FROM **ASSESSMENT** TO **PROGRAMMING**

Assisting students requiring additional support in reading

NEW SOUTH WALES
DEPARTMENT
OF EDUCATION
AND TRAINING

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Disability Programs Directorate: Learning Assistance Program

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This is a product of the NSW Department of Education and Training focusing on literacy improvement strategies for students in need of additional support.

This document is available online in pdf format at:
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A message to Learning Support Teams

Purpose

From Assessment to Programming has been designed to assist school learning support teams to develop whole school plans for improving the reading achievements of all students.

It is intended for use with students:

- from stage 1 onwards who are performing below their age/stage level
- who scored in the bottom 2 bands of NAPLAN for their year
- who were absent for NAPLAN (if causing concern).

Overview

The resource has two components:

Part 1 Assessment

This section details a process of assessment to gather detailed information about individual students' skills and their instructional needs. It is designed to extend teachers understanding of students who need additional support by assessing aspects of their reading skills that have not already been assessed. The assessments may be used to supplement information provided by the National Assessment Program – Literacy and Numeracy (NAPLAN).

For students scoring in the bottom two bands for each year group additional assessment information may be required to identify key skills requiring targeted instruction.

An *Individual Reading Assessment* is provided which consists of the following:

1. a selection of short texts for assessing reading accuracy, fluency and comprehension
2. a selection of texts for use with students requiring an easier level text
3. specific level assessments of essential reading skills.

Further texts for instructional purposes are available from the *Focused Individual Assessment (FIA)* packages developed from 1999–2007. They can be located at: https://detwww.det.nsw.edu.au/media/downloads/intranet/lists/directoratesaz/disability/fiaintro.pdf

Part 2 After assessment

This section is designed to assist teachers with the selection of effective instructional strategies to target specific needs identified by assessment.

Hyperlinks are provided to a selection of strategies for teaching critical skills in reading which are available from both Linking NAPLAN 2008 to the Curriculum and the *Programming and Strategies Handbooks* - Primary and Secondary. Click on each link to obtain full details of each strategy.

This resource is underpinned by the policies and procedures of Curriculum planning and programming, assessing and reporting to parents K-12, the Literacy K-12 Policy and Assisting Students with Learning Difficulties.

PART 1 – Assessment

This section is intended to guide teachers through a process to gather additional assessment information to inform programming for students requiring additional support in reading.

The assessment process

Flowchart

Accuracy and fluency measure

Instructional level texts

Comprehension measure

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The assessment process

See flow chart on page 11.

All schools are encouraged to access their SMART data for students in stage 2 and above prior to administering any individual assessments. The data provides detailed analysis of performance for every student on each test item on the national assessment. This can be used to identify aspects of reading underperformance of individuals, groups of students and the cohort.

Conducting an *Individual Reading Assessment* provides teachers with additional assessment information to inform planning and programming. It assists teachers to identify an instructional level of text for each student, to assess reading comprehension, and to assess essential skills of decoding, phonemic awareness and high frequency word reading knowledge.

The information gathered by class teachers and/or Support Teachers Learning Assistance (STLA) provides the specific information about student needs required to program effectively to improve student outcomes.

The same assessment measures used to inform programming can also be used to monitor student progress on target skills to ensure the additional support being provided is making a difference and students' are making adequate progress.

Step 1
Learning Support Team referral

In a whole school prevention and intervention approach to students experiencing difficulties with reading, all students requiring an *Individual Reading Assessment* would be referred by the schools learning support team (LST).

An important first step in the assessment process is to consider all available student assessment, LST, or class teacher information, including language and cultural background. This will inform the assessment process for each student.

Step 2
Accuracy and fluency measure

Select an initial text for assessment and administer an oral reading accuracy and fluency measure. Refer to page 12 for information on how to do this.

Determine if the student meets oral reading accuracy and fluency criteria. Results of this measure need to be interpreted in the context of the student's experiences with English and learning in English. This decision should be made at the end of a one minute read and based on the following reading rates. (Neal 1990)

Year 3 80-100 correct per minute with fewer than 3 errors

Year 5+ 100-120 correct per minute with fewer than 3 errors

If the student does not meet the criteria, stop the reading of this text, select an easier level text and proceed with determining oral reading accuracy and fluency scores.

Observe and record all reading strategies demonstrated. This will inform instructional planning.

Proceed to Step 3 Comprehension measure, after an *independent* level of text has been identified for use.

Step 3
Comprehension measure

After the student has completed the oral reading fluency assessment, administer the comprehension measure to determine student understanding of the text. Allow the student time to read the text silently before administering the 'Text questions'. The text should remain accessible to the student while the understanding component is being completed.

Determine if further assessment tasks need to be undertaken.

Step 4
Specific level assessment

Select further specific level assessment tasks after analysis of the student's text reading performance. If the student does not meet stage level criteria of accuracy, fluency or understanding administer the following specific level assessments:

1. Educheck *Neal Phonemic Skills Screening Test* (Neal, D. 1988) or another decoding skills test.
2. *Johnson Basic Vocabulary* or another sight word test. Other suitable high frequency word banks include Bookwords, M100 Words, for students in stage 1 and Multilit for students in stage 2 and above.
3. *Sutherland Phonological Awareness Test* (Neilson 1995) or another phonemic awareness test, for students in stages 1–3.
4. *Phonological Assessment for Older Students* or another phonemic awareness test, for students in stage 4 and 5.

Step 5
Planning and programming

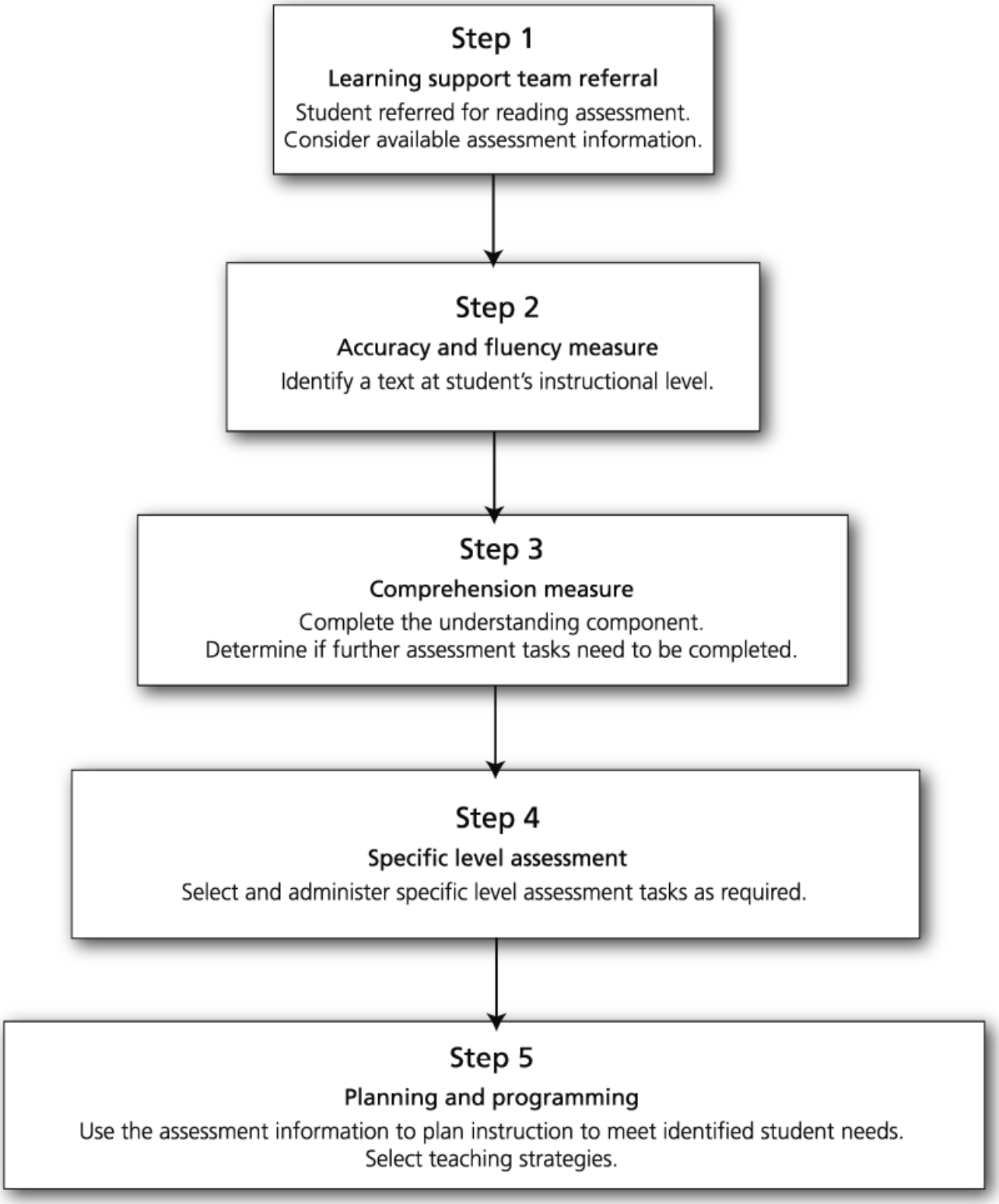
Complete the *Individual reading assessment: Student summary sheet*.

The learning support team, in conjunction with class teachers, uses the assessment information to determine priorities and plan appropriate additional support for students.

See Part 2 *After assessment* which details a range of effective teaching strategies for providing additional support to students.

The assessment process

Flowchart



Accuracy and fluency measure

Instructions

Purpose

- To identify an instructional and independent level of text.
- To identify a text to use for measuring student understanding.
- To observe student use of strategies when reading.
- To determine whether a student's difficulty in reading is related to problems in accuracy or fluency.

Materials needed:

- teacher's copy of selected texts
- stopwatch
- student's copy of selected texts
- tape recorder (optional).

Procedure

- Administer the assessment on an individual basis.
- Do not allow the student to preview the passage prior to the one-minute read.
- Point to the passage and say, "I want you to read this story aloud. Read it as quickly and carefully as you can. Have a go at any words that you're not sure of. As you read, if you need help with a word I will give it to you."
- Start timing as the student reads the first word.
- Mark the last word read at the end of one minute, but allow the student to continue reading to the end of the passage. This provides additional reading behaviour information for analysis. Passage completion will also allow the student to later demonstrate understanding.
- Where possible correct errors as the student reads the text.

Recording

- Record all information on the teacher's copy.
- Underline words read incorrectly and/or record student response above the word.
- Circle words not attempted. These are counted as errors. If no attempt is made at a word within 3 seconds (during the minute read), supply the word and direct the student to continue.
- Words that are misread but then corrected are not counted as errors. Indicate this by placing sc (self correction) above the word and recording it in the SC column.
- Count any extra words or insertions as errors, even if they make sense.

Scoring

- Count the number of words read correctly within the minute read to calculate the fluency measure. This is recorded as the number of words read correctly in one minute (cwpm).
- Record the accuracy measure as a percentage. This is calculated as the number of words read correctly over the total number of words attempted in one minute, multiplied by 100.
- Calculate the student's use of self-correction.
- See table below for more information about calculating oral text reading accuracy, fluency and self correction.

Oral text reading

Calculating accuracy, fluency and self-correction

Accuracy

To calculate a student's oral reading accuracy:

1. Count the total number of words read.
2. Count the number of errors made.
3. Subtract the number of errors from the total words read to find the total number of words read *correctly*.
4. Divide the number of correct words read correctly by the total number of words read.

For example: 100 words read – 6 errors = 94

$\frac{94}{100}$ = 94% accuracy

Fluency

To calculate a student's oral reading fluency:

1. Time the student's oral reading for one minute.
2. Count the number of words read.
3. Subtract the number of errors made from the number words read to find the correct words per minute (cwpm).

For example: A total of 85 words read – 3 errors = 82 cwpm

Self-correction

To calculate a student's use of self-correction strategies:

1. Add the total number of errors and total number of self-corrections together.
2. Divide this total by the number of self-corrections.

For example: A student makes 6 errors and demonstrates 3 self-corrections

$\frac{6+3}{3} = \frac{9}{3}$ = 1:3 self-corrections

Instructional level texts

An instructional level is one where a student reads 90-95% of the words correctly. If a student is below 90% accuracy, it will not be possible to gain useful information about the strategies a student uses whilst reading or their level of understanding when reading a text. The student may be so focused on working out individual words that she/he may not be able to attend to what the text is about. An instructional level text is used for instructional purposes but an *independent* level of text read with age appropriate fluency needs to be found in order to assess comprehension.

Independent level text: a student reads above 95% of words correctly

Instructional level text: a student reads 90-95% of words correctly

Frustration level text: a student reads below 90% of words correctly

Comprehension measure

Comprehension is the ultimate goal of the reading process. Questions should explore the student's understanding of the text. The text used to measure understanding should be at read by the students at an *independent* level.

Prior to administering the 'Text questions' component of the reading assessment, ensure that the student had the opportunity to reread the text silently with the knowledge that questions will be asked on completion. The questions should be asked orally and the students should supply an oral response. Students should be encouraged to refer to the text for answers.

The three level guide format (Morris & Stewart-Dore 1984) is used as the design of the understanding component of the reading assessment. Text questions are divided into three types according to how readers need to activate their background knowledge.

Type 1 – Literal level

Textually explicit questions require readers to locate relevant information directly from the text. The wording of the statements may not always be exactly the same as in the text but the meaning is similar. This requires literal level comprehension and can be expressed as

- Reading *on* the lines or
- Right there or
- The author *said* it.

When students understand texts at the literal level they are able to:

- locate information directly stated in a text
- locate information in titles, headings and captions
- connect information in a text and a labelled diagram
- make connections between information in consecutive sentences.

Type 2 – Interpretive level

Textually implicit questions require readers to reflect on literal information and see relationships between statements. They require students to think and search for answers. This is interpretive level comprehension and can be expressed as

- Reading *between* the lines or
- Think and search or
- The author *meant* it.

When students understand texts at the interpretive level they are able to:

- sequence events from a text
- identify a symbol by reading a key for a map
- extract information from maps, diagrams and visual images
- make connections in a text by following a pronoun reference.

Type 3 – Inferential level

Scriptually explicit questions require readers to apply and evaluate information by relating it to their own background knowledge. This is applied level comprehension and can be expressed as

- Reading *beyond* the lines or
- On my own or
- The author *would agree with* it.

When students understand texts at the inferential level they are able to:

- presume information implied in a text
- deduce the main idea from key words
- identify the meaning of words using context clues
- identify the meaning of figurative language, eg a metaphor.

Student responses to the three levels of questioning along with their semantic knowledge will provide useful information, regarding their understanding of written text, to inform programming.

Primary student texts

Each text set includes:

- *a student's copy of the text from the original*
- *a student's copy in clear type*
- *a teacher's copy of accuracy and fluency measure recording sheet*
- *a comprehension measure containing text questions of different types.*

Eggs	Collecting water
Judo and kendo	The race
Brian's wheelchair	Don't waste water
Be a star performer	Fantastic fruit

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Readability of primary student texts

The appropriate level of text for instructional purposes is text that a student can read with above 90% accuracy (instructional level). For independent reading appropriate level text is text that a student can read with 95% and above accuracy (independent level).

The number of high frequency words within a text is one factor which determines the readability of the text. Each of the primary school texts states the percentage of high frequency words it contains and is an indicator of the readability of that text.

The references used to determine this percentage are either the research of Maryann Eeds which identified 227 high frequency words from children's literature K-3 or Dale Johnson who compiled a list of basic vocabulary for beginning reading. The first 100 words which Johnson included in his basic vocabulary are the ones used here to indicate readability.

References:

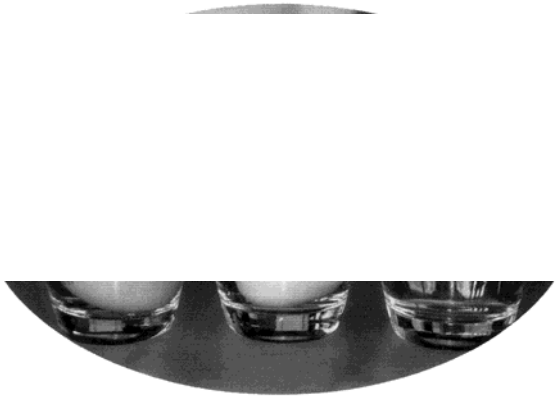
Eeds, M. (1985). Using a beginning word list of high frequency words from children's literature K-3. *The Reading Teacher*, 38(4), 418-423.

Johnson, D. D. (1971). A basic vocabulary for beginning reading. *The Elementary School Journal,* 72(1), 29-34.

Student's copy

Eggs

A quick check for freshness is to pop a raw egg in its shell in a glass of water. If it sinks to a completely horizontal position it's very fresh; if it tilts slightly it's probably around a week old and if it floats it's not very fresh.



Why does this happen? It's to do with the air pocket at the end of the egg. In a really fresh egg it's very small but as the egg gets older the air pocket becomes larger. This air pocket can be clearly seen at the wide end of a hard-boiled egg when you remove the shell.

Adapted from 'The egg case: cracked wide open' in *CHOICE* Jan/Feb, 2001. Tex

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Copied under Part VB. Adapted from *The egg case: cracked wide open,* CHOICE, 2007

Student's copy

Eggs

A quick check for freshness is to pop a raw egg in its shell in a glass of water. If it sinks to a completely horizontal position it's very fresh; if it tilts slightly it's probably around a week old and if it floats it's not very fresh.

Why does this happen? It's to do with the air pocket at the end of the egg. In a really fresh egg it's very small but as the egg gets

older the air pocket becomes larger. This air pocket can be clearly seen at the wide end of a hard-boiled egg when you remove the shell.

