

Reading Record – Fiction



Taking Off

Level 8



Name: _____ Date: _____ Age: _____

Text: Taking Off Level: 8

R.W.: 126 Accuracy: _____ S.C. Rate: _____

Page		E	S.C.	Errors MSV	Self-corrections MSV
4	Anna jumped on her new skateboard	6			
	and raced down the hill.	11			
	“Hey!” she shouted to some kids	17			
	who were out on the street.	23			
	They all turned around as	28			
	Anna came up to them.	33			
5	“Cool skateboard,” said her friend, Mick,	39			
	as she stopped.	42			
	“Thanks,” said Anna.	45			
	“I just got it.”	49			
6	Anna picked up her skateboard	54			
	and passed it to Mick.	59			
	He looked at it and passed it around.	67			
	Tom was the last kid to look at it.	76			
	He said, “Can I take it for a ride?”	85			
	“No,” said Anna.	88			
	“It’s a really, really cool skateboard	94			
	and I don’t want anything	99			
	to happen to it.”	103			
	“I’m not going to let anything	109			
happen to it,” said Tom.	114				
He dropped the skateboard	118				
and put his foot on top of it.	126				
Total:					

Reading Record Assessment



Taking Off

Level 8



Name: _____

Reading Level: _____

Accuracy level: _____ = 1: _____ = _____ %

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

Easy/Instructional/Hard

Questions to Check for Understanding

Literal

1. Who is the last kid to look at the skateboard? Yes/No
(Tom is the last kid to look at the skateboard.)
2. What does Tom want to do? Yes/No
(Tom wants to take Anna's new skateboard for a ride.)

Inferential

1. Is Anna a safe skater? Why? Yes/No
(Yes, Anna is a safe skater because she is wearing a helmet and elbow and knee pads.)
2. Why does Tom put his foot on the skateboard? Yes/No
(Tom puts his foot on Anna's skateboard because he wants to take it for a ride.)

Response

1. Do you think Anna is being selfish by not letting Tom have a go?
Why or why not? Valid/Invalid
(Answers will vary.)

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

Reading Record – Factual



Money Travels

Level 8



Name: _____ Date: _____ Age: _____

Text: Money Travels Level: 8

R.W.: 103 Accuracy: _____ S.C. Rate: _____

Page		E	S.C.	Errors MSV	Self-corrections MSV
12	The man with the coin	5			
	went from the bank to a shop.	12			
	At the shop, he got some food.	19			
	He paid for the food with some coins.	27			
	One of the coins was the 50 cent coin.	36			
13	The shopkeeper then gave the 50 cent coin	44			
	to another man.	47			
	The 50 cent coin was part of the man's change.	57			
14	Over 25 years, the 50 cent coin	64			
	went in and out of a lot of hands.	73			
	It went in and out of a lot of shops	83			
	and a lot of banks.	88			
	Now the 50 cent coin is so old	96			
	that the design is hard to see.	103			
Total:					

Reading Record Assessment



Money Travels

Level 8



Name: _____

Reading Level: _____

Accuracy level: _____ = 1: _____ = _____ %

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

Easy/Instructional/Hard

Questions to Check for Understanding

Literal

1. What does the man get at the shop? Yes/No
(The man gets food at the shop.)
2. What happens to all old coins? Yes/No
(All old coins are melted down to make new coins.)

Inferential

1. Why is it sometimes hard to see the design on old coins? Yes/No
(It is sometimes hard to see the design on old coins because it has worn away with use.)
2. Why do old coins need to be melted down? Yes/No
(Old coins need to be melted down because they are too worn to be used.)

Response

1. Why do you think old coins are used to make new coins? Valid/Invalid
(Answers will vary.)

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

Phonics Assessment Level 8



Teacher's Copy

Fast 
FORWARD

Name: _____

Age: _____ Date: _____

Phonic Combination	Consonant + Phonic Combination Phonic Combination + Consonant	✓/✗	Blend + Phonic Combination	✓/✗	Digraph	✓/✗
in	mint		spin		chin	
ar	mark		start		shark	
ay	day		play			
ow	saw		claw		thaw	
ou	out		cloud		shout	
ew	new		flew		chew	
ai	paint		stain		chain	
oi	oil		spoil			
ell	fell		spell		shell	
ake	cake		flake		shake	
ock	lock		block		shock	
ee	seen		steep		sheep	
us	just		trust			
oo	good		stood			
		___/14		___/14		___/10

Combinations to focus on:

Comments:

