Reading Record – Fiction

▶▶ Magic Tricks   Level 9

Fast FORWARD

Name: _____ Date: _____ Age: _____

Text: _Magic Tricks_   Level: _9_

R.W.: _138_   Accuracy: _____ S.C. Rate: _____

Page		E	S.C.	Errors MSV	Self-corrections MSV
8	At last, it was Mick's turn. 6				
	He set up a little table 12				
	in the middle of the stage. 18				
	He put two hats and some rings 25				
	on the table. 28				
9	He could see his family in front of him. 37				
	He could see all his friends. 43				
	Everyone was quiet. 46				
	They were waiting for him to start. 53				
10	Mick opened out his cape. 58				
	"TA-DA!" he called. 61				
	He was going to pull out some flowers, 69				
	but his cape got stuck 74				
	on the side of the table 80				
11	The table crashed down. 84				
	The hats and rings fell on the floor. 92				
	Everyone laughed as Mick raced 97				
	to pick everything up. 101				
12	Mick put everything back and started again. 108				
	This time, he was going to do 115				
	the joining-the-rings trick. 120				
	He put them one way. 125				
	Then he put them another way. 131				
	But the rings would not join up. 138				
Total					

Reading Record Assessment

Fast ▶▶ FORWARD

Name: _____

Reading Level: _____

Accuracy level: _____ = 1: _____ = _____%

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

Questions to Check for Understanding

Literal

1. How many hats does Mick put on the table?   Yes/No
   (Mick puts two hats on the table.)
2. Who can Mick see in front of him?   Yes/No
   (Mick can see his mum and dad and all his friends in front of him.)

Inferential

1. How many rings does Mick have?   Yes/No
   (Mick has three rings.)

2. Why does everyone laugh at Mick?   Yes/No
   (Everyone laughs at Mick because he gets his cape stuck and his
   tricks go wrong.)

Response

1. Do you think Mick is nervous about performing on stage?
   Why or why not?   Valid/Invalid
   (Answers will vary)

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

_____

_____

_____

_____

_____

_____

Reading Record – Factual

▶▶ Cars   Level 9

Fast FORWARD

Name: _____ **Date:** _____ **Age:** _____

Text: _Cars_____ **Level:** _____9_____

R.W.: _____137_____ **Accuracy:** _____ **S.C. Rate:** _____

Page		E	S.C.	Errors MSV	Self-corrections MSV
12	Over time, people saw that there were also bad things 10				
	about cars. 12				
	Cars take up a lot of room on the roads. 22				
	It's not always easy to find a car park. 31				
	Cars also make a lot of noise, 38				
	and they make pollution that can hurt people 46				
	and the environment. 49				
13	More than anything, 53				
	millions of people around the world 59				
	have been hurt or killed in car accidents 67				
	over the years. 70				
14	A lot of the bad things about cars 78				
	can be worked on. 82				
	A lot of car companies are making cars 90				
	that are smaller, quieter and safer. 96				
	They are also making cars that don't make 104				
	as much pollution. 107				
15	But one thing that will not change soon is parking. 117				
	Finding a car park is never going to be easy, 127				
	until car-makers make a car that can fold up. 137				
Total					

Reading Record Assessment

 Cars   **Level 9**

Name: _____

Reading Level: _____

Accuracy level: _____ = 1: _____ = _____%

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

Questions to Check for Understanding

Literal

1. What else can pollution hurt besides people?   Yes/No
   (Pollution can also hurt the environment.)
2. What is the one thing that may not change soon?   Yes/No
   (Parking is the one thing that may not change soon.)

Inferential

1. Why are car companies making different cars?   Yes/No
   (Car companies are making different cars to make them smaller,
   quieter, safer and so they don't make as much pollution.)
2. What is happening in the picture at the top of page 14?   Yes/No
   (The picture at the top of page 14 shows a crash test dummy in a car.)

Response

1. Do you think there are more good things about cars than there
   are bad? Why or why not?   Valid/Invalid
   (Answers will vary.)