Teacher's copy

49% of the text consists of Johnson first 100 *A Basic Vocabulary*

Accuracy and fluency measure

Student's name: Date:

Key **Semantic** (*meaning* - **m**) **Grammatical** (*structure or syntax* - **s**) **Graphological** (*visual* - **v**) **Phonological** (**p**)		Error analysis		Analysis	
Word count	Title: **Eggs**	**E**	**SC**	**E msvp**	**SC msvp**
9	A quick check for freshness is to pop a				
21	raw egg in its shell in a glass of water. If it				
27	sinks to a completely horizontal position				
36	it's very fresh; if it tilts slightly it's probably				
46	around a week old and if it floats it's not				
48	very fresh.				
57	Why does this happen? It's to do with the				
68	air pocket at the end of the egg. In a really				
78	fresh egg it's very small but as the egg gets				
85	older the air pocket becomes larger. This				
93	air pocket can be clearly seen at the				
102	wide end of a hard-boiled egg when you				
105	remove the shell.				

Strategies used
o Re-reads
o Reads on
o Self-corrects

o Reads for meaning
o Uses multiple cues (msvp)
o Uses syllables to problem-solve
o High frequency words accurate

o Uses punctuation
o Expression
o Fluent
o Makes substitutions/omissions

Fluency: correct words per minute
Guide
Y 3-4 80-100 cwpm
Y 5-6 100-120 cwpm

Accuracy %
Easy (96-100%)
Instructional (90-95%)
Hard (<90%)

Self-correction rate
$\frac{E + SC}{SC}$ = ratio 1:
E.g. $\frac{15 + 5}{5}$ = ratio 1:4

Comments

Comprehension measure

Text questions: Eggs

The text questions should be asked orally, with the student providing oral responses transcribed by the teacher. Students may refer to the text for answers; so the text should remain available to them throughout the activity.

NB: Record any prompts provided to enable the student to answer the questions.

Use of contextual information

Type 1	a)	How do you the check freshness of an egg?
	b)	How old is an egg if it tilts slightly?
	c)	Where can you see the air pocket?
Type 2	a)	What size is the air pocket in an egg that is a week old?
	b)	Why does an egg that is not fresh float?
	c)	Why does a very fresh egg sink to a horizontal position?
Type 3	a)	If you are testing for freshness, why does the raw egg have to be in its shell when you pop it in the water?
	b)	Why does the egg have to be hard-boiled for you to see the air pocket?
	c)	Why might you want to know the freshness of an egg?

Use of semantic understanding

a) The author says to *'pop a raw egg in a glass of water.'* What does '*pop*' mean?

b) The author talks about a '*raw egg*.' What does '*raw* 'mean?

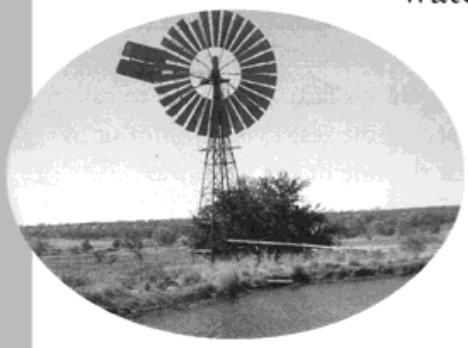
c) Describe in your own words what '*horizontal position*' is.

Student's copy

Collecting Water

Rainwater that falls from the sky is collected in different ways. It can be caught by roofs and gutters and stored in tanks.

In the country, this is the only water that some people have.



Windmills are often used to pump underground water to the surface.

Sometimes, water comes to the surface by itself to form a spring, or an oasis in the desert.

Water can also travel underground. People have to dig wells to reach it.

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Student's copy

Collecting water

Rainwater that falls from the sky is collected in different ways. It can be caught by roofs and gutters and stored in tanks.

In the country, this is the only water that some people have.

Windmills are often used to pump underground water to the surface.

Sometimes, water comes to the surface by itself to form a spring, or an oasis in the desert.

Water can also travel underground. People have to dig wells to reach it.

Teacher's copy

49% of the text consists of M.Eeds *Bookwords*

Accuracy and fluency measure

Student's name: Date:

Key **Semantic** (*meaning* - **m**) **Grammatical** (*structure or syntax* - **s**) **Graphological** (*visual* - **v**) **Phonological** (**p**)		Error analysis		Analysis	
Word count	Title: **Collecting water**	**E**	**SC**	**E msvp**	**SC msvp**
5	Rainwater that falls from the sky				
10	is collected in different				
16	ways. It can be caught by				
20	roofs and gutters and				
23	stored in tanks.				
30	In the country, this is the only				
35	water that some people have.				
40	Windmills are often used to				
44	pump underground water to				
46	the surface.				
51	Sometimes, water comes to the				
57	surface by itself to form a				
64	spring, or an oasis in the desert.				
69	Water can also travel underground.				
77	People have to dig wells to reach it.				

Strategies used
o Re-reads
o Reads on
o Self-corrects

o Reads for meaning
o Uses multiple cues (msvp)
o Uses syllables to problem-solve
o High frequency words accurate

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o Makes substitutions/omissions

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Y 3-4 80-100 cwpm
Y 5-6 100-120 cwpm

Accuracy %
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Instructional (90-95%)
Hard (<90%)

Self-correction rate
$\frac{E + SC}{SC}$ = ratio 1:
E.g. $\frac{15 + 5}{5}$ = ratio 1:4

Comments

Comprehension measure

Text questions: Collecting water

The following questions should be asked orally, with the student providing oral responses transcribed by the teacher. Students may refer to the text for answers, and so the text should remain available to the student.

NB: Record any prompts provided to enable the student to answer the questions.

Use of contextual information

Type 1

(a) Where does rainwater come from?

(b) Why do we use windmills?

(c) What is an oasis?

Type 2

(a) How can we save and store rainwater?

(b) How can people reach underground water?

(c) What does a windmill help us to do?

Type 3

(a) How could you collect rainwater?

(b) Why do people pump underground water to the surface?

(c) What are some other ways a windmill could be used to help people?

Use of semantic information

(a) In this text what is a 'tank'.

(b) In this text what is a 'spring'.

(c) In this text what does 'in the country' mean?

(d) 'Water comes to the surface by itself'. In this text what is the 'surface'?

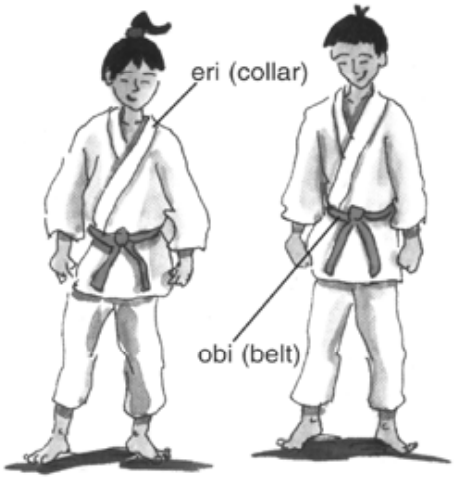
Student's copy

Judo and kendo are martial arts. They began as samurai fighting skills.

In kendo, students learn to fight with long sticks. They dress up like samurai, with a mask, breastplate and gloves. Once trained, they fight with wooden swords.

There are no weapons used in judo. The word judo means 'gentle way'.

In a judo school, the colour of the belt tells what level a student has reached. Beginners start with a red belt, then, after a test, move on to white. The next belts are yellow, orange, green, blue, brown and, finally, black.



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Student's copy

Judo and kendo

Judo and kendo are martial arts. They began as samurai fighting skills.

In kendo, students learn to fight with long sticks. They dress up like samurai, with a mask, breastplate and gloves. Once trained, they fight with wooden swords.

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In a judo school, the colour of the belt tells what level a student has reached. Beginners start with a red belt, then, after a test, move on to white. The next belts are yellow, orange, green, blue, brown and, finally, black.

Teacher's copy

40% of the text consists of M.Eeds *Bookwords*

Accuracy and fluency measure

Student's name: Date:

Key **Semantic** (*meaning* - **m**) **Grammatical** (*structure or syntax* - **s**) **Graphological** (*visual* - **v**) **Phonological** (**p**)		Error analysis		Analysis	
Word count	Title: **Judo and kendo**	**E**	**SC**	**E msvp**	**SC msvp**
9	Judo and kendo are martial arts. They began as				
12	samurai fighting skills.				
21	In kendo, students learn to fight with long sticks.				
30	They dress up like samurai, with a mask, breast				
38	plate and gloves. Once trained, they fight with				
40	wooden swords.				
49	There are no weapons used in judo. The word				
53	judo means 'gentle way'.				
64	In a judo school, the colour of the belt tells what				
72	level a student has reached. Beginners start with				
83	a red belt, then, after a test, move on to white.				
91	The next belts are yellow, orange, green, blue,				
95	brown and, finally, black.				

Strategies used
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o Reads on
o Self-corrects

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o Uses multiple cues (msvp)
o Uses syllables to problem-solve
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Y 3-4 80-100 cwpm
Y 5-6 100-120 cwpm

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$\frac{E + SC}{SC}$ = ratio 1:
E.g. $\frac{15 + 5}{5}$ = ratio 1:4

Comments

Comprehension measure

Text questions: Judo and kendo

The following questions should be asked orally, with the student providing oral responses transcribed by the teacher. Students may refer to the text for answers, and so the text should remain available to the student.

The text questions have been linked to the ESL Scales. This will provide additional informatiom about the language demands of the questions and can assist in the analysis of the ESL student's needs.

NB: Record any prompts provided to enable the student to answer the questions.

Use of contextual information

Type 1
(a) What are judo and kendo? (3.5.8)
(b) How did judo and kendo begin? (3.7.5)
(c) In judo what does the colour belt tell us? (3.5.8)

Type 2
(a) What colour is the highest level in judo? (4.7.6)
(b) How are kendo and judo different? (4.5.3)
(c) In kendo, when do students fight with wooden swords? (4.7.11)

Type 3
(a) Why do kendo students dress up with a mask, breastplate and gloves? (5.7.5)
(b) Judo and Kendo are martial arts. What are martial arts? (6.5.11)
(c) Why is judo a gentle way of defending yourself? (5.7.5)

Use of semantic information

(a) Samurai wear a breastplate. What is a breastplate?
(b) What are weapons?
(c) What is a samurai?
(d) Judo means 'gentle way'. What does gentle mean?

Student's copy

See copyright information on the back of each section heading

Student's copy

The race

This extract is about Greg. He was quick at most things but always came last in class races. Even though he watched the others carefully, Greg was always last off the mark. One day a new teacher came to the school. She watched Greg as he watched others and so she found the clue to his problem. When she took the class out to run a race and Greg was last as usual, she told the class to run another race but with a different start. She said she would drop her hand, instead of saying GO!

As they went back to the starting line, Greg was so excited that he was jumping like a kangaroo. He had eyes like an eagle's. He could see that signal even if the teacher were a dot on the horizon. He had long legs, strong legs too. He could run like an emu. He was going to win this race. He knew.

Steadily he watched, and as the teacher's hand began to fall, he was up and away, off down the track. With nobody ahead of him it seemed a different race, so quick, so easy, so much fun.

He crossed the line first! The teacher smiled at him and he watched her lips form the words, 'Well done'. Greg smiled back. She had found the clue. She knew a way for him to win the race.

Teacher's copy

59% of the text consists of M.Eeds *Bookwords*

Accuracy and fluency measure

Student's name: Date:

Key **Semantic** (*meaning* - **m**) **Grammatical** (*structure or syntax* - **s**) **Graphological** (*visual* - **v**) **Phonological** (**p**)		Error analysis		Analysis	
Word count	Title: **The race**	**E**	**SC**	**E msvp**	**SC msvp**
10	This extract is about Greg. He was quick at most				
19	things but always came last in class races. Even				
27	though he watched the others carefully, Greg was				
37	always last off the mark. One day a new teacher				
46	came to the school. She watched Greg as he				
56	watched others and so she found the clue to his				
66	problem. When she took the class out to run a				
77	race and Greg was last as usual, she told the class				
87	to run another race but with a different start. She				
96	said she would drop her hand, instead of saying				
97	GO!				
107	As they went back to the starting line, Greg was				
116	so excited that he was jumping like a kangaroo.				
122	He had eyes like an eagle's.				
126	He could see that				
136	signal even if the teacher were a dot on the				
145	horizon. He had long legs, strong legs too. He				
156	could run like an emu. He was going to win this				
159	race. He knew.				

Key **Semantic** (*meaning* - **m**) **Grammatical** (*structure or syntax* - **s**) **Graphological** (*visual* - **v**) **Phonological** (**p**)		Error analysis		Analysis	
Word count	Title: **The race**	**E**	**SC**	**E msvp**	**SC msvp**
167	Steadily he watched, and as the teacher's hand				
178	began to fall, he was up and away, off down the				
187	track. With nobody ahead of him it seemed a				
196	different race, so quick, so easy, so much fun.				
205	He crossed the line first! The teacher smiled at				
214	him and he watched her lips form the words,				
222	'Well done'. Greg smiled back. She had found				
234	the clue. She knew a way for him to win the race.				

Strategies used
o Re-reads
o Reads on
o Self-corrects

o Reads for meaning
o Uses multiple cues (msvp)
o Uses syllables to problem-solve
o High frequency words accurate

o Uses punctuation
o Expression
o Fluent
o Makes substitutions/omissions

Fluency: correct words per minute
Guide
Y 3-4 80-100 cwpm
Y 5-6 100-120 cwpm

Accuracy %
Easy (96-100%)
Instructional (90-95%)
Hard (<90%)

Self-correction rate
$\frac{E + SC}{SC}$ = ratio 1:
E.g. $\frac{15 + 5}{5}$ = ratio 1:4

Comments

Comprehension measure

Text questions: The race

The following questions should be asked orally, with the student providing oral responses transcribed by the teacher. Students may refer to the text for answers, and so the text should remain available to the student.

NB: Record any prompts provided to enable the student to answer the questions.

Use of contextual information

Type 1

(a) Who is this extract about?

(b) What did Greg do when the teacher's hand began to fall?

(c) Why was Greg jumping like a kangaroo?

Type 2

(a) Why do you think Greg needed to watch the others carefully in class races?

(b) How were the two races different?

(c) How did Greg know he was going to win the race?

Type 3

(a) Why did Greg win the race with a different start?

(b) What was Greg's problem?

(c) Why might it be important to have a new teacher?

Use of semantic information

(a) Greg was always 'last off the mark'. In this text what does 'last off the mark' mean?

(b) Greg was 'jumping like a kangaroo'. In this text what does 'jumping like a kangaroo' mean?

(c) Greg had 'eyes like an eagle's'. In this text what does 'eyes like an eagle's' mean?

(d) What is a 'signal'?

(e) What is the 'horizon'?

Student's copy

See copyright information on the back of each section heading

Student's copy

Brian's wheelchair

"Hi, my name is Brian. I can walk without a wheelchair, but I use my chair when I play basketball because I can't run very well. Basketball is my favourite sport. I play basketball nearly every Saturday morning with a group of other kids who use wheelchairs, too.

When I use my chair, I push the silver rims on the wheels to make myself go fast. The sloping wheels make it easier for me to turn quickly. That helps me spin around to take a quick shot, and also helps me avoid crashes during the game."

Many children like Brian would like to play basketball in the Paralympic Games one day.

Teacher's copy

51% of the text consists of M.Eeds *Bookwords*

Accuracy and fluency measure

Student's name: Date:

Key **Semantic** (*meaning* - **m**) **Grammatical** (*structure or syntax* - **s**) **Graphological** (*visual* - **v**) **Phonological** (**p**)		Error analysis		Analysis	
Word count	Title: **Brian's wheelchair**	**E**	**SC**	**E msvp**	**SC msvp**
8	"Hi, my name is Brian. I can walk				
16	without a wheelchair, but I use my chair				
24	when I play basketball because I can't run				
31	very well. Basketball is my favourite sport.				
37	I play basketball nearly every Saturday				
45	morning with a group of other kids who				
48	use wheelchairs, too.				
57	When I use my chair, I push the silver				
66	rims on the wheels to make myself go fast.				
74	The sloping wheels make it easier for me				
81	to turn quickly. That helps me spin				
89	around to take a quick shot, and also				
96	helps me avoid crashes during the game."				
103	Many children like Brian would like to				
109	play basketball in the Paralympic Games				
111	one day.				

Strategies used
o Re-reads
o Reads on
o Self-corrects

o Reads for meaning
o Uses multiple cues (msvp)
o Uses syllables to problem-solve
o High frequency words accurate

o Uses punctuation
o Expression
o Fluent
o Makes substitutions/omissions

Fluency: correct words per minute
Guide
Y 3-4 80-100 cwpm
Y 5-6 100-120 cwpm

Accuracy %
Easy (96-100%)
Instructional (90-95%)
Hard (<90%)

Self-correction rate
$\frac{E + SC}{SC}$ = ratio 1:
E.g. $\frac{15 + 5}{5}$ = ratio 1:4

Comments

Comprehension measure

Text questions: Brian's wheelchair

The following questions should be asked orally, with the student providing oral responses transcribed by the teacher. Students may refer to the text for answers, and so the text should remain available to the student.

NB: Record any prompts provided to enable the student to answer the questions.

Use of contextual information

Type 1
(a) What is Brian's favourite sport?
(b) When does Brian play basketball?
(c) Who does Brian play basketball with?

Type 2
(a) What makes it easier for the wheelchair to turn quickly?
(b) How do the sloping wheels help Brian?

Type 3
(a) What helps Brian avoid crashes during a game?
(b) What do you think it would be like to play basketball in a wheelchair?

Use of semantic information

(a) What does 'avoid' mean?
(b) What are "sloping wheels'?
(c) What does 'favourite' mean?
(d) What part of the wheel is 'the rim'?
(e) In this text what does 'take a quick shot' mean?

Student's copy

Don't Waste Water

Australia has the lowest rainfall out of all the continents, except for Antarctica. Recently, much of the country has been in drought. As Australia's population grows, our need for water increases. We have to think carefully about how we can use less water.

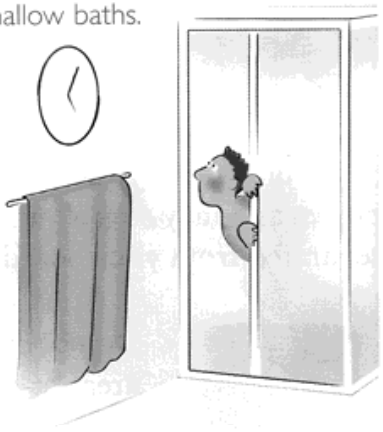
The average family in Australia uses over 4 full bathtubs of water a day. That's around 700 litres every day.

