

Reading Record – Fiction



The Inventors' Club Meets Again
Level 18

Name: _____ Date: _____ Age: _____

Text: *The Inventors' Club Meets Again* Level: 18

R.W.: 147 Accuracy: _____ S.C. Rate: _____

Page		E	S.C.	Errors MSV	Self-corrections MSV
12	The first object that Ben picked up was big, round and 11 made of steel. It was the middle part of a washing 22 machine. Ben held up the part and looked through 31 a hole in the bottom. 36				
13	"Did you drill that hole?" asked Chad. "Yes," said Ben. 46 "You didn't do a very good job," Chad said. 55 "As long as it works," Ben told Chad. 63 "Things have to look good as well, you know," said Chad. 74				
14	Next, Ben grabbed a piece of hose and fitted it over the 86 hole he had drilled. "I think I know what it is," Jodie 98 said, excitedly. "It's a mouse kennel!" 104 "A what?" asked Bianca and Chad together. 111 "A mouse kennel," said Jodie. 116 "The mouse crawls through the hose and into its home." 126 Jodie often said strange things, but the others thought 135 that this was one of the strangest things she had 145 ever said. 147				
Total:					

Reading Record Assessment



The Inventors' Club Meets Again Level 18



Name: _____

Reading level: _____

Accuracy level: _____ = 1: _____ = _____ %

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

Easy/Instructional/Hard

Questions to Check for Understanding

Literal

1. What is the first object that Ben picks up? Yes/No
(The first object Ben picks up is the middle part of a washing machine.)
2. What does Ben fit over the hole he has drilled? Yes/No
(Ben fits a hose over the hole he has drilled.)

Inferential

1. Why does Chad think Ben hasn't done a good job at drilling the hole? Yes/No
(Chad thinks Ben hasn't done a good job of drilling the hole because the hole doesn't look clean and smooth.)
2. What tools does Ben have to help him make his invention? Yes/No
(Ben has a spanner, nuts and bolts and masking tape.)

Response

1. Do you think Ben's invention will work? Why or why not? Valid/Invalid

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

Reading Record – Factual

 **Smallpox Level 18**



Name: _____ Date: _____ Age: _____

Text: Smallpox Level: 18

R.W.: 147 Accuracy: _____ S.C. Rate: _____

Page		E	S.C.	Errors MSV	Self-corrections MSV
10	In the early 1700s, an English woman, Mary Montagu, 9 was living in Turkey. Smallpox was everywhere, 16 and many people died from it. 22				
11	Lady Montagu saw that many Turkish people seemed to 31 be immune from smallpox. When she looked into this, 40 she found that Turkish people had found a way to 50 protect themselves against the disease. 55				
12	Turkish people knew that people can only get 63 smallpox once. So, they used a simple kind of 72 vaccination. They took some of the material from 80 smallpox pimples and injected it into people who 88 didn't have the disease. 92				
13	Although this material made the well people sick, they 101 usually got better quickly, and they never got 109 smallpox again. 111				
14	Mary Montagu used this kind of immunisation on her 120 own children and told many of her friends in England 130 about it. Many people in Europe also began to use 140 this kind of immunisation during the 1700s. 147				
Total:					

Reading Record Assessment



Smallpox Level 18



Name: _____

Reading level: _____

Accuracy level: _____ = 1: _____ = _____ %

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

Easy/Instructional/Hard

Questions to Check for Understanding

Literal

1. Where was Mary Montagu living in the 1700s?
(Mary Montagu was living in Turkey in the 1700s.) Yes/No
2. What did Turkish people do with some of the material from smallpox pimples?
(Turkish people injected some of the material from smallpox into people who didn't have the disease.) Yes/No

Inferential

1. How did Turkish people inject some of the material from smallpox pimples?
(Turkish people injected themselves with some of the material from smallpox pimples using needles.) Yes/No
2. Why did the people injected with some of the material from smallpox pimples never get smallpox?
(The people injected with some of the material from smallpox pimples never got smallpox because they were immune to it.) Yes/No

Response

1. Why do you think Mary Montagu told people about this kind of immunisation?
Give reasons for your answer. (Response answers will vary.) Valid/Invalid

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

Phonics Assessment Level 18



Teacher's Copy



Name: _____

Age: _____ Date: _____

Phonic Combination	Consonant + Phonic Combination Phonic Combination + Consonant	✓/✗	Blend + Phonic Combination	✓/✗	Digraph	✓/✗
long a	way		glacier		they	
long o	coast		slow		show	
or	north		crawl		shore	
ir	birds		stir		whirl	
ow/ou	down		ground			
s	cemetery		place			
ss	hiss		blossom			
ea	eat		cream		cheap	
long e	need		steel		sheep	
igh	high		flight		thigh	
y	lying		sky		why	
sh	Turkish		English		she	
short i	will		equipment		ship	
		___/13		___/13		___/10

Combinations to focus on:

Comments:

Phonics Assessment Level 18

 Student Copy



Name: _____

Age: _____ Date: _____

way	glacier	they
coast	slow	show
north	crawl	shore
birds	stir	whirl
down	ground	
cemetery	place	
hiss	blossom	
eat	cream	cheap
need	steel	sheep
high	flight	thigh
lying	sky	why
Turkish	English	she
will	equipment	ship

