level: _____ = 1: _____ = _____%

Self-correction rate: _____ = _____ = 1: _____

Easy/Instructional/Hard

Questions to Check for Understanding

Literal

1. What did Officer Day draw on the ground? Yes/No
(Officer Day draws a big chalk circle on the ground.)
2. Who didn't care if the Mp3 player broke in half? Yes/No
(Zoe doesn't care if the Mp3 player breaks in half)

Inferential

1. Does Officer Day know what will happen in the chalk circle? Yes/No
(Yes, Officer Day knows what will happen in the chalk circle she has probably used it before.)
2. How does Amy feel when Zoe walks out of the chalk circle with her Mp3 player? Yes/No
(Amy feels sad and disappointed when Zoe walks out of the chalk circle with her Mp3 player.)

Response

1. If you were Zoe, would you agree to stand in the chalk circle? Valid/Invalid
(Answers will vary.)

Analysis of reading behaviours (meaning, structural and visual information, self-monitoring, self-correcting, fluency)

Reading Record – Factual



Sports Clothes

Level 11



Name: _____ Date: _____ Age: _____

Text: Sports Clothes Level: 11

R.W.: 125 Accuracy: _____ S.C. Rate: _____

| Page | | E | S.C. | Errors MSV | Self-corrections MSV |
|-------------------------------------|--|-----|------|------------|----------------------|
| 10 | Before there were synthetic fabrics, | 5 | | | |
| | basketball players used cotton clothes. | 10 | | | |
| | Now, basketball players play in clothes | 16 | | | |
| | that are made | 19 | | | |
| | from polyester (say: pol-ee-es-ter). | 23 | | | |
| 11 | Polyester is a more comfortable fabric | 29 | | | |
| | than cotton. | 31 | | | |
| | Polyester is light, and does not stick | 38 | | | |
| 12 | to basketball players when they get hot. | 45 | | | |
| | Polyester is also a strong fabric | 51 | | | |
| | that lasts longer than cotton. | 56 | | | |
| | In the past, woollen clothes helped skiers | 63 | | | |
| 13 | to keep warm in the snow. | 69 | | | |
| | Wool can also stretch | 73 | | | |
| | and this helped skiers to move well. | 80 | | | |
| | But wool is thick and heavy. | 86 | | | |
| | It also stays wet if it is in the snow | 96 | | | |
| Total: | for a long time. | 100 | | | |
| | Synthetic fabrics are light, | 104 | | | |
| | and they help skiers to keep warm and dry. | 113 | | | |
| | Synthetic fabrics can also stretch, | 118 | | | |
| and this helps skiers to move well. | 125 | | | | |
| Total: | | | | | |

Reading Record Assessment



Sports Clothes

Level 11



Name: _____

Reading Level: _____

Accuracy level: _____ = 1: _____ = _____ %

Self-correction rate: _____ = _____ = 1: _____ Easy/Instructional/Hard

Questions to Check for Understanding

Literal

1. Before there were synthetic fabrics, what kind of clothes did basketball players play in? Yes/No
(Basketball players played in cotton clothes before there were synthetic fabrics)
2. What happens to wool if it is in the snow for a long time? Yes/No
(Wool gets wet if it is the snow for a long time.)

Inferential

1. Why is it important that basketball players wear comfortable clothes when playing basketball? Valid/Invalid
(It is important that basketball players wear comfortable clothes.)
2. Look at the photographs of the skiers on pages 12 and 13. Which one looks most comfortable? Why? Valid/Invalid
(The skier in the picture on page 13 looks more comfortable because he or she is moving well.)