There are lots of ways you and your family can save water and protect one of our most important resources.

Paths should be swept with a broom, not hosed.

A bucket should be used instead of a hose to wash a car as this can save hundreds of litres of water.

You should have short showers or shallow baths.



When you brush your teeth, you should use a glass of water to rinse your mouth because leaving the tap running can waste 70 bathtubs of water a year.

Remind your family not to waste water and tell them that you are saving them money as well as saving the planet.

7

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Student's copy

Don't waste water

Australia has the lowest rainfall out of all the continents, except for Antarctica. Recently, much of the country has been in drought. As Australia's population grows, our need for water increases. We have to think carefully about how we can use less water.

The average family in Australia uses over 4 full bathtubs of water a day. That's around 700 litres every day.

There are lots of ways you and your family can save water and protect one of our most important resources.

Paths should be swept with a broom, not hosed.

A bucket should be used instead of a hose to wash a car as this can save hundreds of litres of water.

When you brush your teeth, you should use a glass of water to rinse your mouth because leaving the tap running can waste 70 bathtubs of water a year.

You should have short showers or shallow baths.

Remind your family not to waste water and tell them that you are saving them money as well as the planet.

Teacher's copy

46% of the text consists of M.Eeds *Bookwords*

Accuracy and fluency measure

Student's name: Date:

Key **Semantic** (*meaning* - **m**) **Grammatical** (*structure or syntax* - **s**) **Graphological** (*visual* - **v**) **Phonological** (**p**)		Error analysis		Analysis	
Word count	Title: **Don't waste water**	**E**	**SC**	**E msvp**	**SC msvp**
11	Australia has the lowest rainfall out of all the continents, except				
22	for Antarctica. Recently, much of the country has been in drought.				
31	As Australia's population grows, our need for water increases.				
43	We have to think carefully about how we can use less water.				
57	The average family in Australia uses over 4 full bathtubs of water a day.				
63	That's around 700 litres every day.				
76	There are lots of ways you and your family can save water and				
83	protect one of our most important resources.				
92	Paths should be swept with a broom, not hosed.				
104	A bucket should be used instead of a hose to wash a				
114	car as this can save hundreds of litres of water.				
122	You should have short showers or shallow baths.				
130	When you brush your teeth, you should use				
138	a glass of water to rinse your mouth				
143	because leaving the tap running				
151	can waste 70 bathtubs of water a year.				
164	Remind your family not to waste water and tell them that you are				
172	saving them money as well as the planet.				

Strategies used
o Re-reads
o Reads on
o Self-corrects

o Reads for meaning
o Uses multiple cues (msvp)
o Uses syllables to problem-solve
o High frequency words accurate

o Uses punctuation
o Expression
o Fluent
o Makes substitutions/omissions

Fluency: correct words per minute
Guide
Y 3-4 80-100 cwpm
Y 5-6 100-120 cwpm

Accuracy %
Easy (96-100%)
Instructional (90-95%)
Hard (<90%)

Self-correction rate
$\frac{E + SC}{SC}$ = ratio 1:
E.g. $\frac{15 + 5}{5}$ = ratio 1:4

Comments

Comprehension measure

Text questions: Don't waste water

The following questions should be asked orally, with the student providing oral responses transcribed by the teacher. Students may refer to the text for answers, and so the text should remain available to the student.

NB: Record any prompts provided to enable the student to answer the questions.

Use of contextual information

Type 1
(a) What happens when Australia's population grows?
(b) How many full bathtubs of water does the average family use each day?

Type 2
(a) How many litres of water does the average Australian family use each day?
(b) When cleaning your teeth why should you use a glass of water to rinse your mouth?
(c) How can your family protect one of our most important resources?

Type 3
(a) Why do we need to think about using less water?
(b) Why should paths be swept with a broom and not hosed?
(c) Why is water such an important resource?

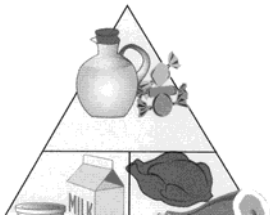
Use of semantic information

(a) In this text what does 'shallow baths' mean?
(b) In this text water is an important resource. Can you think of another important resource?
(c) In this text what does 'the country has been in drought' mean?

Student's copy

be a STAR performer

Your body can only perform at its best when you look after it. This means you should exercise and eat the right foods in the proportions shown in this food pyramid.



Exercise helps you to digest food. Fibre in food also helps your body to digest food properly and helps your body's waste to pass out quickly.

Foods that come from animals, such as meat, milk and eggs, do not have any fibre but fruit and vegetables have a lot. However, there is more fibre on the outside than on the inside of fruit and vegetables. If you peel away the outside, you remove most of the fibre. Foods that have had their peel, skins or husks removed are usually low in fibre. When wheat is refined into white flour it is processed to remove most of the fibre.

If you want to be a star performer, you should switch to high fibre foods. Try eating wholemeal bread instead of refined and processed white bread and choose brown rice instead of white.

3

See copyright information on the back of each section heading

Student's copy

Be a star performer

Your body can only perform at its best when you look after it. This means you should exercise and eat the right foods in the proportions shown in this food pyramid.

Exercise helps you to digest food. Fibre in food also helps your body to digest food properly and helps your body's waste to pass out quickly.

Foods that come from animals, such as meat, milk and eggs, do not have any fibre but fruit and vegetables have a lot. However, there is more fibre on the outside than on the inside of fruit and vegetables. If you peel away the outside, you remove most of the fibre. Foods that have had their peel, skins or husks removed are usually low in fibre. When wheat is refined into white flour it is processed to remove most of the fibre.

If you want to be a star performer, you should switch to high fibre foods. Try eating wholemeal bread instead of refined and processed white bread and choose brown rice instead of white.

Teacher's copy

44% of the text consists of M.Eeds *Bookwords*

Accuracy and fluency measure

Student's name: Date:

Key **Semantic** (*meaning* - **m**) **Grammatical** (*structure or syntax* - **s**) **Graphological** (*visual* - **v**) **Phonological** (**p**)		Error analysis		Analysis	
Word count	Title: **Be a star performer**	**E**	**SC**	**E msvp**	**SC msvp**
11	Your body can only perform at its best when you look				
21	after it. This means you should exercise and eat the				
31	right foods in the proportions shown in this food pyramid.				
42	Exercise helps you to digest food. Fibre in food also helps				
52	your body to digest food properly and helps your body's				
57	waste to pass out quickly.				
68	Foods that come from animals, such as meat, milk and eggs,				
79	do not have any fibre but fruit and vegetables have				
90	a lot. However, there is more fibre on the outside than				
101	on the inside of fruit and vegetables. If you peel away				
109	the outside, you remove most of the fibre.				
119	Foods that have had their peel, skins or husks removed				
129	are usually low in fibre. When wheat is refined into				
140	white flour it is processed to remove most of the fibre.				
150	If you want to be a star performer, you should				
158	switch to high fibre foods. Try eating wholemeal				
166	bread instead of refined and processed white bread				
173	and choose brown rice instead of white.				

Strategies used
o Re-reads
o Reads on
o Self-corrects

o Reads for meaning
o Uses multiple cues (msvp)
o Uses syllables to problem-solve
o High frequency words accurate

o Uses punctuation
o Expression
o Fluent
o Makes substitutions/omissions

Fluency: correct words per minute
Guide
Y 3-4 80-100 cwpm
Y 5-6 100-120 cwpm

Accuracy %
Easy (96-100%)
Instructional (90-95%)
Hard (<90%)

Self-correction rate
$\frac{E + SC}{SC}$ = ratio 1:
E.g. $\frac{15 + 5}{5}$ = ratio 1:4

Comments

Comprehension measure

Text questions: Be a star performer

The following questions should be asked orally, with the student providing oral responses transcribed by the teacher. Students may refer to the text for answers, and so the text should remain available to the student.

NB: Record any prompts provided to enable the student to answer the questions.

Use of contextual information

Type 1
(a) What does fibre in food help you do?
(b) What foods do not have any fibre?
(c) Where is most of the fibre found in fruit and vegetables?

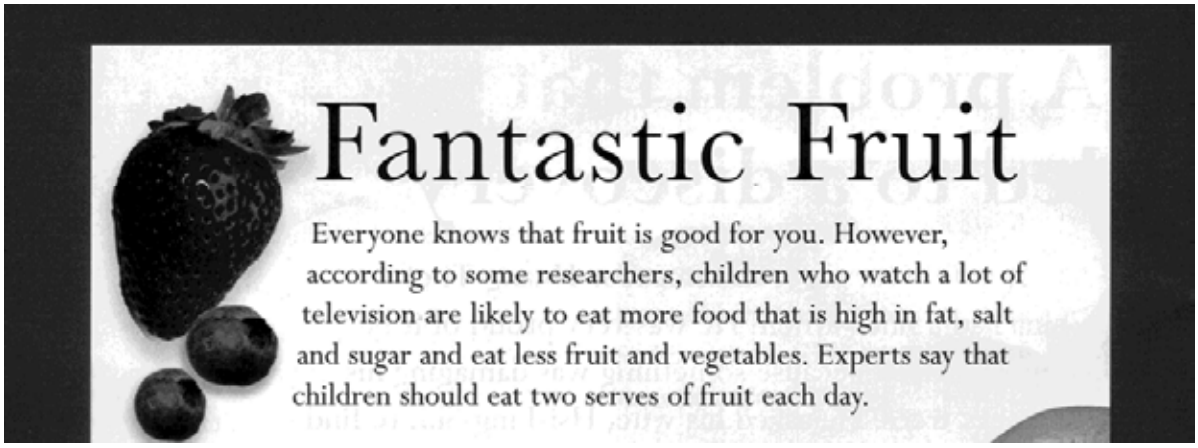
Type 2
(a) What happens when you peel fruit or vegetables?
(b) What is wheat turned into?
(c) What are two things you can you do to look after your body?

Type 3
(a) What do you think a star performer is?
(b) What is this article mainly about?
(c) What would happen if you didn't eat enough fibre?

Use of semantic information

(a) Explain 'perform' when the text reads "Your body can only perform at its best…"
(b) What else can 'perform' mean?
(c) What does 'digest' mean?
(d) What does 'refined' mean?

Student's copy



Fantastic Fruit

Everyone knows that fruit is good for you. However, according to some researchers, children who watch a lot of television are likely to eat more food that is high in fat, salt and sugar and eat less fruit and vegetables. Experts say that children should eat two serves of fruit each day.

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Student's copy

Fantastic fruit

Everyone knows that fruit is good for you. However, according to some researchers, children who watch a lot of television are likely to eat more food that is high in fat, salt and sugar and eat less fruit and vegetables. Experts say that children should eat two serves of fruit each day.

Fruit and fruit smoothies are a healthy energy choice. They are packed full of important vitamins, minerals and fibre which help children grow and develop. Eating fruit instead of fatty, sugary snacks will also give them vitality (energy) and help prevent some diseases including Type 2 diabetes and a wide variety of cancers.

Most school canteens have stopped selling junk food including lollies and soft drinks. As an alternative to unhealthy snacks and drinks, schools and canteens have been encouraging students to eat fruit. Some schools are even introducing fruit breaks to get children to eat fruit regularly.

In NSW, 55% of Year 6 boys and 37% of Year 6 girls drink more than one soft drink a day. A better choice is a fresh fruit smoothie. As well as containing fruit, smoothies are made with milk and yoghurt which gives children calcium for their growing bones.

So next time you need a quick energy boost, grab a juicy piece of fruit or a delicious fruit smoothie.

Teacher's copy

32% of the text consists of Johnson first 100 *A Basic Vocabulary*

Accuracy and fluency measure

Student's name: Date:

Key **Semantic** (*meaning* - **m**) **Grammatical** (*structure or syntax* - **s**) **Graphological** (*visual* - **v**) **Phonological** (**p**)		Error analysis		Analysis	
Word count	Title: **Fantastic fruit**	**E**	**SC**	**E msvp**	**SC msvp**
9	Everyone knows that fruit is good for you. However,				
19	according to some researchers, children who watch a lot of				
32	television are likely to eat more food that is high in fat, salt				
43	and sugar and eat less fruit and vegetables. Experts say that				
52	children should eat two serves of fruit each day.				
61	Fruit and fruit smoothies are a healthy energy choice.				
69	They are packed full of important vitamins, minerals				
78	and fibre which help children grow and develop. Eating				
89	fruit instead of fatty, sugary snacks will also give them vitality				
98	(energy) and help prevent some diseases including Type 2				
105	diabetes and a wide variety of cancers.				
114	Most school canteens have stopped selling junk food including				
123	lollies and soft drinks. As an alternative to unhealthy				
131	snacks and drinks, schools and canteens have been				
138	encouraging students to eat fruit. Some schools				
145	are even introducing fruit breaks to get				
150	children to eat fruit regularly.				
162	In NSW, 55% of Year 6 boys and 37% of				
171	Year 6 girls drink more than one soft drink				
180	a day. A better choice is a fresh fruit				

Key **Semantic** (*meaning* - **m**) **Grammatical** (*structure or syntax* - **s**) **Graphological** (*visual* - **v**) **Phonological** (**p**)		Error analysis		Analysis	
Word count	Title: **Fantastic fruit**	**E**	**SC**	**E msvp**	**SC msvp**
186	smoothie. As well as containing fruit,				
191	smoothies are made with milk				
195	and yoghurt which gives				
199	children calcium for their				
201	growing bones.				
208	So next time you need a quick				
215	energy boost, grab a juicy piece of				
221	fruit or a delicious fruit smoothie.				

Strategies used
o Re-reads
o Reads on
o Self-corrects

o Reads for meaning
o Uses multiple cues (msvp)
o Uses syllables to problem-solve
o High frequency words accurate

o Uses punctuation
o Expression
o Fluent
o Makes substitutions/omissions

Fluency: correct words per minute
Guide
Y 3-4 80-100 cwpm
Y 5-6 100-120 cwpm

Accuracy %
Easy (96-100%)
Instructional (90-95%)
Hard (<90%)

Self-correction rate
$\frac{E + SC}{SC}$ = ratio 1:
E.g. $\frac{15 + 5}{5}$ = ratio 1:4

Comments

Comprehension measure

Text questions: Fantastic Fruit

The following questions should be asked orally, with the student providing oral responses transcribed by the teacher. Students may refer to the text for answers, and so the text should remain available to the student.

NB: Record any prompts provided to enable the student to answer the questions.

Use of contextual information

Type 1

(a) Who is likely to eat less fruit and vegetables?

(b) How much fruit should children eat each day?

(c) What have some schools introduced to get children to eat fruit more regularly?

Type 2

(a) How have school canteens encouraged children to eat fruit?

(b) Why are fresh fruit smoothies a better choice than soft drink?

(c) Why are lollies and drinks considered unhealthy food?

Type 3

(a) Why have most school canteens stopped selling junk food?

(b) Why are children who watch a lot of television likely to eat less fruit and vegetables?

(c) In this text the author says experts say that children should eat two serves of fruit each day. Who do you think these experts are?

Use of semantic information

(a) The author says that 'according to some researchers, children who watch a lot of television are likely to eat less fruit and vegetables'. What do researchers do?

(b) In this text what does 'quick energy boost' mean?

(c) In this text what does 'alternative' mean?

Additional easier texts (stage 2-3)

These texts can be used to assess the reading accuracy and fluency of students in years 3-5 who cannot read the texts in the previous section, at an instructional level with age appropriate fluency.

Mum and the frog

Sam's trip

My white pet mouse

Party for Ben

Ben's snake

Frog's garden

Going away for work

COMMONWEALTH OF AUSTRALIA

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Readability of additional texts

The appropriate level of text for instructional purposes is text that a student can read with above 90% accuracy (instructional level). For independent reading appropriate level text is text that a student can read with 95% and above accuracy (independent level).

The number of high frequency words within a text is one factor which determines the readability of the text. Each of the additional texts states the percentage of high frequency words it contains and is an indicator of the readability of that text.

The reference used to determine this percentage is the research of Maryann Eeds which identified 227 high frequency words from children's literature K-3. The first 114 of words which occurred most frequently in the texts examined are the ones used here to indicate readability.

A grade level of readability is indicated for each of the additional texts at the bottom right corner of the teacher's copy of the accuracy and fluency measure.

Reference:

Eeds, M. (1985). Using a beginning word list of high frequency words from children's literature K-3. *The Reading Teacher*, 38(4), 418-423.

Student's copy

Mum and the frog

Mum can see a big log. On the log is a fat green frog. It is Fred the frog. Fred is hot. Fred the frog can hop off the log. Hop, hop, hop. Can he jump into the pond? The fat frog jumps into the pond. Splash!

Mum can see Fred in the pond. He is wet. When Fred gets hot he swims in the pond. Mum can see Fred swim to the end of the pond. He hops out of the pond and jumps up on to the big log. Now the frog is not in the pond.

When Fred the fat green frog sits on the log he looks for bugs. Fred can swim in the pond. He can sit on the log. He can look for bugs.

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Student's copy

Mum and the frog

Mum can see a big log. On the log is a fat green frog. It is Fred the frog. Fred is hot. Fred the frog can hop off the log. Hop, hop, hop. Can he jump into the pond? The fat frog jumps into the pond. Splash!

Mum can see Fred in the pond. He is wet. When Fred gets hot he swims in the pond. Mum can see Fred swim to the end of the pond. He hops out of the pond and jumps up on to the big log. Now the frog is not in the pond.

When Fred the fat green frog sits on the log he looks for bugs. Fred can swim in the pond. He can sit on the log. He can look for bugs.