High Frequency Words Assessment Level 18

 Teacher's Copy



Name: _____

Age: _____ Date: _____

Word	✓/✗	Word	✓/✗	Word	✓/✗	Word	✓/✗
each		things		good		year	
over		used		idea		life	
shouted		would		many		made	
they		friend		more		men	
too		great		time		women	
very		heard		turns		world	
we'll		house		again		ago	
about		kind		animal		first	
after		really		food		next	
doesn't		thought		leave		weather	
knew		work		place		most	
know		asked		water		people	
something		down					

Number of Words Correct: ____ /50

High frequency words to focus on:

Comments:

High Frequency Words

Assessment Level 18

 Student Copy



Name: _____

Age: _____ Date: _____

each	things	good	year
over	used	idea	life
shouted	would	many	made
they	friend	more	men
too	great	time	women
very	heard	turns	world
we'll	house	again	ago
about	kind	animal	first
after	really	food	next
doesn't	thought	leave	weather
knew	work	place	most
know	asked	water	people
something	down		

Comprehension Assessment

Fiction Level 18

 Student Copy



Name: _____ Age: _____ Date: _____

The Inventors' Club Meets Again

✓ or X

1. When do the meetings of the Inventors' Club take place? (literal)

2. Who walks into Chad's bedroom when Ben pulls the cord on the ice-cream maker? (literal) _____
3. What are the three parts Ben uses to make his ice-cream maker? (literal)

4. Name the date and month when this meeting of the Inventors' Club takes place. (inferential)

5. Does Ben follow his sketch of the ice-cream maker when he makes it for the meeting? Why or why not? (inferential)

6. Do Chad, Bianca and Jodie believe Ben's invention will work? (inferential)

7. Look at the illustration on page 24. How do Ben's mum, dad and neighbour feel about Ben's invention? (response)

8. Imagine you are Ben. What invention would you make for this meeting of the Inventors' Club? (response)

9. Would you like to be part of the Inventors' Club? Why or why not? (response)

Valid/
Invalid

Valid/
Invalid

Valid/
Invalid

Comprehension Assessment

Factual Level 18



Student Copy



Name: _____ Age: _____ Date: _____

Smallpox

✓ or X

1. What is the biggest challenge people have always faced? (literal)

2. For how long hasn't there been a case of smallpox in the world? (literal)

3. What was Edward Jenner's experiment with cowpox? (literal)

4. What is one way people can keep clean? (inferential)

5. Explain how vaccination works. (inferential)

6. How would Turkish people have found a way to protect themselves against smallpox? (inferential)

7. Why do you think smallpox is called one of the most terrible diseases in history? (response)

Valid/
Invalid

8. Do you think Edward Jenner was brave or foolish to inject the boy with cowpox and smallpox? Give reasons for your answer. (response)

Valid/
Invalid

9. Who should make sure that people are vaccinated against disease? (response)

Valid/
Invalid

Initial Placement Assessment Summary: Level 18



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			Yes/No
	1.			Yes/No
	2.			Yes/No
Reading Record Comprehension	Inferential			Yes/No
	1.			Yes/No
	2.			Yes/No
Reading Record Comprehension	Response			Valid/Invalid
	1.			Valid/Invalid
				Valid/Invalid
Phonics Assessment	Combinations to be learned long a, long o, or, ir, ow/ou, s, ss, ea, long e, igh, y, sh, short i			___ /13
	Blends to be learned gl, sl, cr, st, gr, pl, bl, fl, sk, eq			___ /13
	Digraphs to be learned th, sh, wh, ch			___ /10
High Frequency Words Assessment	each, over, shouted, they, too, very, we'll, about, after, doesn't, knew, know, something, things, used, would, friend, great, heard, house, kind, really, thought, work, asked, down, good, idea, many, more, time, turns, again, animal, food, leave, place, water, year, life, made, men, women, world, ago, first, next, weather, most, people			___ /50
Comprehension Assessment	1.			✓/X
	2.			✓/X
	3.			✓/X
	4.			✓/X
	5.			✓/X
	6.			✓/X
	7.			Valid/Invalid
	8.			Valid/Invalid
	9.			Valid/Invalid

End of Level Assessment Summary: Level 18



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.		Yes/No	
	2.		Yes/No	
Phonics Assessment	Inferential			
	1.		Yes/No	
	2.		Yes/No	
High Frequency Words Assessment	Response			
	1.		Valid/Invalid	
	Combinations to be learned long a, long o, or, ir, ow/ou, s, ss, ea, long e, igh, y, sh, short i		___ /13	
Comprehension Assessment	Blends to be learned gl, sl, cr, st, gr, pl, bl, fl, sk, eq		___ /13	
	Digraphs to be learned th, sh, wh, ch		___ /10	
	each, over, shouted, they, too, very, we'll, about, after, doesn't, knew, know, something, things, used, would, friend, great, heard, house, kind, really, thought, work, asked, down, good, idea, many, more, time, turns, again, animal, food, leave, place, water, year, life, made, men, women, world, ago, first, next, weather, most, people		___ /50	
Comprehension Assessment	1.		✓/X	
	2.		✓/X	
	3.		✓/X	
	4.		✓/X	
	5.		✓/X	
	6.		✓/X	
	7.		Valid/Invalid	
	8.		Valid/Invalid	
	9.		Valid/Invalid	