Response

1. Do you think it is important for skiers to be able to move well? Why or why not? Valid/Invalid
(Answers will vary)

Analysis of reading behaviours (meaning, structural and visual information, self-monitoring, self-correcting, fluency)

Phonics Assessment Level 11



Teacher's Copy



Name: _____

Age: _____ Date: _____

| Phonic Combination | Consonant + Phonic Combination Phonic Combination + Consonant | ✓/✗ | Blend + Phonic Combination | ✓/✗ | Digraph | ✓/✗ |
|--------------------|--|--------|----------------------------|--------|---------|--------|
| -au- | haul | | clause | | | |
| -ick- | pick | | trick | | thick | |
| -ou- | out | | proud | | shout | |
| -ea- | leap | | clean | | cheap | |
| -alk- | talk | | stalk | | chalk | |
| -igh- | sigh | | flight | | thigh | |
| -ast | fast | | blast | | | |
| -ar | card | | start | | charge | |
| -ir | bird | | twirl | | whirl | |
| -ai- | mail | | plain | | chain | |
| -ear | near | | clear | | shear | |
| -oo | look | | crook | | shook | |
| -ie | field | | brief | | thief | |
| -and | band | | stand | | | |
| | | ___/14 | | ___/14 | | ___/11 |

Combinations to focus on:

Comments:

Phonics Assessment Level 11



Student Copy

Fast 
FORWARD

Name: _____

Age: _____ Date: _____

| | | |
|-------|--------|--------|
| haul | clause | |
| pick | trick | thick |
| out | proud | shout |
| leap | clean | cheap |
| talk | stalk | chalk |
| sigh | flight | thigh |
| fast | blast | |
| card | start | charge |
| bird | twirl | whirl |
| mail | plain | chain |
| near | clear | shear |
| look | crook | shook |
| field | brief | thief |
| band | stand | |

High Frequency Words Assessment Level 11



Teacher's Copy

Name: _____

Age: _____ Date: _____

| Word | ✓/✗ | Word | ✓/✗ | Word | ✓/✗ | Word | ✓/✗ |
|-------|-----|-------|-----|---------|-----|--------|-----|
| these | | used | | could | | been | |
| over | | how | | moved | | years | |
| every | | off | | here | | gives | |
| other | | then | | come | | gone | |
| like | | saw | | came | | look | |
| its | | one | | said | | just | |
| down | | us | | today | | also | |
| lots | | will | | much | | many | |
| same | | you | | before | | from | |
| can | | right | | because | | wants | |
| run | | there | | should | | people | |
| need | | your | | air | | have | |
| two | | out | | | | | |

Number of Words Correct: ____ /50

High frequency words to focus on:

Comments:

High Frequency Words Assessment Level 11



Student Copy

Name: _____

Age: _____ Date: _____

| | | | |
|-------|-------|---------|--------|
| these | used | could | been |
| over | how | moved | years |
| every | off | here | gives |
| other | then | come | gone |
| like | saw | came | look |
| its | one | said | just |
| down | us | today | also |
| lots | will | much | many |
| same | you | before | from |
| can | right | because | wants |
| run | there | should | people |
| need | your | air | have |
| two | out | | |

Comprehension Assessment Fiction Level 11



 Student Copy

Name: _____ Age: _____ Date: _____

The Chalk Circle

✓ or ✗

1. Why did Amy take off her Mp3 player? (literal)

2. When Officer Day walked by, what did she ask Amy and Zoe?
(literal)

3. In Chapter 4, how could Officer Day tell that Amy was
the real owner of the Mp3 player? (literal)

4. What did Amy think had happened to her Mp3 player?
(inferential)

5. Why do you think Officer Day wanted to help Amy and Zoe solve
their argument? (inferential)

6. Do you think Zoe really cared about the Mp3 player? (inferential)

7. Do you think Amy was careless leaving her Mp3 player on the
bench? Why or why not? (response)

_____ Valid/
Invalid

8. How do you think Amy felt at the end of the story? (response)

_____ Valid/
Invalid

9. If you were in a similar situation to Amy, would you use the chalk
circle? Explain your answer. (response)

_____ Valid/
Invalid

Comprehension Assessment

Factual Level 11



 Student Copy

Name: _____ Age: _____ Date: _____

Sports Clothes

✓ or X

1. Why are wool and cotton called natural fabrics? (literal)

2. Where are synthetic fabrics made? (literal)

3. In the past, why did skiers wear woollen clothes? (literal)

4. Where do wool and cotton come from? (inferential)

5. One hundred years ago, what would happen to a swimmer if their swimsuit didn't dry quickly? (inferential)

6. Why do you think it's good that polyester is a strong fabric and lasts longer than cotton? (inferential)

7. Do you think it's important for sports people to feel comfortable when playing sport? Give reasons for your answer. (response)