Teacher's copy

55% of the text consists of M.Eeds first 114 *Bookwords*

Accuracy and fluency measure

Student's name: Date:

Key **Semantic** (*meaning* - **m**) **Grammatical** (*structure or syntax* - **s**) **Graphological** (*visual* - **v**) **Phonological** (**p**)		Error analysis		Analysis	
Word count	Title: **Mum and the frog**	**E**	**SC**	**E msvp**	**SC msvp**
14	Mum can see a big log. On the log is a fat green frog.				
27	It is Fred the frog. Fred is hot. Fred the frog can hop				
38	off the log. Hop, hop, hop. Can he jump into the				
47	pond? The fat frog jumps into the pond. Splash!				
59	Mum can see Fred in the pond. He is wet. When Fred				
70	gets hot he swims in the pond. Mum can see Fred				
83	swim to the end of the pond. He hops out of the pond				
97	and jumps up on to the big log. Now the frog is not in				
99	the pond.				
111	When Fred the fat green frog sits on the log he looks				
123	for bugs. Fred can swim in the pond. He can sit on				
130	the log. He can look for bugs.				
	Adapted from story written by Helen Fletcher, Ruse Primary School Readability: Kindergarten to Year 1				

Strategies used
o Re-reads
o Reads on
o Self-corrects

o Reads for meaning
o Uses multiple cues (msvp)
o Uses syllables to problem-solve
o High frequency words accurate

o Uses punctuation
o Expression
o Fluent
o Makes substitutions/omissions

Fluency: correct words per minute
Guide
Y 3-4 80-100 cwpm
Y 5-6 100-120 cwpm

Accuracy %
Easy (96-100%)
Instructional (90-95%)
Hard (<90%)

Self-correction rate
$\frac{E + SC}{SC}$ = ratio 1:
E.g. $\frac{15 + 5}{5}$ = ratio 1:4

Comments

Comprehension measure

Text questions: Mum and the frog

The following questions should be asked orally, with the student providing oral responses transcribed by the teacher. Students may refer to the text for answers, and so the text should remain available to the student.

Use of contextual information

Type 1
(a) What is on the big log?
(b) What can Fred do?
(c) What can Fred do if he is hot?

Type 2
(a) Why did Fred sit on the log?
(b) Describe Fred the frog.
(c) How does Fred move?

Type 3
(a) Why does Fred the fat green frog stay near the pond?
(b) Why does Fred look for bugs?

Use of semantic information

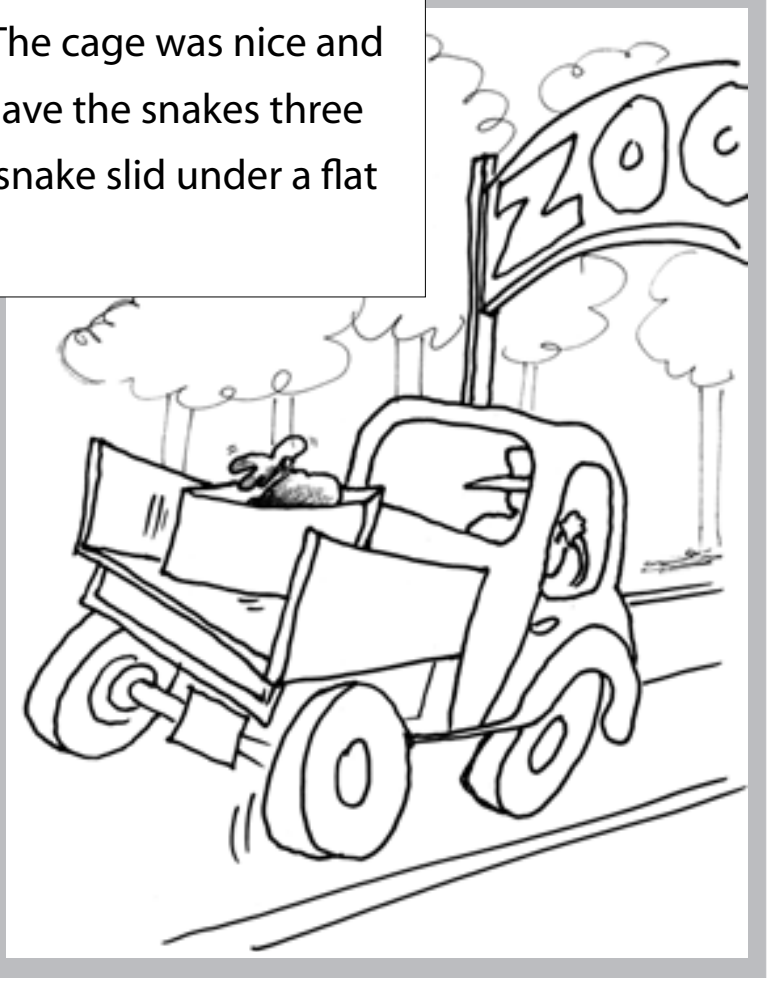
(a) What is a 'log'?
(b) What is a 'pond'?

Student's copy

Ben's snake

Ben ran to his yellow truck. He had a green bag in his hand. It was tied up with string. In the bag was a long brown snake. He had found the snake under the bed. Ben put the bag in a box at the back of the truck. Then he got in the truck and drove away.

He took the snake to the zoo. The zoo had lots of snakes. Ben's snake was put in a cage with two other brown snakes. The cage was nice and warm. The snake keeper gave the snakes three fat black rats to eat. Ben's snake slid under a flat rock and went to sleep.



© The State of New South Wales through the Department of Education and Training 2000

Student's copy

Ben's snake

Ben ran to his yellow truck. He had a green bag in his hand. It was tied up with string. In the bag was a long brown snake. He had found the snake under the bed. Ben put the bag in a box at the back of the truck. Then he got in the truck and drove away.

He took the snake to the zoo. The zoo had lots of snakes. Ben's snake was put in a cage with two other brown snakes. The cage was nice and warm. The snake keeper gave the snakes three fat black rats to eat. Ben's snake slid under a flat rock and went to sleep.

Teacher's copy

53% of the text consists of M.Eeds first 114 *Bookwords*

Accuracy and fluency measure

Student's name: Date:

Key **Semantic** (*meaning* - **m**) **Grammatical** (*structure or syntax* - **s**) **Graphological** (*visual* - **v**) **Phonological** (**p**)		Error analysis		Analysis	
Word count	Title: **Ben's snake**	**E**	**SC**	**E msvp**	**SC msvp**
11	Ben ran to his yellow truck. He had a green bag				
23	in his hand. It was tied up with string. In the bag				
33	was a long brown snake. He had found the snake				
45	under the bed. Ben put the bag in a box at the				
56	back of the truck. Then he got in the truck and				
58	drove away.				
70	He took the snake to the zoo. The zoo had lots of				
80	snakes. Ben's snake was put in a cage with two				
89	other brown snakes. The cage was nice and warm.				
98	The snake keeper gave the snakes three fat black				
109	rats to eat. Ben's snake slid under a flat rock and				
112	went to sleep.				
	Adapted from story written by Helen Fletcher, Ruse Primary School Readability:Early Year 1				

Strategies used
o Re-reads
o Reads on
o Self-corrects

o Reads for meaning
o Uses multiple cues (msvp)
o Uses syllables to problem-solve
o High frequency words accurate

o Uses punctuation
o Expression
o Fluent
o Makes substitutions/omissions

Fluency: correct words per minute
Guide
Y 3-4 80-100 cwpm
Y 5-6 100-120 cwpm

Accuracy %
Easy (96-100%)
Instructional (90-95%)
Hard (<90%)

Self-correction rate

$$\frac{E + SC}{SC}$$ = ratio 1:

E.g. $\frac{15 + 5}{5}$ = ratio 1:4

Comments

Comprehension measure

Text questions: Ben's snake

The following questions should be asked orally, with the student providing oral responses transcribed by the teacher. Students may refer to the text for answers, and so the text should remain available to the student.

Use of contextual information

Type 1
(a) What did Ben have in his hand?
(b) Where did Ben find the brown snake?
(c) What slid under a flat rock?

Type 2
(a) Why did Ben tie the bag up with string?
(b) How did Ben take the snake to the zoo?
(c) What do snakes eat?

Type 3
(a) Why did Ben take the snake to the zoo?
(b) What would you do if you saw a snake?

Use of semantic information

(a) What does 'tied up' mean?
(b) What is a 'zoo'?
(c) What is a 'cage'?

Student's copy

Sam's trip

One day Sam and his family went on a trip. They went to the museum. When they got there the doors were shut. Sam wanted to see inside. A man came to open the doors. The rooms were very big with lots of old things to see.

At the museum Sam saw bones. He saw guns. He saw tools. He saw books and he saw DINOSAURS. Sam loved dinosaurs. He wished he had one.

"I'm sorry they are not real," said Sam. "It would be nice to play with a dinosaur."

"And I think it would be nice to play with you," said a voice.

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Student's copy

Sam's trip

One day Sam and his family went on a trip. They went to the museum. When they got there the doors were shut. Sam wanted to see inside. A man came to open the doors. The rooms were very big with lots of old things to see.

At the museum Sam saw bones. He saw guns. He saw tools. He saw books and he saw DINOSAURS. Sam loved dinosaurs. He wished he had one.

"I'm sorry they are not real," said Sam. "It would be nice to play with a dinosaur."

"And I think it would be nice to play with you," said a voice.

Teacher's copy

65% of the text consists of M.Eeds first 114 *Bookwords*

Accuracy and fluency measure

Student's name: Date:

Key **Semantic** (*meaning* - **m**) **Grammatical** (*structure or syntax* - **s**) **Graphological** (*visual* - **v**) **Phonological** (**p**)		Error analysis		Analysis	
Word count	Title: **Sam's trip**	**E**	**SC**	**E msvp**	**SC msvp**
11	One day Sam and his family went on a trip. They				
20	went to the museum. When they got there the				
29	doors were shut. Sam wanted to see inside. A				
38	man came to open the doors. The rooms were				
47	very big with lots of old things to see.				
56	At the museum Sam saw bones. He saw guns.				
65	He saw tools. He saw books and he saw				
71	DINOSAURS. Sam loved dinosaurs. He wished				
81	he had one. "I'm sorry they are not real," said				
91	Sam. "It would be nice to play with a dinosaur."				
102	"And I think it would be nice to play with you,"				
105	said a voice.				
	Adapted from Texas Education Agency, Texas 1st Grade. Texas Primary Reading Inventory Readability: Year 1				

Strategies used
o Re-reads
o Reads on
o Self-corrects

o Reads for meaning
o Uses multiple cues (msvp)
o Uses syllables to problem-solve
o High frequency words accurate

o Uses punctuation
o Expression
o Fluent
o Makes substitutions/omissions

Fluency: correct words per minute
Guide
Y 3-4 80-100 cwpm
Y 5-6 100-120 cwpm

Accuracy %
Easy (96-100%)
Instructional (90-95%)
Hard (<90%)

Self-correction rate
$\frac{E + SC}{SC}$ = ratio 1:
E.g. $\frac{15 + 5}{5}$ = ratio 1:4

Comments

Comprehension measure

Text questions: Sam's trip

The following questions should be asked orally, with the student providing oral responses transcribed by the teacher. Students may refer to the text for answers, and so the text should remain available to the student.

Use of contextual information

Type 1	(a)	Where did Sam and his family go?
	(b)	Tell me two things that Sam saw at the museum.
	(c)	What did Sam love most?
Type 2	(a)	What did Sam want to do with the dinosaurs?
	(b)	What do you think talked to Sam?
Type 3	(a)	Why do you think the museum doors were shut?
	(b)	What types of bones do you think Sam saw?
	(b)	What other things could you see in a museum?

Use of semantic information

	(a)	What is a 'museum'?
	(b)	What are 'tools'?
	(c)	In this story what are 'old things'?

Student's copy

Frog's garden

One day Frog was in his garden. He was picking out the weeds when Toad came hopping by. Toad stopped by the gate. He liked Frog's garden. Toad told Frog that he had a fine garden.

Frog thanked Toad. He told him that it was hard work to keep it nice. Toad wished he had a garden just like Frog's. Frog gave him some flower seeds. He had to plant them in the dirt to make them grow. Toad asked Frog how soon would he have a garden. Frog told Toad that his garden would grow pretty soon.

Toad hopped home and planted the flower seeds. Toad told the seeds to start growing. He hopped up and down a few times. The seeds did not start to grow. Toad put his head close to the dirt and loudly told the seeds to start growing. Toad looked at the dirt again. The seeds had not started to grow.

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Student's copy

Frog's garden

One day Frog was in his garden. He was picking out the weeds when Toad came hopping by. Toad stopped by the gate. He liked Frog's garden. Toad told Frog that he had a fine garden.

Frog thanked Toad. He told him that it was hard work to keep it nice. Toad wished he had a garden just like Frog's. Frog gave him some flower seeds. He had to plant them in the dirt to make them grow. Toad asked Frog how soon would he have a garden. Frog told Toad that his garden would grow petty soon.

Toad hopped home and planted the flower seeds. Toad told the seeds to start growing. He hopped up and down a few times. The seeds did not start to grow. Toad put his head close to the dirt and loudly told the seeds to start growing. Toad looked at the dirt again. The seeds had not started to grow.

Teacher's copy

47% of the text consists of M.Eeds first 114 *Bookwords*

Accuracy and fluency measure

Student's name: Date:

Key **Semantic** (*meaning* - **m**) **Grammatical** (*structure or syntax* - **s**) **Graphological** (*visual* - **v**) **Phonological** (**p**)		Error analysis		Analysis	
Word count	Title: **Frog's garden**	**E**	**SC**	**E msvp**	**SC msvp**
10	One day Frog was in his garden. He was picking				
18	out the weeds when Toad came hopping by.				
27	Toad stopped by the gate. He liked Frog's garden.				
38	Toad told Frog that he had a fine garden. Frog thanked				
51	Toad. He told him that it was hard work to keep it nice.				
64	Toad wished he had a garden just like frog's.				
74	Frog gave him some flower seeds. He had to plant				
85	them in the dirt to make them grow. Toad asked Frog				
95	how soon would he have a garden. Frog told Toad				
102	that his garden would grow pretty soon.				
110	Toad hopped home and planted the flower seeds.				
121	Toad told the seeds to start growing. He hopped up and				
132	down a few times. The seeds did not start to grow.				
143	Toad put his head close to the dirt and loudly told				
154	the seeds to start growing. Toad looked at the dirt again.				
161	The seeds had not started to grow.				
	Adapted from Texas Education Agency, Texas 1st Grade. Texas Primary Reading Inventory Readability: Year 1				

Strategies used
- o Re-reads
- o Reads on
- o Self-corrects
- o Reads for meaning
- o Uses multiple cues (msvp)
- o Uses syllables to problem-solve
- o High frequency words accurate
- o Uses punctuation
- o Expression
- o Fluent
- o Makes substitutions/omissions

Fluency: correct words per minute
Guide
Y 3-4 80-100 cwpm
Y 5-6 100-120 cwpm

Accuracy %
Easy (96-100%)
Instructional (90-95%)
Hard (<90%)

Self-correction rate

$$\frac{E + SC}{SC}$$ = ratio 1:

E.g. $\frac{15 + 5}{5}$ = ratio 1:4

Comments

Comprehension measure

Text questions: Frog's garden

The following questions should be asked orally, with the student providing oral responses transcribed by the teacher. Students may refer to the text for answers, and so the text should remain available to the student.

Use of contextual information

Type 1

(a) Who had a garden?

(b) What did Toad wish for?

(c) What did Toad do to in order to start a garden?

Type 2

(a) Why did Toad talk to the seeds?

(b) Why does Toad say his garden was hard work?

Type 3

(a) Toad planted the seeds. What else will Toad need to do to make a garden?

(b) Frog planted flowers in his garden. What other things could he plant in his garden?

Use of semantic information

(a) What is a 'garden'?

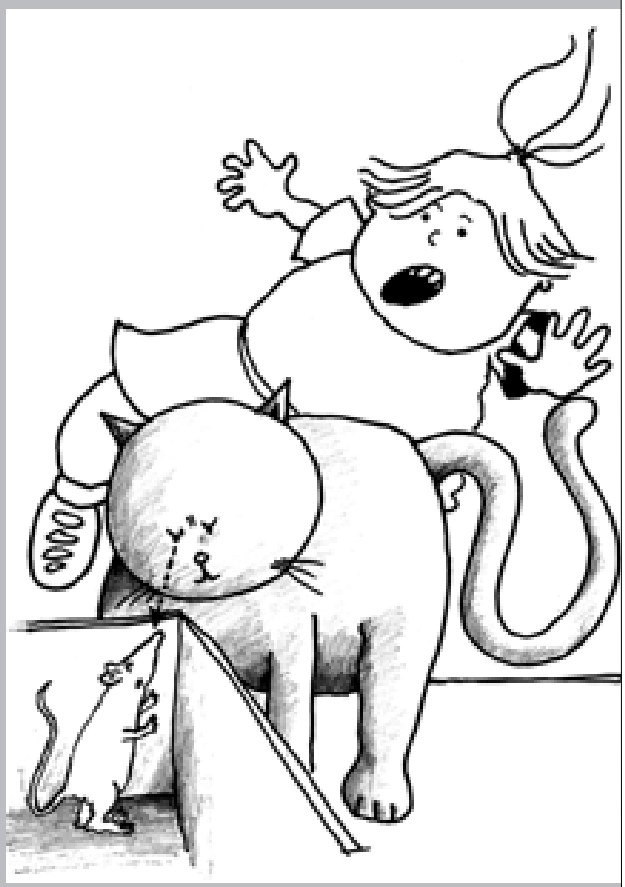
(b) What are 'weeds'?

(c) In this story what does 'hard work' mean?

(d) In this story what does 'few' mean?

(e) What is a 'gate'?

Student's copy



My white pet mouse

One day a white mouse came to our house. She was in a box. That box was her home. She ate there and went to sleep there. She was a little mouse with a little house.

A cat lives at our house too. Our cat is black. The cat saw the mouse. He sat still. He did not move. The mouse did not run. The cat looked hard at the mouse. "I will eat you, mouse," the cat was thinking.

The mouse was thinking too. "I can see you, cat, and you are bad news. You want to eat me."

I took the mouse to my bedroom. She will be safe in my room. No more cat for this mouse.

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Student's copy

My white pet mouse

One day a white mouse came to our house. She was in a box. That box was her home. She ate there and went to sleep there. She was a little mouse with a little house.

A cat lives at our house too. Our cat is black. The cat saw the mouse. He sat still. He did not move. The mouse did not run. The cat looked hard at the mouse. "I will eat you, mouse," the cat was thinking.