Phonics Assessment Level 8



Student Copy

Fast 
FORWARD

Name: _____

Age: _____ Date: _____

mint	spin	chin
mark	start	shark
day	play	
saw	claw	thaw
out	cloud	shout
new	flew	chew
paint	stain	chain
oil	spoil	
fell	spell	shell
cake	flake	shake
lock	block	shock
seen	steep	sheep
just	trust	
good	stood	

High Frequency Words Assessment Level 8



Teacher's Copy

Name: _____

Age: _____ Date: _____

Word	✓/✗	Word	✓/✗	Word	✓/✗	Word	✓/✗
about		after		again		are	
around		away		back		but	
came		come		could		did	
different		down		find		for	
from		front		good		hard	
have		her		inside		just	
looked		make		new		not	
off		out		over		part	
people		run		said		saw	
she		some		stay		take	
that		them		there		they	
was		were		would		you	
can't		don't					

Number of Words Correct: ____ /50

High frequency words to focus on:

Comments:

High Frequency Words Assessment Level 8



Student Copy

Name: _____

Age: _____ Date: _____

about	after	again	are
around	away	back	but
came	come	could	did
different	down	find	for
from	front	good	hard
have	her	inside	just
looked	make	new	not
off	out	over	part
people	run	said	saw
she	some	stay	take
that	them	there	they
was	were	would	you
can't	don't		

Comprehension Assessment Fiction Level 8



 Student Copy

Name: _____ Age: _____ Date: _____

Taking Off

✓ or ✗

1. Why does Tom fall off the skateboard? (literal)

2. What happens to Anna's skateboard? (literal)

3. Where does Anna get most of her money from? (literal)

4. Do you think Anna is a safe skater? (inferential)

5. Why does Mick give Anna his skateboard? (inferential)

6. Why is Tom lucky not to be badly hurt? (inferential)

7. Is Anna being selfish by not letting Tom have a go?
(response)

Valid/
Invalid

8. Do you think Anna stays angry at Tom for long?
Why or why not? (response)

Valid/
Invalid

9. Why is Tom shocked when Anna says he can go riding with
her? (response)

Valid/
Invalid

Comprehension Assessment

Factual Level 8



Student Copy

Name: _____ Age: _____ Date: _____

Money Travels

✓ or X

1. Where are coins made? (literal)

2. What are coin shapes called? (literal)

3. Name two designs that can be on a coin. (literal)

4. Design is one thing that makes coins look different. What else makes a coin look different from other coins? (inferential)

5. What colours can coins be? (inferential)

6. Why do old coins need to be melted down? (inferential)

7. Why do you think old coins are used to make new coins?
(response)

Valid/
Invalid

8. Why do you think people get banks to hold their money for them? (response)

Valid/
Invalid

9. Look at the coins on pages 8–9. Why do you think these designs were chosen for Australian coins? (response)

Valid/
Invalid

Initial Placement Assessment Summary Level 8



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.			✓/X
	2.			✓/X
Reading Record Comprehension	Inferential			
	1.			✓/X
	2.			✓/X
Reading Record Comprehension	Response			
	1.			Valid/Invalid
Phonics Assessment	Combinations to be learned in, ar, ay, aw, ou, ew, al, oi, ell, ake, ock, ee, us, oo			___ /14
	Blends to be learned sp, st, pl, ci, fl, bl, tr			___ /14
	Digraphs to be learned ch, sh, th			___ /10
High Frequency Words Assessment	not, she, take, looked, around, there, would, are, they, about, not, back, good, don't, said, come, have, saw, different, can't, but, them, her, after, was, make, down, were, just, hard, over, people, could, out, find, part, stay, back, were, run, came, that, did, for, you, away, some, off, new, from			___ /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 8



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.			✓/✗
Phonics Assessment	Response			Valid/Invalid
	1.			Valid/Invalid
	Combinations to be learned in, ar, ay, aw, ou, ew, al, oi, ell, ake, ock, ee, us, oo			___ /14
Phonics Assessment	Blends to be learned sp, st, pl, ci, fl, bl, tr			___ /14
	Digraphs to be learned ch, sh, th			___ /10
	High Frequency Words Assessment	not, she, take, looked, around, there, would, are, they, about, not, back, good, don't, said, come, have, saw, different, can't, but, them, her, after, was, make, down, were, just, hard, over, people, could, out, find, part, stay, back, were, run, came, that, did, for, you, away, some, off, new, from		___ /50
Comprehension Assessment	1.			✓/✗
	2.			✓/✗
	3.			✓/✗
	4.			✓/✗
	5.			✓/✗
	6.			✓/✗
	7.			Valid/Invalid
	8.			Valid/Invalid
	9.			Valid/Invalid