Valid/
Invalid

8. You are designing a range of sports clothes to be worn in the rain. What fabric would you use? Explain your choice. (response)

Valid/
Invalid

9. Which do you prefer wearing – natural fabrics or synthetic fabrics? List reasons for your answer. (response)

Valid/
Invalid

Initial Placement Assessment Summary



Name: _____ Age: _____ Date: _____

| Fluency and Accuracy | | Correct words per minute | Accuracy Rate | Self-correction Rate |
|-------------------------------------|---|--------------------------|---------------|----------------------|
| | Text 1 | | % | 1: |
| | Text 2 | | % | 1: |
| Comments on the information systems | Meaning Structure Visual | | | |
| Reading Record Comprehension | Literal | | | ✓/✗ |
| | 1. | | | ✓/✗ |
| | 2. | | | ✓/✗ |
| | Inferential | | | ✓/✗ |
| | 1. | | | ✓/✗ |
| | 2. | | | ✓/✗ |
| | Response | | | Valid/Invalid |
| | 1. | | | Valid/Invalid |
| Phonics Assessment | Combinations to be learned au, ick, ou, ea, alk, igh, ast, ar, ir, ai, ear, oo, ie, and | | | ___ /14 |
| | Blends to be learned cl, tr, pr, st, fl, bl, tw, pl, cr, br | | | ___ /14 |
| | Digraphs to be learned th, sh, ch, wh | | | ___ /11 |
| High Frequency Words Assessment | these, used, could, been, over, how, moved, years, every, off, here, gives, other, then, come, gone, like, saw, came, look, its, one, said, just, down, us, today, also, lots, will, much, many, same, you, before, from, can, right, because, wants, run, there, should, people, need, your, air, have, two, out | | | ___ /50 |
| Comprehension Assessment | 1. | | | ✓/✗ |
| | 2. | | | ✓/✗ |
| | 3. | | | ✓/✗ |
| | 4. | | | ✓/✗ |
| | 5. | | | ✓/✗ |
| | 6. | | | ✓/✗ |
| | 7. | | | Valid/Invalid |
| | 8. | | | Valid/Invalid |
| | 9. | | | Valid/Invalid |

End of Level Assessment Summary



Name: _____ Age: _____ Date: _____

| Fluency and Accuracy | | Correct words per minute | Accuracy Rate | Self-correction Rate |
|-------------------------------------|---|--------------------------|---------------|----------------------|
| | Text 1 | | % | 1: |
| | Text 2 | | % | 1: |
| Comments on the information systems | Meaning Structure Visual | | | |
| Reading Record Comprehension | Literal | | | |
| | 1. | | | ✓/✗ |
| | 2. | | | ✓/✗ |
| Reading Record Comprehension | Inferential | | | |
| | 1. | | | ✓/✗ |
| | 2. | | | ✓/✗ |
| Reading Record Comprehension | Response | | | |
| | 1. | | | Valid/Invalid |
| | | | | |
| Phonics Assessment | Combinations to be learned au, ick, ou, ea, alk, igh, ast, ar, ir, ai, ear, oo, ie, and | | | ___ /14 |
| | Blends to be learned cl, tr, pr, st, fl, bl, tw, pl, cr, br | | | ___ /14 |
| | Digraphs to be learned th, sh, ch, wh | | | ___ /11 |
| High Frequency Words Assessment | these, used, could, been, over, how, moved, years, every, off, here, gives, other, then, come, gone, like, saw, came, look, its, one, said, just, down, us, today, also, lots, will, much, many, same, you, before, from, can, right, because, wants, run, there, should, people, need, your, air, have, two, out | | ___ /50 | |
| Comprehension Assessment | 1. | | | ✓/✗ |
| | 2. | | | ✓/✗ |
| | 3. | | | ✓/✗ |
| | 4. | | | ✓/✗ |
| | 5. | | | ✓/✗ |
| | 6. | | | ✓/✗ |
| | 7. | | | Valid/Invalid |
| | 8. | | | Valid/Invalid |
| | 9. | | | Valid/Invalid |