The mouse was thinking too. "I can see you, cat, and you are bad news. You want to eat me."

I took the mouse to my bedroom. She will be safe in my room. No more cat for this mouse.

Teacher's copy

60% of the text consists of M.Eeds first 114 *Bookwords*

Accuracy and fluency measure

Student's name: Date:

Key **Semantic** (*meaning* - **m**) **Grammatical** (*structure or syntax* - **s**) **Graphological** (*visual* - **v**) **Phonological** (**p**)		Error analysis		Analysis	
Word count	Title: **My white pet mouse**	**E**	**SC**	**E msvp**	**SC msvp**
10	One day a white mouse came to our house. She				
21	was in a box. That box was her home. She ate				
31	there and went to sleep there. She was a little				
36	mouse with a little house.				
47	A cat lives at our house too. Our cat is black.				
58	The cat saw the mouse. He sat still. He did not				
67	move. The mouse did not run. The cat looked				
78	hard at the mouse. "I will eat you, mouse," the cat				
80	was thinking.				
90	The mouse was thinking too. "I can see you, cat,				
100	and you are bad news. You want to eat me."				
111	I took the mouse to my bedroom. She will be safe				
120	in my room. No more cat for this mouse.				
Adapted from Level 1 Form B MASI-R Multilevel Academic Skills Inventory-Revised Reading Screening Test Howell, Zucker, Moorehead Readability: Mid Year 1 to Year 2					

Strategies used
- o Re-reads
- o Reads on
- o Self-corrects
- o Reads for meaning
- o Uses multiple cues (msvp)
- o Uses syllables to problem-solve
- o High frequency words accurate
- o Uses punctuation
- o Expression
- o Fluent
- o Makes substitutions/omissions

Fluency: correct words per minute
Guide
Y 3-4 80-100 cwpm
Y 5-6 100-120 cwpm

Accuracy %
Easy (96-100%)
Instructional (90-95%)
Hard (<90%)

Self-correction rate
$\frac{E + SC}{SC}$ = ratio 1:
E.g. $\frac{15 + 5}{5}$ = ratio 1:4

Comments

Comprehension measure

Text questions: My white pet mouse

The following questions should be asked orally, with the student providing oral responses transcribed by the teacher. Students may refer to the text for answers, and so the text should remain available to the student.

Use of contextual information

Type 1
(a) What came to our house?
(b) Where did the mouse sleep?
(c) What was the cat thinking?

Type 2
(a) What did the cat do when he saw the mouse?
(b) How many animals live at my house?

Type 3
(a) Why was the mouse not happy to see the cat?
(b) Why will the mouse be safe in my bedroom?

Use of semantic information

(a) What is a 'mouse'?
(b) In this story what does 'safe' mean?
(c) Tell me two things you have in your bedroom.

Student's copy

Going away for work

Con's mum and dad had to go away for work. "We will be gone two days and two nights," said Con's mum. "Grandma Pat will take care of you."

Mum and Dad and Con went downstairs to wait for Grandma Pat. Grandma Pat lives in the same street as Con.

"Here she comes!" cried Con. "Hi, Grandma Pat!"

"Hello, hello," said Grandma Pat. "How is my good grandchild?"

Just then a taxi raced up. The taxi driver put some bags next to the cab and out popped Granddad Jack.

"Here I am," he called.

"Did you ask Granddad Jack to baby-sit?" Mum asked Dad.

"Did you ask Grandma Pat to baby-sit?" Dad asked Mum. "Now what will we do?"

© The State of New South Wales through the Department of Education and Training 2000

Student's copy

Going away for work

Con's mum and dad had to go away for work. "We will be gone two days and two nights," said Con's mum. "Grandma Pat will take care of you."

Mum and Dad and Con went downstairs to wait for Grandma Pat. Grandma Pat lives in the same street as Con.

"Here she comes!" cried Con. "Hi, Grandma Pat!"

"Hello, hello," said Grandma Pat. "How is my good grandchild?"

Just then a taxi raced up. The taxi driver put some bags next to the cab and out popped Granddad Jack.

"Here I am," he called.

"Did you ask Granddad Jack to baby-sit?" Mum asked Dad.

"Did you ask Grandma Pat to baby-sit?" Dad asked Mum. "Now what will we do?"

Teacher's copy

48% of the text consists of M.Eeds first 114 *Bookwords*

Accuracy and fluency measure

Student's name: Date:

Key **Semantic** (*meaning* - **m**) **Grammatical** (*structure or syntax* - **s**) **Graphological** (*visual* - **v**) **Phonological** (**p**)		Error analysis		Analysis	
Word count	Title: **Going away for work**	**E**	**SC**	**E msvp**	**SC msvp**
10	Con's mum and dad had to go away for work.				
20	"We will be gone two days and two nights," said				
29	Con's mum. "Grandma Pat will take care of you."				
38	Mum and Dad and Con went downstairs to wait				
47	for Grandma Pat. Grandma Pat lives in the same				
50	street as Con.				
58	"Here she comes!" cried Con. "Hi, Grandma Pat!"				
66	"Hello, hello," said Grandma Pat. "How is my				
68	good grandchild?"				
78	Just then a taxi raced up. The taxi driver put				
87	some bags next to the cab and out popped				
95	Granddad Jack. "Here I am," he called. "Did				
104	you ask Granddad Jack to baby-sit?" Mum asked				
113	Dad. "Did you ask Grandma Pat to baby-sit?"				
121	Dad asked Mum. "Now what will we do?"				
	Adapted from Texas Education Agency, Texas 2nd Grade. Texas Primary Reading Inventory Readability: Mid Year 1 to Year 2				

Strategies used
o Re-reads
o Reads on
o Self-corrects

o Reads for meaning
o Uses multiple cues (msvp)
o Uses syllables to problem-solve
o High frequency words accurate

o Uses punctuation
o Expression
o Fluent
o Makes substitutions/omissions

Fluency: correct words per minute Guide
Y 3-4 80-100 cwpm
Y 5-6 100-120 cwpm

Accuracy %
Easy (96-100%)
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Hard (<90%)

Self-correction rate
$\frac{E + SC}{SC}$ = ratio 1:
E.g. $\frac{15 + 5}{5}$ = ratio 1:4

Comments

Comprehension measure

Text questions: Going away for work

The following questions should be asked orally, with the student providing oral responses transcribed by the teacher. Students may refer to the text for answers, and so the text should remain available to the student.

Use of contextual information

Type 1
(a) How long were Con's mum and dad going to stay away from home?
(b) At the beginning of the story, who does Con think will baby-sit him?
(c) Who arrived in a taxi?

Type 2
(a) Why did both grandparents come to baby-sit Con?

Type 3
(a) When both of Con's grandparents came to baby-sit, what do you think the parents did?
(b) Why do you think Granddad Jack came in a taxi?

Use of semantic information

(a) What is a 'taxi'?
(b) In this story what are 'bags'?
(c) What is a 'Grandma'?

Student's copy

Party for Ben

Last Sunday, there was a party for Ben. First, Mum baked a big cake. She packed something for us to drink and we put the food in a pretty basket. We put in some balloons too. Ben likes balloons. Then I got Ben and we were ready to go!

We walked to a park with lots of big trees all around. We looked and looked. At last we found a nice spot with green grass. We unpacked our party food.

Mum poured some milk for me. I blew up a big red balloon for Ben. We sung "Happy Birthday" with loud, funny voices. We ate white cake with dark icing and it was good! Then Mum told some funny jokes. I told her some jokes from my school. We laughed and played more games.

Then it was time for Ben's presents. Mum gave him a soft new rug. I gave him a new blue hat and lots of balloons. We both gave him birthday hugs.

We walked home happy. Ben was happy too, but he was tired. I put him on the bed upstairs. That bear had some birthday!

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Student's copy

Party for Ben

Last Sunday, there was a party for Ben. First, Mum baked a big cake. She packed something for us to drink and we put the food in a pretty basket. We put in some balloons too. Ben likes balloons. Then I got Ben and we were ready to go!

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Then it was time for Ben's presents. Mum gave him a soft new rug. I gave him a new blue hat and lots of balloons. We both gave him birthday hugs.

We walked home happy. Ben was happy too, but he was tired. I put him on the bed upstairs. That bear had some birthday!

Teacher's copy

48% of the text consists of M.Eeds first 114 *Bookwords*

Accuracy and fluency measure

Student's name: Date:

Key **Semantic** (*meaning* - **m**) **Grammatical** (*structure or syntax* - **s**) **Graphological** (*visual* - **v**) **Phonological** (**p**)		Error analysis		Analysis	
Word count	Title: **Party for Ben**	**E**	**SC**	**E msvp**	**SC msvp**
9	Last Sunday, there was a party for Ben. First,				
17	Mum baked a big cake. She packed something				
29	for us to drink and we put the food in a pretty				
38	basket. We put in some balloons too. Ben likes				
47	balloons. Then I got Ben and we were ready				
49	to go!				
60	We walked to a park with lots of big trees all				
69	around. We looked and looked. At last we found				
78	a nice spot with green grass. We unpacked our				
80	party food.				
91	Mum poured some milk for me. I blew up a big				
99	red balloon for Ben. We sung "Happy Birthday"				
108	with loud, funny voices. We ate white cake with				
117	dark icing and it was good! Then Mum told				
120	some funny jokes.				
126	I told her some jokes from				
134	my school. We laughed and played more games.				
143	Then it was time for Ben's presents. Mum gave				
157	him a soft new rug. I gave him a new blue hat and lots				
165	of balloons. We both gave him birthday hugs.				

Key **Semantic** (*meaning* - **m**) **Grammatical** (*structure or syntax* - **s**) **Graphological** (*visual* - **v**) **Phonological** (**p**)		Error analysis		Analysis	
Word count	Title: **Party for Ben**	**E**	**SC**	**E msvp**	**SC msvp**
174	We walked home happy. Ben was happy too, but				
184	he was tired. I put him on the bed upstairs.				
189	That bear had some birthday!				
	Adapted from Level 2 Form B MASI-R Multilevel Academic Skills Inventory-Revised Reading Screening Test Howell, Zucker, Moorehead Readability: Year 2				

Strategies used
o Re-reads
o Reads on
o Self-corrects
o Reads for meaning
o Uses multiple cues (msvp)
o Uses syllables to problem-solve
o High frequency words accurate
o Uses punctuation
o Expression
o Fluent
o Makes substitutions/omissions

Fluency: correct words per minute
Guide
Y 3-4 80-100 cwpm
Y 5-6 100-120 cwpm

Accuracy %
Easy (96-100%)
Instructional (90-95%)
Hard (<90%)

Self-correction rate
$\frac{E + SC}{SC}$ = ratio 1:
E.g. $\frac{15 + 5}{5}$ = ratio 1:4

Comments

Comprehension measure

Text questions: Party for Ben

The following questions should be asked orally, with the student providing oral responses transcribed by the teacher. Students may refer to the text for answers, and so the text should remain available to the student.

Use of contextual information

Type 1
(a) Who was the party for?
(b) What did Mum bake?
(c) Where did we go for Ben's party?

Type 2
(a) What made Mum and me laugh?
(b) Who or what is Ben?

Type 3
(a) Why do jokes make people laugh?
(b) Do you think Ben had a good party?

Use of semantic information

(a) What are 'balloons'?
(b) What is a 'park'?
(c) In this story what does 'blew up' mean?
(d) In this story what does 'soft' mean?
(e) In this story what does 'spot' mean?

Secondary student texts

Each text set includes:

- *a student's copy of the text from the original*
- *a student's copy in clear type*
- *a teacher's copy of accuracy and fluency measure recording sheet*
- *a comprehension measure containing text questions of different types.*

The dump	Skin
Water-dragons	Plastics in the sea
The Bunyip	Journal
The atmosphere: past and present	

COMMONWEALTH OF AUSTRALIA

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This document is available online in pdf format at:
http://www.schools.nsw.edu.au/media/downloads/schoolsweb/studentsupport/programs/disabilitypgrms/assessprogad.pdf

Student's copy

An extract from *Down in the Dump with Dinsmore* by Margaret Mahy

Every day, after school, Dinsmore went down to the dump. He liked it there. He liked turning over the stuff that other people threw away. He liked thinking about the mystery of it all, and taking notes on the people who threw it out.

But not everybody approved of this.

'Dinsmore, there are strange stains all over you this morning,' said his school principal sternly. 'Does this mean you have been down in the dump again?'

She did not want to spoil his interest in a hobby but, on the other hand, she wanted Dinsmore to be a credit to the school.

'I am doing research for my school project,' Dinsmore explained. 'I am writing about the great merry-go-round of the world. At the dump you see lots of things coming and going, round and round and round. I have seen the same old exercise bike go round three times.'

'That's quite enough

Copied under Part VB. Mahy, M., *Down in the dump with Dinsmore*, Puffin, Victoria, 1999, ISBN 0141309466, p2

Student's copy

The Dump

Every day, after school, Dinsmore went down to the dump. He liked it there. He liked turning over the stuff that other people threw away. He liked thinking about the mystery of it all, and taking notes on the people who threw it out.

But not everybody approved of this.

'Dinsmore, there are strange stains all over you this morning,' said his school principal sternly. 'Does this mean you have been down in the dump again?'

She did not want to spoil his interest in a hobby but, on the other hand, she wanted Dinsmore to be a credit to the school.

'I am doing research for my school project,' Dinsmore explained. 'I am writing about the great merry-go-round of the world. At the dump you see lots of things coming and going, round and round and round. I have seen the same old exercise bike go round three times.'

'That's quite enough, Dinsmore,' said the principal in thunderous tones. 'I forbid you to go down to the dump.'

But that very day, after school, Dinsmore went down to the dump once more.

Teacher's copy

Accuracy and fluency measure

Student's name: Date:

Key **Semantic** (*meaning* - **m**) **Grammatical** (*structure or syntax* - **s**) **Graphological** (*visual* - **v**) **Phonological** (**p**)		Error analysis		Analysis	
Word count	Title: **The Dump**	**E**	**SC**	**E msvp**	**SC msvp**
9	Every day, after school, Dinsmore went down to the				
20	dump. He liked it there. He liked turning over the stuff				
29	that other people threw away. He liked thinking about				
40	the mystery of it all, and taking notes on the people				
44	who threw it out.				
50	But not everybody approved of this.				
59	'Dinsmore, there are strange stains all over you this				
67	morning,' said his school principal sternly. 'Does this				
76	mean you have been down in the dump again?'				
89	She did not want to spoil his interest in a hobby but, on				
100	the other hand, she wanted Dinsmore to be a credit to				
102	the school.				
111	'I am doing research for my school project,' Dinsmore				
120	explained. 'I am writing about the great merry-go-				
132	round of the world. At the dump you see lots of things				
142	coming and going, round and round and round. I have seen				
152	the same old exercise bike go round three times.'				

Key **Semantic** (*meaning* - **m**) **Grammatical** (*structure or syntax* - **s**) **Graphological** (*visual* - **v**) **Phonological** (**p**)		Error analysis		Analysis	
Word count	Title: **The dump**	**E**	**SC**	**E msvp**	**SC msvp**
162	'That's quite enough, Dinsmore,' said the principal in				
172	thunderous tones. 'I forbid you to go down to the				
173	dump.'				
183	But that very day, after school, Dinsmore went down to				
187	the dump once more.				

Strategies used
o Re-reads
o Reads on
o Self-corrects

o Reads for meaning
o Uses multiple cues (msvp)
o Uses syllables to problem-solve
o High frequency words accurate

o Uses punctuation
o Expression
o Fluent
o Makes substitutions/omissions

Fluency: correct words per minute
Guide
Y 3-4 80-100 cwpm
Y 5-6 100-120 cwpm

Accuracy %
Easy (96-100%)
Instructional (90-95%)
Hard (<90%)

Self-correction rate

$$\frac{E + SC}{SC} = \text{ratio } 1:$$

E.g. $\frac{15 + 5}{5}$ = ratio 1:4

Comments

Comprehension measure

Text questions: The dump

The following questions should be asked orally, with the student providing oral responses transcribed by the teacher. Students may refer to the text for answers, and so the text should remain available to the student.

NB: Record any prompts provided to enable student to answer the question.

Use of contextual information

Type 1

(a) Where did Dinsmore go every day, after school?

(b) What was Dinmore writing about?

(c) How many times has Dinmore seen the same old exercise bike go round?

(d) Where did the principal forbid Dinsmore to go?

Type 2

(a) What does Dinsmore do down at the dump?

(b) What is Dinsmore researching for his school project?

(c) Is the principal male or female?

(d) What did the principal want Dinsmore to be?

Type 3

(a) Why would Dinsmore have 'strange stains' all over him?

(b) Why would there be a 'mystery' involved in thinking about activities at the dump?

(c) Why is the principal annoyed?

(d) What might happen to Dinsmore in the future?

Use of semantic information

(a) What is a 'dump'?

(b) What does it mean to 'turn over the stuff that other people throw away'?

(c) What does it mean to 'approve' of something?

(d) What are 'strange stains'?

(e) What is a 'hobby'?

(f) What does 'research' mean?

(g) How would the old exercise bike 'go round three times'?

(h) What does it mean to be 'a credit to the school'?

Student's copy

Skin

Your skin is a close-fitting suit of armour, presenting a sealed layer of dead cells to the outside world. Bacteria that could cause infection live harmlessly all over this surface. Your skin acts as a raincoat and also protects you from harmful radiation from the sun. Skin helps keep you warm when it's cold and helps cool you off when necessary. Skin enables you to perceive touch, pressure, pain and temperature variations.