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

_____

_____

_____

_____

_____

_____

Phonics Assessment Level 9

Fast FORWARD

Name: _____

Age: _____   Date: _____

Phonic Combination	Consonant + Phonic Combination / Phonic Combination + Consonant	✓/✗	Blend + Phonic Combination	✓/✗	Digraph	✓/✗
oa	goat		float			
ar	dark		stark		shark	
oo	cool		spoon		shoot	
ow	now		clown			
ay	day		stay			
ack	back		stack		whack	
ai	pain		claim		chain	
ick	lick		brick		thick	
ing	sing		sting		thing	
ame	tame		blame		shame	
op	hop		drop		chop	
an	land		plan		than	
ong	long		prong		thong	
igh	night		fright			
		___/14		___/14		___/10

Combinations to focus on:

Comments:

Phonics Assessment Level 9

Fast FORWARD

Name: _____

Age: _____   **Date:** _____

goat	float	
dark	stark	shark
cool	spoon	shoot
now	clown	
day	stay	
back	stack	whack
pain	claim	chain
lick	brick	thick
sing	sting	thing
tame	blame	shame
hop	drop	chop
land	plan	than
long	prong	thong
night	fright	

High Frequency Words
Assessment Level 9

▶▶ Teacher's Copy

Fast FORWARD

Name: _____

Age: _____   **Date:** _____

Word	✓/✗	Word	✓/✗	Word	✓/✗	Word	✓/✗
her		fast		look		next	
out		she		so		stop	
said		went		went		way	
but		could		called		day	
going		he		his		last	
on		of		put		was	
did		good		like		me	
really		then		was		you	
around		made		get		no	
not		want		were		they	
that		make		they		have	
are		me		people		make	
for		and					

Number of Words Correct: _____ /50

High frequency words to focus on:

Comments:

High Frequency Words
Assessment Level 9

Name: _____

Age: _____   **Date:** _____

her	fast	look	next
out	she	so	stop
said	went	went	way
but	could	called	day
going	he	his	last
on	of	put	was
did	good	like	me
really	then	was	you
around	made	get	no
not	want	were	they
that	make	they	have
are	me	people	make
for	and		

Comprehension Assessment
Fiction   Level 9
▶▶ *Student Copy*

Fast FORWARD

Name: _____ **Age:** _____ **Date:** _____

Magic Tricks   ✓ or ✗

1. What does Mick make to wear at the school concert? (literal)
    _____
    _____   ☐

2. What happens to the dancing girls from Grade 3? (literal)
    _____
    _____   ☐

3. What does Mick pull out of his hat? (literal)
    _____
    _____   ☐

4. Do you think Mick is scared on stage? How can you tell?
    (inferential)
    _____
    _____   ☐

5. Why are the crowd laughing and clapping? (inferential)
    _____
    _____   ☐

6. Why does Mick think he is a bad magician? (inferential)
    _____
    _____   ☐

7. How do you think Mick feels when none of his tricks work?
    (response)
    _____
    _____   Valid/
                                                Invalid

8. Do you think Mick will put his hand up to do something
    at the next school concert? Why or why not? (response)
    _____
    _____   Valid/
                                                Invalid

9. Would it be more difficult to perform in front of a mirror or in
    front of other people? Why? (response)
    _____
    _____   Valid/
                                                Invalid

Name: _____ **Age:** _____ **Date:** _____

Cars   ✓ or ✗

1. When were cars first made? (literal)

   _____
   _____   ☐

2. What were used to carry people and goods before cars? (literal)

   _____
   _____   ☐

3. Name two bad things about cars. (literal)

   _____
   _____   ☐

4. Why would car companies sell cars at low cost? (inferential)

   _____
   _____   ☐

5. What were some of the good things people could see about cars? (inferential)

   _____
   _____   ☐

6. Why would a fold up car be good? (inferential)

   _____
   _____   ☐

7. Why do you think the car industry got big quickly? (response)

   _____
   _____   Valid/
                                                                          Invalid

8. Do you think there are more good things about cars than bad things? (response)

   _____
   _____   Valid/
                                                                          Invalid

9. How have cars changed over time? (response)

   _____
   _____   Valid/
                                                                          Invalid

Initial Placement Assessment
Summary   Level 9

Fast FORWARD

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 1.			Valid/Invalid
Phonics Assessment	Combinations to be learned oa, ar, oo, ow, ay, ack, ai, ick, ing, ame, op, an, ong, igh			___ /14
	Blends to be learned fl, st, sp, cl, br, bi, dr, pl, pr, fr			___ /14
	Digraphs to be learned sh, wh, ch, 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. 8. 9.			✓/✗ ✓/✗ ✓/✗ ✓/✗ ✓/✗ ✓/✗ Valid/Invalid Valid/Invalid Valid/Invalid

End of Level Assessment
Summary Level 9

Fast FORWARD

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 1.	Valid/Invalid

Phonics Assessment	Combinations to be learned oa, ar, oo, ow, ay, ack, ai, ick, ing, ame, op, an, ong, igh	___ /14
	Blends to be learned fl, st, sp, cl, br, bi, dr, pl, pr, fr	___ /14
	Digraphs to be learned sh, wh, ch, 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. 8. 9.	✓/✗ ✓/✗ ✓/✗ ✓/✗ ✓/✗ ✓/✗ Valid/Invalid Valid/Invalid Valid/Invalid