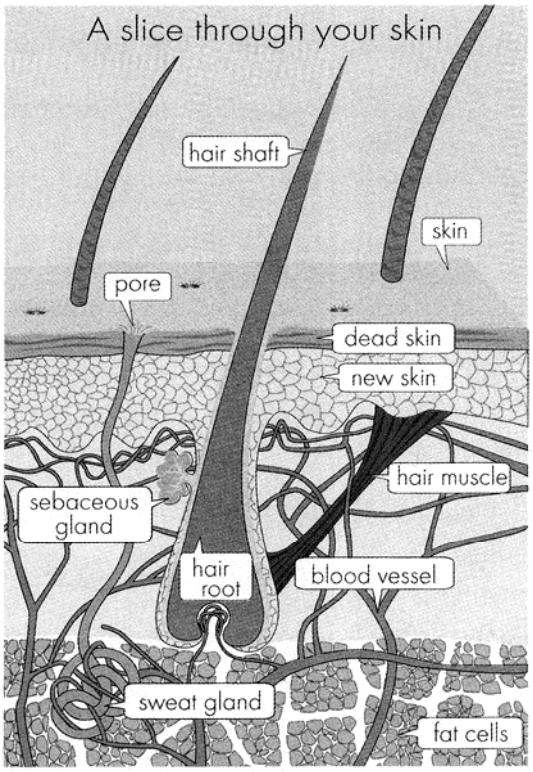
The chemical composition of the skin is:

Water	70%
Protein	25.5%
Lipids	2.0%
Trace elements	0.5%
Other	2.0%

The skin is made of two layers. **The dermis** is the thicker, deeper layer. It contains nerve endings, blood vessels, connective tissue, sweat glands, the roots of hairs, pressure receptors and the tiny muscles that cause goose bumps.

The **epidermis** rests on top of the dermis and provides a shield of dead outer cells. It is composed of five layers. Its deepest layer is made up of rapidly dividing cells that are programmed to fill up with a tough protein and then die.

The outermost layer of dead cells is about twenty-five to thirty cells thick. It is these cells that are constantly being shed like scales.



The outside surface of your skin is made of dead cells. This dead skin is peeling off you all the time.

Sweat glands make the sweat that keeps you cool on hot days.

The pores in your skin are holes where the sweat comes out.

Sebaceous glands make the oil that stops your hair from drying out.

The hair root is the only living part of each hair: most of your hair is dead.

The hair muscle pulls the hair upright when you are cold – or when you get a fright.

Blood vessels feed the cells of your body with oxygen and sugars.

Fat cells keep you warm.

All this is happening in the top 2 mm of your skin.

5

See copyright information on the back of each section heading

Student's copy

Skin

Your skin is a close fitting suit of armour, presenting a sealed layer of dead cells to the outside world. Bacteria that could cause infection live harmlessly all over this surface. Your skin acts as a raincoat and also protects you from harmful radiation from the sun. Skin helps keep you warm when it's cold and helps cool you off when necessary. Skin enables you to perceive touch, pressure, pain and temperature variations.

The skin is made of two layers. The dermis is the thicker, deeper layer. It contains nerve endings, blood vessels, connective tissue, sweat glands, the roots of hairs, pressure receptors and the tiny muscles that cause goose bumps.

The epidermis rests on top other dermis and provides a shield of dead outer cells. It is composed of five layers. Its deepest layer is made up of rapidly dividing cells that are programmed to fill up with a tough protein and then die.

The outermost layer of dead cells is about twenty-five to thirty cells thick. It is these cells that are constantly being shed like scales.

The outside surface of your skin is made of dead cells. This dead skin is peeling off you all the time.

Sweat glands make the sweat that keeps you cool on hot days.

Teacher's copy

Accuracy and fluency measure

Student's name: Date:

Key **Semantic** (*meaning* - **m**) **Grammatical** (*structure or syntax* - **s**) **Graphological** (*visual* - **v**) **Phonological** (**p**)		Error analysis		Analysis	
Word count	Title: **Skin**	**E**	**SC**	**E msvp**	**SC msvp**
11	Your skin is a close fitting suit of armour, presenting a				
20	sealed layer of dead cells to the outside world.				
28	Bacteria that could cause infection live harmlessly all				
39	over this surface. Your skin acts as a raincoat and also				
48	protects you from harmful radiation from the sun. Skin				
58	helps keep you warm when it's cold and helps cool				
67	you off when necessary. Skin enables you to perceive				
73	touch, pressure, pain and temperature variations.				
84	The skin is made of two layers. The dermis is the				
92	thicker, deeper layer. It contains nerve endings, blood				
100	vessels, connective tissue, sweat glands, the roots of				
108	hairs, pressure receptors and the tiny muscles that				
111	cause goose bumps.				
120	The epidermis rests on top other dermis and provides				
131	a shield of dead outer cells. It is composed of five				
141	layers. Its deepest layer is made up of rapidly dividing				
151	cells that are programmed to fill up with a tough				
155	protein and then die.				

Key **Semantic** (*meaning* - **m**) **Grammatical** (*structure or syntax* - **s**) **Graphological** (*visual* - **v**) **Phonological** (**p**)		Error analysis		Analysis	
Word count	Title: **Skin**	**E**	**SC**	**E msvp**	**SC msvp**
165	The outermost layer of dead cells is about twenty-five				
176	to thirty cells thick. It is these cells that are constantly				
180	being shed like scales.				
191	The outside surface of your skin is made of dead cells.				
201	This dead skin is peeling off you all the time.				
211	Sweat glands make the sweat that keeps you cool on				
213	hot days.				

Strategies used
o Re-reads
o Reads on
o Self-corrects

o Reads for meaning
o Uses multiple cues (msvp)
o Uses syllables to problem-solve
o High frequency words accurate

o Uses punctuation
o Expression
o Fluent
o Makes substitutions/omissions

Fluency: correct words per minute
Guide
Y 3-4 80-100 cwpm
Y 5-6 100-120 cwpm

Accuracy %
Easy (96-100%)
Instructional (90-95%)
Hard (<90%)

Self-correction rate
$\frac{E + SC}{SC}$ = ratio 1:
E.g. $\frac{15 + 5}{5}$ = ratio 1:4

Comments

Comprehension measure

Text questions: Skin

The following questions should be asked orally, with the student providing oral responses transcribed by the teacher. Students may refer to the text for answers, and so the text should remain available to the student.

NB: Record any prompts provided to enable student to answer the question.

Use of contextual information

Type 1

(a) How many layers is the skin made of?

(b) What is the outside surface of your skin made of?

(c) What makes the sweat that keeps you cool on hot days?

(d) What do fat cells do?

Type 2

(a) What is the percentage of protein in the skin?

(b) What is composed of five layers?

(c) Which part of our hair is alive?

(d) How does your skin cool you on hot days?

Type 3

(a) How does your skin act as a 'suit of armour'?

(b) Why is radiation from the sun 'harmful'?

(c) Is the diagram true to life? (Give reasons for your answer)

(d) Do you think skin is important? (Give reasons for your answer)

Use of semantic information

(a) What does it mean to 'perceive'?

(b) What is a 'suit of armour'?

(c) What does 'chemical composition' mean?

(d) What are 'goose bumps'?

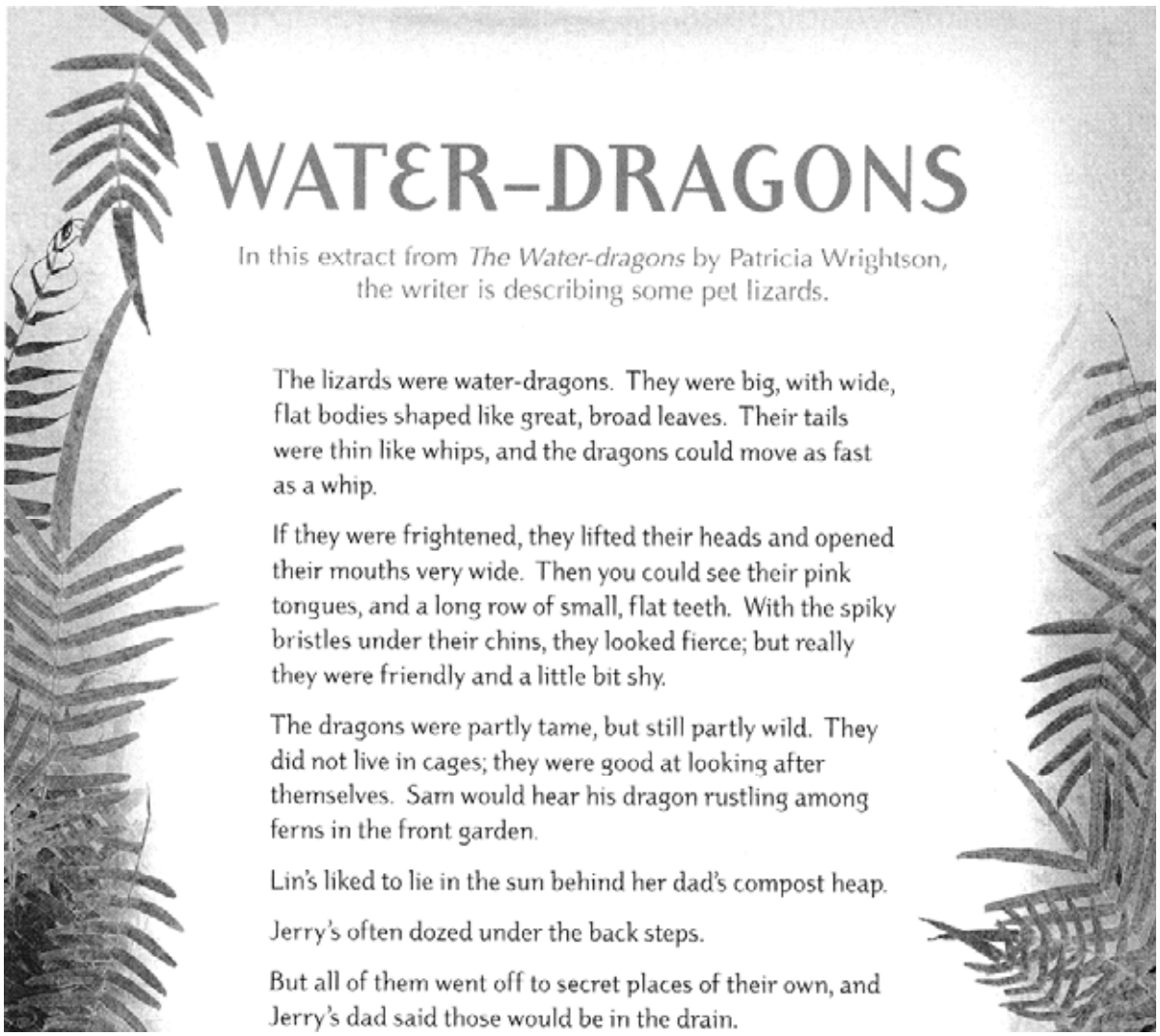
(e) What does 'harmful' mean?

(f) Explain what a 'variation in temperature' means?

(g) What is an 'infection'?

(h) What is the difference between 'touch' and 'pressure'?

Student's copy



WATER-DRAGONS

In this extract from *The Water-dragons* by Patricia Wrightson, the writer is describing some pet lizards.

The lizards were water-dragons. They were big, with wide, flat bodies shaped like great, broad leaves. Their tails were thin like whips, and the dragons could move as fast as a whip.

If they were frightened, they lifted their heads and opened their mouths very wide. Then you could see their pink tongues, and a long row of small, flat teeth. With the spiky bristles under their chins, they looked fierce; but really they were friendly and a little bit shy.

The dragons were partly tame, but still partly wild. They did not live in cages; they were good at looking after themselves. Sam would hear his dragon rustling among ferns in the front garden.

Lin's liked to lie in the sun behind her dad's compost heap.

Jerry's often dozed under the back steps.

But all of them went off to secret places of their own, and Jerry's dad said those would be in the drain.

Copied under Part VB. Wrightson, P., *The Water-dragons*, Puffin, Victoria, 1999, ISBN 0141305363

Student's copy

Water-dragons

The lizards were water-dragons. They were big, with wide, flat bodies shaped like great, broad leaves. Their tails were thin like whips, and the dragons could move as fast as a whip.

If they were frightened, they lifted their heads and opened their mouths very wide. Then you could see their pink tongues, and a long row of small, flat teeth. With the spiky bristles under their chins, they looked fierce; but really they were friendly and a little bit shy.

The dragons were partly tame, but still partly wild. They did not live in cages; they were hood at looking after themselves. Sam would hear a dragon rustling among ferns in the front garden.

Lin's liked to lie in the sun behind her dad's compost heap.

Jerry's often dozed under the back steps.

But all of them went off to secret places of their own, and Jerry's dad said those would be in the drain.

Teacher's copy

Accuracy and fluency measure

Student's name: Date:

Key **Semantic** (*meaning* - **m**) **Grammatical** (*structure or syntax* - **s**) **Graphological** (*visual* - **v**) **Phonological** (**p**)		Error analysis		Analysis	
Word count	Title: **Water-dragons**	**E**	**SC**	**E msvp**	**SC msvp**
9	The lizards were water-dragons. They were big, with				
18	wide, flat bodies shaped like great, broad leaves. Their				
28	tails were thin like whips, and the dragons could move				
33	as fast as a whip.				
42	If they were frightened, they lifted their heads and				
51	opened their mouths very wide. Then you could see				
62	their pink tongues, and a long row of small, flat teeth.				
71	With the spiky bristles under their chins, they looked				
82	fierce; but really they were friendly and a little bit shy.				
91	The dragons were partly tame, but still partly wild.				
102	They did not live in cages; they were hood at looking				
110	after themselves. Sam would hear a dragon rustling				
116	among ferns in the front garden.				
127	Lin's liked to lie in the sun behind her dad's compost				
128	heap.				

Key **Semantic** (*meaning* - **m**) **Grammatical** (*structure or syntax* - **s**) **Graphological** (*visual* - **v**) **Phonological** (**p**)		Error analysis		Analysis	
Word count	Title: **Water-dragons**	**E**	**SC**	**E msvp**	**SC msvp**
135	Jerry's often dozed under the back steps.				
147	But all of them went off to secret places of their own,				
157	and Jerry's dad said those would be in the drain.				

Strategies used
o Re-reads
o Reads on
o Self-corrects
o Reads for meaning
o Uses multiple cues (msvp)
o Uses syllables to problem-solve
o High frequency words accurate
o Uses punctuation
o Expression
o Fluent
o Makes substitutions/omissions

Fluency: correct words per minute
Guide
Y 3-4 80-100 cwpm
Y 5-6 100-120 cwpm

Accuracy %
Easy (96-100%)
Instructional (90-95%)
Hard (<90%)

Self-correction rate
$\frac{E + SC}{SC}$ = ratio 1:
E.g. $\frac{15 + 5}{5}$ = ratio 1:4

Comments

Comprehension measure

Text questions: Water-dragons

The following questions should be asked orally, with the student providing oral responses transcribed by the teacher. Students may refer to the text for answers, and so the text should remain available to the student.

NB: Record any prompts provided to enable student to answer the question.

Use of contextual information

Type 1

(a) What could the dragons move as fast as?

(b) What colour were their tongues?

(c) What were the dragons good at?

(d) Where did Lin's dragon like to lie?

Type 2

(a) Why did the dragons look fierce?

(b) Whose feet do you think we can see in the picture? (Give reasons for your answer)

(c) Why would the writer describe the dragons' tails and movement like a whip?

(d) How many dragons does the writer tell us about in this extract?

Type 3

(a) Why do you think these lizards are called water dragons?

(b) Would you find these dragons where you live? (Why or why not?)

(c) Would you keep a dragon like this in a cage? (Why or why not?)

(d) What do you think you should do if you find a 'wild' animal?

Use of semantic information

(a) What is another word for 'frightened'?

(b) What does it mean to be 'shy'?

(c) What does it mean if something is 'wild'?

(d) What is a 'compost heap'?

(e) What does the phrase 'good at looking after yourself' mean?

(f) What does 'doze' mean?

(g) What is a 'secret' place?

(h) What is a 'drain'?

Student's copy

Plastics in the Sea

Plastic is the new visible face of ocean pollution. It is the most common manufactured item sighted at sea. It is often found thousands of kilometres from land, in otherwise untouched areas.

Plastic is strong, long-lasting, cheap and light. These qualities have made it very popular, but have also made it dangerous and unwelcome in the sea.

Because plastic can float, it can be carried by the wind and currents across the ocean. So it can harm unsuspecting marine creatures hundreds, or even thousands, of kilometres from where it was originally discarded. While recreational boat-users cannot be blamed for all the problems of plastics pollution in New South Wales waters, research indicates that boat-users drop an average of half a kilogram of garbage into the water on every trip.

Little Penguin killed by some plastic debris

WHAT ARE THE MAIN PLASTIC POLLUTANTS?

On Clean Up Australia Days plastics are the major portion of discarded wastes recovered from waterways and along the coastal fringe.

The main items found include:

- bags
- bottles
- cups
- straws
- caps and lids
- plastic utensils
- six-pack holders
- clingwrap
- fishing line
- bait bags
- floats
- cigarette butts

Most, if not all, of these items are commonly tossed from boats. Although cigarette butts are not made of plastic, their synthetic composition is equally damaging and long-lasting in the marine environment.

• Source: Clean Up Australia Day 1991

Student's copy

Plastics in the sea

Plastic is the new visible face of ocean pollution. It is the most common manufactured item sighted at sea. It is often found thousands of kilometres from land, in otherwise untouched areas.

Plastic is strong, long lasting, cheap and light. These qualities have made it very popular, but have also made it dangerous and unwelcome in the sea.

Because plastic can float, it can be carried by the wind and currents across the ocean. So it can harm unsuspecting marine creatures hundreds, or even thousands, of kilometres from where it was originally discarded. While recreational boat-users cannot be blamed for all the problems of plastics pollution in New South Wales waters, research indicates that boat-users drop an average of half a kilogram of garbage into the water on every trip.

On Clean Up Australia Days plastics are the major portion of discarded wastes recovered from waterways and along the coastal fringe.

The main items found include, bags, bottles, cups, straws, caps and lids, plastic utensils, six-pack holders, clingwrap, fishing line, bait bags, floats, cigarette butts.

Most, if not all of these items are commonly tossed from boats. Although cigarette butts are not made of plastic, their synthetic composition is equally damaging and long-lasting in the marine environment.

Teacher's copy

Accuracy and fluency measure

Student's name: Date:

Key **Semantic** (*meaning* - **m**) **Grammatical** (*structure or syntax* - **s**) **Graphological** (*visual* - **v**) **Phonological** (**p**)		Error analysis		Analysis	
Word count	Title: **Plastics in the sea**	**E**	**SC**	**E msvp**	**SC msvp**
11	Plastic is the new visible face of ocean pollution. It is				
20	the most common manufactured item sighted at sea. It				
29	is often found thousands of kilometres from land, in				
32	otherwise untouched areas.				
41	Plastic is strong, long lasting, cheap and light. These				
50	qualities have made it very popular, but have also				
58	made it dangerous and unwelcome in the sea.				
69	Because plastic can float, it can be carried by the wind				
78	and currents across the ocean. So it can harm				
84	unsuspecting marine creatures hundreds, or even				
92	thousands, of kilometres from where it was originally				
99	discarded. While recreational boat-users cannot be				
109	blamed for all the problems of plastics pollution in New				
116	South Wales waters, research indicates that boat-				
126	users drop an average of half a kilogram of garbage				
132	into the water on every trip.				
141	On Clean Up Australia Days plastics are the major				
148	portion of discarded wastes recovered from waterways				
153	and along the coastal fringe.				

Key **Semantic** (*meaning* - **m**) **Grammatical** (*structure or syntax* - **s**) **Graphological** (*visual* - **v**) **Phonological** (**p**)		Error analysis		Analysis	
Word count	Title: **Plastics in the sea**	**E**	**SC**	**E msvp**	**SC msvp**
161	The main items found include, bags, bottles, cups,				
169	straws, caps and lids, plastic utensils, six-pack				
176	holders, clingwrap, fishing line, bait bags, floats,				
178	cigarette butts.				
188	Most, if not all of these items are commonly tossed				
197	from boats. Although cigarette butts are not made of				
203	plastic, their synthetic composition is equally				
211	damaging and long-lasting in the marine environment.				

Strategies used
o Re-reads
o Reads on
o Self-corrects

o Reads for meaning
o Uses multiple cues (msvp)
o Uses syllables to problem-solve
o High frequency words accurate

o Uses punctuation
o Expression
o Fluent
o Makes substitutions/omissions

Fluency: correct words per minute
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Y 3-4 80-100 cwpm
Y 5-6 100-120 cwpm

Accuracy %
Easy (96-100%)
Instructional (90-95%)
Hard (<90%)

Self-correction rate
$\frac{E + SC}{SC}$ = ratio 1:
E.g. $\frac{15 + 5}{5}$ = ratio 1:4

Comments

Comprehension measure

Text questions: Plastics in the sea

The following questions should be asked orally, with the student providing oral responses transcribed by the teacher. Students may refer to the text for answers, and so the text should remain available to the student.

NB: Record any prompts provided to enable student to answer the question.

Use of contextual information

Type 1

(a) What does the writer say plastic is?

(b) Who cannot be blamed for all the problems of plastics pollution?

(c) How much garbage do boat-users drop into the water on every trip?

(d) What are five of the main items found on Clean Up Australia Days?

Type 2

(a) What is often found thousands of kilometres from land?

(b) What qualities have made plastic dangerous and unwelcome in the sea?

(c) How is plastic carried across the ocean?

(d) What has killed the 'Little Penguin' in the picture?

Type 3

(a) Why do you think these pictures were chosen for the text?

(b) Why are plastic items such an issue to the marine environment?

(c) Why would it be important to compare the results from Clean Up Australia Day 2005 with 1991?

Use of semantic information

(a) What is another word for 'ocean'?

(b) What does the word 'pollution' mean?

(c) What is a 'manufactured' item?

(d) What does 'originally discarded' mean?

(e) What are 'utensils'?

(f) What are 'bait bags'?

(g) What is 'polystyrene'?

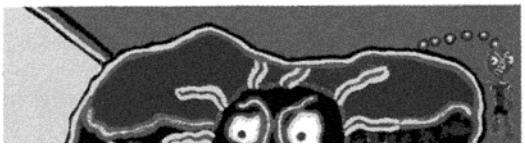
(h) In the final paragraph, what does 'composition' mean?

Student's copy

The Bunyip

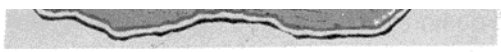
(This is a Dreaming story from the Wiradjuri Nation. The paintings are by Harry Wedge.)

One hot day the children decided to disobey their Elders and go for a swim in the river. On the way they met an old, dusty, jumping kangaroo.



'Where are you going?' asked the kangaroo.
'We are going to the river for a swim,' said the children.
'No, don't go!' said the old, dusty, jumping kangaroo. 'A big, scary, hairy, hungry bunyip

river they dived.



And do you know, the cod was the last one to see those children.

So you must never, ever go swimming without an older person with you, and never, ever go swimming alone and always obey your Elders!

2

See copyright information on the back of each section heading

Student's copy

The Bunyip

In the Dreaming, there were two Koori children. The boy was called Surrin and the girl was called Lulardeea. They were from the Wiradjuri nation. The children were told by the Elders, 'Never, ever go to the river alone.'

'Why?' they asked.

'Because the big, scary, hairy, hungry bunyip lives in the river and he likes to eat children.'

One hot day the children decided to disobey their Elders and go for a swim in the river. On the way they met an old, dusty, jumping kangaroo.

'Where are you going?' asked the kangaroo.

'We are going to the river for a swim,' said the children.

'No, don't go!' said the old, dusty, jumping kangaroo. 'A big, scary, hairy, hungry bunyip lives in the river and he will eat you.'

'Don't be silly! We don't believe in bunyips!' said the children. Off they went on their way to the river.

At last they came to the river. The children began taking off their clothes.

Suddenly a big, fat, golden cod poked his head out of the water and said, 'What are you doing?'

'We are going for a swim,' said the children.

'No, don't go!' said the big, fat, golden cod. 'There's a big, scary, hairy, hungry bunyip who lives in the river and he will eat you.'

'Don't be silly!' said the children, and into the river they dived.

And do you know, the cod was the last one to see those children.

So you must never, ever go swimming without an older person with you, and never, ever go swimming alone and always obey your Elders!

Teacher's copy

Accuracy and fluency measure

Student's name: Date:

Key **Semantic** (*meaning* - **m**) **Grammatical** (*structure or syntax* - **s**) **Graphological** (*visual* - **v**) **Phonological** (**p**)		Error analysis		Analysis	
Word count	Title: **The Bunyip**	**E**	**SC**	**E msvp**	**SC msvp**
11	In the Dreaming, there were two Koori children. The boy was				
22	called Surrin and the girl was called Lulardeea. They were from				
32	the Wiradjuri nation. The children were told by the Elders,				
39	'Never, ever go to the river alone.'				
42	'Why?' they asked.				
53	'Because the big, scary, hairy, hungry bunyip lives in the river				
59	and he likes to eat children.'				
71	One hot day the children decided to disobey their Elders and go				
85	for a swim in the river. On the way they met an old, dusty,				
87	jumping kangaroo.				
94	'Where are you going?' asked the kangaroo.				
106	'We are going to the river for a swim,' said the children.				
117	'No, don't go!' said the old, dusty, jumping kangaroo. 'A big,				
130	scary, hairy, hungry bunyip lives in the river and he will eat you.'				
142	'Don't be silly! We don't believe in bunyips!' said the children. Off				
150	they went on their way to the river.				
163	At last they came to the river. The children began taking off their				
164	clothes.				

Key **Semantic** (*meaning* - **m**) **Grammatical** (*structure or syntax* - **s**) **Graphological** (*visual* - **v**) **Phonological** (**p**)		Error analysis		Analysis	
Word count	Title: **The Bunyip**	**E**	**SC**	**E msvp**	**SC msvp**
177	Suddenly a big, fat, golden cod poked his head out of the water				
183	and said, 'What are you doing?'				
192	'We are going for a swim,' said the children.				
205	'No, don't go!' said the big, fat, golden cod. 'There's a big, scary,				
218	hairy, hungry bunyip who lives in the river and he will eat you.'				
230	'Don't be silly!' said the children, and into the river they dived.				
243	And do you know, the cod was the last one to see those				
244	children.				
255	So you must never, ever go swimming without an older person				
266	with you, and never, ever go swimming alone and always obey				
268	your Elders!				

Strategies used
o Re-reads
o Reads on
o Self-corrects

o Reads for meaning
o Uses multiple cues (msvp)
o Uses syllables to problem-solve
o High frequency words accurate

o Uses punctuation
o Expression
o Fluent
o Makes substitutions/omissions

Fluency: correct words per minute
Guide
Y 3-4 80-100 cwpm
Y 5-6 100-120 cwpm

Accuracy %
Easy (96-100%)
Instructional (90-95%)
Hard (<90%)

Self-correction rate

$$\frac{E + SC}{SC}$$

= ratio 1:

E.g. $\frac{15 + 5}{5}$ = ratio 1:4

Comments

Comprehension measure

Text questions: The Bunyip

The following questions should be asked orally, with the student providing oral responses transcribed by the teacher. Students may refer to the text for answers, and so the text should remain available to the student.

NB: Record any prompts provided to enable student to answer the question.

Use of contextual information

Type 1

(a) Who are the paintings by?

(b) How many Koori children were there?

(c) What were the children told by the Elders?

(d) What was in the water?

Type 2

(a) Who were from the Wiradjuri Nation?

(b) Why did the Elders say the children should not go to the river alone?

(c) How does the storyteller describe the kangaroo?

(d) Who was the last to warn the children about the bunyip?

Type 3

(a) What is happening in the picture at the top corner of the page?

(b) What do you think happened to the children?

(c) Would you expect to see a bunyip in the river?

(d) What advice does the storyteller give us?

Use of semantic information

(a) What is a 'Dreaming' story?

(b) What does 'Koori' mean?

(c) What is an 'Elder'?

(d) What is a 'bunyip'?

(e) What does it mean to 'disobey'?

(f) Where would you most likely find a 'cod'?

(g) What does it mean when you 'believe' in something?

(h) What does it mean to 'poke your head out of the water'?

Student's copy

See copyright information on the back of each section heading

Student's copy

Journal

Day 1

We've come down close to a river, in a wide valley. Thick forest everywhere. Dad may be badly hurt. When I dragged him out of his seat, he groaned without opening his eyes. He's still unconscious, hours later, and his right leg looks as though it's broken. The booklet in the first-aid kit tells you how to reset a broken limb, but I don't think I can do it on my own. I wish he'd come round.

I can't remember much about the crash. Just the tree-tops rushing past below and Dad yelling for me to hold on. Then a lot of noise as we hit the canopy. After that I must have blacked out because the noise had stopped when I opened my eyes. I could hear birds and the sound of water. And the cockpit looked different. Greenish from all the leaves pressing in from outside, with a splintered branch poking through the windscreen space.

Apart from scrapes and bruises, I seem to be all right. I've been outside for a look around, but there's nothing to see. Only the forest and the river. The plane's a wreck. No wings or tail, the body wedged between two giant trees. I suppose we're lucky to be alive. Except I don't feel very lucky. It's getting dark and I'm scared. I don't know what to do.

Teacher's copy

Accuracy and fluency measure

Student's name: Date:

Key **Semantic** (*meaning* - **m**) **Grammatical** (*structure or syntax* - **s**) **Graphological** (*visual* - **v**) **Phonological** (**p**)		Error analysis		Analysis	
Word count	Title: **Journal**	**E**	**SC**	**E msvp**	**SC msvp**
11	We've come down close to a river, in a wide valley.				
19	Thick forest everywhere. Dad may be badly hurt.				
29	When I dragged him out of his seat, he groaned				
36	without opening his eyes. He's still unconscious,				
46	hours later, and his right leg looks as though it's				
58	broken. The booklet in the first-aid kit tells you how to				
72	reset a broken limb, but I don't think I can do it on my				
78	own. I wish he'd come round.				
88	I can't remember much about the crash. Just the tree-				
98	tops rushing past below and Dad yelling for me to				
110	hold on. Then a lot of noise as we hit the canopy.				
120	After that I must have blacked out because the noise				
130	had stopped when I opened my eyes. I could hear				
140	birds and the sound of water. And the cockpit looked				
148	different. Greenish from all the leaves pressing in				
156	from outside, with a splintered branch poking through				
159	the windscreen space.				

Key **Semantic** (*meaning* - **m**) **Grammatical** (*structure or syntax* - **s**) **Graphological** (*visual* - **v**) **Phonological** (**p**)		Error analysis		Analysis	
Word count	Title: **Journal**	**E**	**SC**	**E msvp**	**SC msvp**
170	Apart from scrapes and bruises, I seem to be all right.				
180	I've been outside for a look around, but there's nothing				
191	to see. Only the forest and the river. The plane's a				
200	wreck. No wings or tail, the body wedged between				
210	two giant trees. I suppose we're lucky to be alive.				
221	Except I don't feel very lucky. It's getting dark and I'm				
228	scared. I don't know what to do.				

Strategies used
o Re-reads
o Reads on
o Self-corrects

o Reads for meaning
o Uses multiple cues (msvp)
o Uses syllables to problem-solve
o High frequency words accurate

o Uses punctuation
o Expression
o Fluent
o Makes substitutions/omissions

Fluency: correct words per minute
Guide
Y 3-4 80-100 cwpm
Y 5-6 100-120 cwpm

Accuracy %
Easy (96-100%)
Instructional (90-95%)
Hard (<90%)

Self-correction rate
$\frac{E + SC}{SC}$ = ratio 1:
E.g. $\frac{15 + 5}{5}$ = ratio 1:4

Comments

Comprehension measure

Text questions: Journal

The following questions should be asked orally, with the student providing oral responses transcribed by the teacher. Students may refer to the text for answers, and so the text should remain available to the student.

NB: Record any prompts provided to enable student to answer the question.

Use of contextual information

Type 1
(a) Where did they come down?
(b) Who may be badly hurt?
(c) Which leg looks as though it's broken?
(d) What could the writer hear when he opened his eyes?

Type 2
(a) What was wedged between the two giant trees?
(b) Who groaned when he was dragged out of his seat?
(c) What did the writer see when they went outside?
(d) How did the cockpit look after the crash?

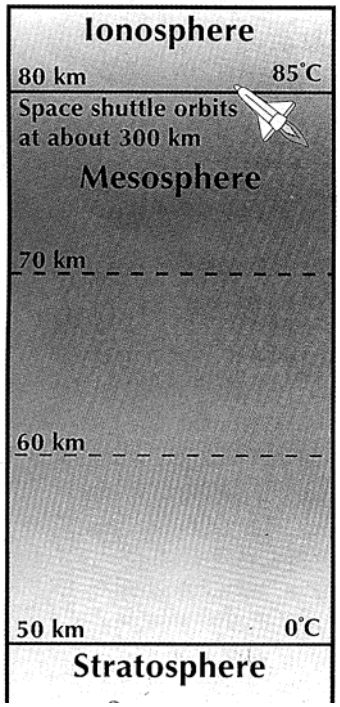
Type 3
(a) Why is Dad unconscious?
(b) Do you think the writer is badly injured?
(c) When do you think the plane crash happened?
(d) Why are they lucky to be alive?

Use of semantic information

(a) What is a 'journal'?
(b) What does a 'splintered branch' look like?
(c) What is a 'cockpit'?
(d) What would it mean to 'reset a broken limb'?
(e) What does 'unconscious' mean?
(f) Why would it make 'a lot of noise' when they 'hit the canopy'?
(g) What does it mean to 'black out'?
(h) What does it mean to be 'wedged between'?

Student's copy

The atmosphere: past and present



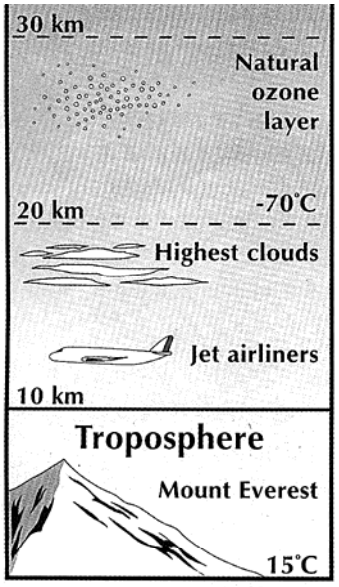
The atmosphere is the layer of gas around the Earth. It may feel light, but if you lie on the ground, there are about 13 000 kilograms of gas pressing down on your body.

This gas layer has four parts. We live in the troposphere, with trips into the stratosphere now and again. Only a few humans have reached the mesosphere. The ionosphere is mainly charged particles.

The gas is at its most dense at sea-level, but thins out rapidly as you rise through the troposphere. It is this mixture of gases we call air.

What is in air?

This pie chart shows the gases that make up air.



a little water vapour and small amounts of helium, neon, krypton and xenon.

The composition of air is not exactly the same everywhere. It changes a little from day to day and place to place. For example, there is more water vapour in the air on a damp day. And over busy cities and industrial areas there is more carbon dioxide, as well as poisonous gases such as carbon monoxide and sulfur dioxide.

A blanket around the Earth

The atmosphere acts as a layer of insulation between the Earth and the Sun. During the day, it protects the Earth from the burning heat of the Sun. At night, it acts like a blanket, keeping in the heat absorbed from the Sun during the day.

9

See copyright information on the back of each section heading

Student's copy

The atmosphere: past and present

The atmosphere is the layer of gas around the Earth. It may feel light, but if you lie on the ground, there are about 13 000 kilograms of gas pressing down on your body.

This gas layer has four parts. We live in the troposphere, with trips into the stratosphere now and again. Only a few humans have reached the mesosphere. The ionosphere is mainly charged particles.

The gas is at its most dense at sea-level, but thins out rapidly as you rise through the troposphere. It is this mixture of gases we call air.

What is in air?

This pie chart shows the gases that make up air.

The composition of air is not exactly the same everywhere. It changes a little from day to day and place to place. For example, there is more water vapour in the air on a damp day. And over busy cities and industrial areas there is more carbon dioxide, as well as poisonous gases such as carbon monoxide and sulfur dioxide.

A blanket around the Earth

The atmosphere acts as a layer of insulation between the Earth and the Sun. During the day, it protects the Earth from the burning heat of the Sun. At night, it acts like a blanket, keeping in the heat absorbed from the Sun during the day.

Teacher's copy

Accuracy and fluency measure

Student's name: Date:

Key **Semantic** (*meaning* - **m**) **Grammatical** (*structure or syntax* - **s**) **Graphological** (*visual* - **v**) **Phonological** (**p**)		Error analysis		Analysis	
Word count	Title: **The atmosphere: past and present**	**E**	**SC**	**E msvp**	**SC msvp**
11	The atmosphere is the layer of gas around the Earth. It				
23	may feel light, but if you lie on the ground, there are				
32	about 13 000 kilograms of gas pressing down on your				
33	body.				
43	This gas layer has four parts. We live in the				
51	troposphere, with trips into the stratosphere now and				
59	again. Only a few humans have reached the				
65	mesosphere. The ionosphere is mainly charged				
66	particles.				
79	The gas is at its most dense at sea-level, but thins out				
89	rapidly as you rise through the troposphere. It is this				
95	mixture of gases we call air.				
100	What is in air?				
110	This pie chart shows the gases that make up air.				
119	The composition of air is not exactly the same				
129	everywhere. It changes a little from day to day and				
138	place to place. For example, there is more water				
150	vapour in the air on a damp day. And over busy cities				
159	and industrial areas there is more carbon dioxide, as				
167	well as poisonous gases such as carbon monoxide				
170	and sulfur dioxide.				

Key **Semantic** (*meaning* - **m**) **Grammatical** (*structure or syntax* - **s**) **Graphological** (*visual* - **v**) **Phonological** (**p**)		Error analysis		Analysis	
Word count	Title: **The atmosphere: past and present**	**E**	**SC**	**E msvp**	**SC msvp**
175	A blanket around the Earth				
184	The atmosphere acts as a layer of insulation between				
195	the Earth and the Sun. During the day, it protects the				
207	Earth from the burning heat of the Sun. At night, it acts				
217	like a blanket, keeping in the heat absorbed from the				
221	Sun during the day.				

Strategies used
o Re-reads
o Reads on
o Self-corrects

o Reads for meaning
o Uses multiple cues (msvp)
o Uses syllables to problem-solve
o High frequency words accurate

o Uses punctuation
o Expression
o Fluent
o Makes substitutions/omissions

Fluency: correct words per minute
Guide
Y 3-4 80-100 cwpm
Y 5-6 100-120 cwpm

Accuracy %
Easy (96-100%)
Instructional (90-95%)
Hard (<90%)

Self-correction rate
$\frac{E + SC}{SC}$ = ratio 1:
E.g. $\frac{15 + 5}{5}$ = ratio 1:4

Comments

Comprehension measure

Text questions: The atmosphere: past and present

The following questions should be asked orally, with the student providing oral responses transcribed by the teacher. Students may refer to the text for answers, and so the text should remain available to the student.

NB: Record any prompts provided to enable student to answer the question.

Use of contextual information

Type 1

(a) What is the atmosphere?

(b) Where is the gas most dense?

(c) Which gases make up air?

(d) What acts as a layer of insulation?

Type 2

(a) How far above sea would you find research balloons?

(b) Name the four gas layers of the atmosphere.

(c) How does the Sun act as a layer of insulation between the Earth and the Sun?

(d) Where would you find the ozone layer?

Type 3

(a) Why does the composition of air change?

(b) Why have only a few humans reached the mesosphere?

Use of semantic information

(a) What does 'orbit' mean?

(b) What is a 'research ballon'?

(c) In the diagram, what does °C and –°C mean?

(d) The pie chart shows there is how much nitrogen gas in the air?

(e) In the fourth paragraph, what is another word for 'composition' of the air?

(f) What do you think 'water vapour' is?

(g) Describe what a 'damp day' might be like.

(h) What do you think 'a blanket around the Earth' means?

Additional easier texts (stage 4-5)

These texts can be used to assess the reading accuracy and fluency of students in years 7-9 who cannot read the texts in the previous section, at an instructional level with age appropriate fluency.

True blue	A real hero
Christmas spirit	Hey, lads, I've just had a great idea!
Nappy attack	Best of both worlds
Green fingers	Gwennie
Ivy	Spooked
Down came a spider	The hold-up

COMMONWEALTH OF AUSTRALIA

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http://www.schools.nsw.edu.au/media/downloads/schoolsweb/studentsupport/programs/disabilitypgrms/assessprogad.pdf

Readability of additional texts

The appropriate level of text for an individual student is text that the student can read with above 90% (instructional level) or above 95% (independent level) accuracy, with a fluency of at least 100 correct words per minute.

Information about the readability of this collection of passages for assessment comes from the Spelling and Grammar check on Microsoft Word (Flesch-Kincaid readability grade level; reading ease score), and from using Fry's readability graph. Further information on using the Fry Readability Graph to determine the readability of other texts can be found at: http://school.discoveryeducation.com/schrockguide/fry/fry.html

Group 1			
Title	*Flesch-Kincaid readability grade*	*Reading ease*	*Fry readability grade*
True Blue	0	98.2	1
Christmas Spirit	0.2	91	<1
A Real Hero	0.4	97.1	1
Hey, Lads, I've Just Had a Great Idea	0.4	94.6	1
Group 2			
Title	*Flesch-Kincaid readability grade*	*Reading ease*	*Fry readability grade*
Nappy Attack	0.9	82.9	2
Best of Both Worlds	1	87.1	1
Green Fingers	1.2	87.8	2
Group 3			
Title	*Flesch-Kincaid readability grade*	*Reading ease*	*Fry readability grade*
Gwennie	1.6	93.2	3
Ivy	1.2	95	5
Spooked	1	83.2	4
Group 4			
Title	*Flesch-Kincaid readability grade*	*Reading ease*	*Fry readability grade*
Down Came a Spider	2.5	72.1	4
The Hold-up	2.8	84.3	5

Student's copy

True blue

Mick tossed his bags on the back of the truck. Blue jumped up and sat in the cab. Mick got into the truck and started it up. Man and dog set off. Out west they went.

Blue was a cattle dog. He was bred to work with cattle. Mick got him when he was just a pup. Everywhere Mick went Blue went too.

The truck rocked and bumped in the sand and dust on the track. This was outback Australia. As far as a man could see, there was red sand and green scrub.

Mick and Blue were glad they had left the camp and were glad to be going west to look for zinc and copper.

Back at the camp the men packed up.

Sam said, "It's good that Mick knows where he's going. That's a bad track he's on."

Copied under Part VB. Calder, H. A., *True Blue*, Pascal Press 1992, ISBN 1875312005

Teacher's copy

Accuracy and fluency measure

Student's name: Date:

Key **Semantic** (*meaning* - **m**) **Grammatical** (*structure or syntax* - **s**) **Graphological** (*visual* - **v**) **Phonological** (**p**)		Error analysis		Analysis	
Word count	Title: **True blue**	**E**	**SC**	**E msvp**	**SC msvp**
13	Mick tossed his bags on the back of the truck. Blue jumped up				
28	and sat in the cab. Mick got into the truck and started it up. Man				
36	and dog set off. Out west they went.				
50	Blue was a cattle dog. He was bred to work with cattle. Mick got				
62	him when he was just a pup. Everywhere Mick went Blue went				
63	too.				
76	The truck rocked and bumped in the sand and dust on the track.				
89	This was outback Australia. As far as a man could see, there was				
94	red sand and green scrub.				
108	Mick and Blue were glad they had left the camp and were glad to				
117	be going west to look for zinc and copper.				
125	Back at the camp the men packed up.				
137	Sam said, "It's good that Mick knows where he's going. That's a				
141	bad track he's on."				

Strategies used
o Re-reads
o Reads on
o Self-corrects

o Reads for meaning
o Uses multiple cues (msvp)
o Uses syllables to problem-solve
o High frequency words accurate

o Uses punctuation
o Expression
o Fluent
o Makes substitutions/omissions

Fluency: correct words per minute
Guide
Y 3-4 80-100 cwpm
Y 5-6 100-120 cwpm

Accuracy %
Easy (96-100%)
Instructional (90-95%)
Hard (<90%)

Self-correction rate
$\frac{E + SC}{SC}$ = ratio 1:

E.g. $\frac{15 + 5}{5}$ = ratio 1:4

Comments

Comprehension measure

Text questions: True blue

The following questions should be asked orally, with the student providing oral responses transcribed by the teacher. Students may refer to the text for answers, and so the text should remain available to the student.

Use of contextual information

Type 1

(a) Where did Mick toss his bags?

(b) Where did Blue jump up and sit?

(c) What was Blue?

(d) What did the truck rock and bump in?

Type 2

(a) Why did Mick take Blue out west?

(b) Describe outback Australia.

(c) Why did Sam say that Mick was on a 'bad track'?

Type 3

(a) What do you think Mick would have packed in his bags?

(b) Why do you think Mick took Blue everywhere?

(c) Why is it 'good that Mick knows where he is going'?

Use of semantic information

(a) How would you 'toss' something?

(b) What is a 'pup'?

(c) What is the 'cab' part of a truck?

(d) Where is 'outback Australia'?

(e) What does 'man and dog set off' mean?

(f) What is a 'cattle dog'?

(g) What does 'bred' mean?

Student's copy

A real hero

Ann liked Prince a lot, and Prince liked Ann. He used to go over to her place to see her, so I used to go along with him.

But things at home weren't so good. Dad still wasn't too happy about having a dog around. If something was missing he would blame Prince. If any plants in the garden were broken, Dad would say that Prince had sat on them. I got a bit sick of it all.

Then one Saturday Dad went fishing and it was just as well for Prince and me that he did. You see, that was the day that Prince came running round the side of our house with a black chicken in his mouth. If Dad had seen Prince he would have made me get rid of him there and then. Anyway, I just about died when I saw Prince with that chicken.

From *A Real Hero* by Bettina Bird, ISBN 0734403194. Reproduced and made available for copying and communication by the NSW Department of Education and Training for its educational purposes with the permission of Pearson Education Australia.

Teacher's copy

Accuracy and fluency measure

Student's name: Date:

Key **Semantic** (*meaning* - **m**) **Grammatical** (*structure or syntax* - **s**) **Graphological** (*visual* - **v**) **Phonological** (**p**)		Error analysis		Analysis	
Word count	Title: **A real hero**	**E**	**SC**	**E msvp**	**SC msvp**
13	Ann liked Prince a lot, and Prince liked Ann. He used to go				
28	over to her place to see her, so I used to go along with him.				
39	But things at home weren't so good. Dad still wasn't too				
49	happy about having a dog around. If something was missing				
60	he would blame Prince. If any plants in the garden were				
73	broken, Dad would say that Prince had sat on them. I got a				
78	bit sick of it all.				
90	Then one Saturday Dad went fishing and it was just as well				
104	for Prince and me that he did. You see, that was the day that				
115	Prince came running round the side of our house with a				
127	black chicken in his mouth. If Dad had seen Prince he would				
140	have made me get rid of him there and then. Anyway, I just				
149	about died when I saw Prince with that chicken.				

Strategies used
o Re-reads
o Reads on
o Self-corrects

o Reads for meaning
o Uses multiple cues (msvp)
o Uses syllables to problem-solve
o High frequency words accurate

o Uses punctuation
o Expression
o Fluent
o Makes substitutions/omissions

Fluency: correct words per minute
Guide
Y 3-4 80-100 cwpm
Y 5-6 100-120 cwpm

Accuracy %
Easy (96-100%)
Instructional (90-95%)
Hard (<90%)

Self-correction rate

$$\frac{E + SC}{SC}$$ = ratio 1:

E.g. $\frac{15 + 5}{5}$ = ratio 1:4

Comments

Comprehension measure

Text questions: A real hero

The following questions should be asked orally, with the student providing oral responses transcribed by the teacher. Students may refer to the text for answers, and so the text should remain available to the student.

Use of contextual information

Type 1

(a) Who did Prince like?

(b) What was Dad still not too happy about?

(c) What would Dad say if any plants in the garden were broken?

(d) What did Prince have in his mouth when he came running around the side of the house?

Type 2

(a) How do you know that Prince liked Ann?

(b) Why weren't things at home so good?

(c) Why was it 'just as well' that Dad went fishing on Saturday?

Type 3

(a) Why do you think that Dad didn't want to have a dog around the house?

(b) How do you think Prince got the chicken?

(c) Why would Dad make Ann get rid of Prince if he'd seen him with the chicken?

Use of semantic information

(a) What is Prince?

(b) What is another way of saying 'something was missing'?

(c) What does 'blame' mean?

(d) What do you do when you go fishing?

(e) What does 'I got a bit sick of it all' mean?

(f) What does 'I just about died' mean?

Student's copy

Christmas spirit

Karl was lost. He was in a hire car. He had got it at the airport. The map was not much good. He should have bought a better one. It showed only the main roads, not the little lanes. And the weather was bad. It was snowing. Soon it would be dark.

The airport had a hotel. He should have spent the night there. But he wanted to be home for Christmas. He wanted to wake up at home. He had been away in Hong Kong. He had not seen his family for two years. His mum and dad had moved house. They had lived in a big town, near their work. When Karl and his sister left, the house was too big for them.

"You'll love the cottage," his mum wrote in a letter. "It is really pretty. I've been working in the garden. I can't wait for you to see it."

He said the address out loud.

"Holly Cottage, Church Lane, Wetford."

From *Christmas Spirit* by Iris Howden. Reproduced and made available for copying and communication by the NSW Department of Education and Training for its educational purposes with the permission of Hodder and Stoughton Ltd.

Teacher's copy

Accuracy and fluency measure

Student's name: Date:

Key **Semantic** (*meaning* - **m**) **Grammatical** (*structure or syntax* - **s**) **Graphological** (*visual* - **v**) **Phonological** (**p**)		Error analysis		Analysis	
Word count	Title: **Christmas spirit**	**E**	**SC**	**E msvp**	**SC msvp**
16	Karl was lost. He was in a hire car. He had got it at the airport.				
28	The map was not much good. He should have bought a better				
40	one. It showed only the main roads, not the little lanes. And				
52	the weather was bad. It was snowing. Soon it would be dark.				
64	The airport had a hotel. He should have spent the night there.				
76	But he wanted to be home for Christmas. He wanted to wake				
89	up at home. He had been away in Hong Kong. He had not				
101	seen his family for two years. His mum and dad had moved				
113	house. They had lived in a big town, near their work. When				
125	Karl and his sister left, the house was too big for them.				
138	"You'll love the cottage," his mum wrote in a letter. "It is really				
151	pretty. I've been working in the garden. I can't wait for you to				
153	see it."				
159	He said the address out loud.				
164	"Holly Cottage, Church Lane, Wetford."				

Strategies used
o Re-reads
o Reads on
o Self-corrects

o Reads for meaning
o Uses multiple cues (msvp)
o Uses syllables to problem-solve
o High frequency words accurate

o Uses punctuation
o Expression
o Fluent
o Makes substitutions/omissions

Fluency: correct words per minute
Guide
Y 3-4 80-100 cwpm
Y 5-6 100-120 cwpm

Accuracy %
Easy (96-100%)
Instructional (90-95%)
Hard (<90%)

Self-correction rate
$\frac{E + SC}{SC}$ = ratio 1:
E.g. $\frac{15 + 5}{5}$ = ratio 1:4

Comments

Comprehension measure

Text questions: Christmas spirit

The following questions should be asked orally, with the student providing oral responses transcribed by the teacher. Students may refer to the text for answers, and so the text should remain available to the student.

Use of contextual information

Type 1
(a) What was Karl in?
(b) What was not much good?
(c) What did Karl want to be home for?

Type 2
(a) Why should Karl have spent the night at the airport hotel?
(b) Who was the house too big for?
(c) Why wouldn't the map help Karl to find his way to his parents' cottage?

Type 3
(a) How could Karl solve his problem?
(b) What do you think will happen when Karl gets to his parents' cottage?
(c) Why do you think that hire cars should have good maps in them?

Use of semantic information

(a) 'Karl was lost.' What does 'lost' mean?
(b) What is a 'hire car'?
(c) What is a 'lane'?
(d) What is a 'hotel'?
(e) What does 'moved house' mean?
(f) What is a 'cottage'?

Student's copy

Hey, lads, I've just had a great idea!

My friend, Wayne Lane, is full of good ideas. Well, that's what he thinks. But if his ideas are that good, why do they always go wrong?

One time, we went on holiday in Wales. Wayne had one of his great ideas then. His Uncle Charlie had a van, and an old caravan near Conway. We could use them – any time at all. Free! There was room for all our gang. Wayne, his brother Jimmy, my mate Pepsi Pete and me, Big Dave.

Good old Uncle Charlie, I thought.

Wayne didn't tell me about the state of the van. Or that it smelled like a chicken shed inside.But it was a van, wasn't it?

Up came Charlie's van, sounding like a shooting range. We just stared! What a heap! I shut up fast. No van, no holiday.

From *Hey Lads, I've just had a great idea!* by David Clayton. ISBN 0602265509. Reproduced and made available for copying and communication by the NSW Department of Education and Training for its educational purposes with the permission of Pearson Education Australia.

Teacher's copy

Accuracy and fluency measure

Student's name: Date:

Key **Semantic** (*meaning* - **m**) **Grammatical** (*structure or syntax* - **s**) **Graphological** (*visual* - **v**) **Phonological** (**p**)		Error analysis		Analysis	
Word count	Title: **Hey, lads, I've just had a great idea!**	**E**	**SC**	**E msvp**	**SC msvp**
12	My friend, Wayne Lane, is full of good ideas. Well, that's what				
26	he thinks. But if his ideas are that good, why do they always go				
27	wrong?				
39	One time, we went on holiday in Wales. Wayne had one of				
52	his great ideas then. His Uncle Charlie had a van, and an old				
63	caravan near Conway. We could use them – any time at all.				
74	Free! There was room for all our gang. Wayne, his brother				
83	Jimmy, my mate Pepsi Pete and me, Big Dave.				
89	Good old Uncle Charlie, I thought.				
102	Wayne didn't tell me about the state of the van. Or that it				
115	smelled like a chicken shed inside.But it was a van, wasn't it?				
125	Up came Charlie's van, sounding like a shooting range.We				
138	just stared! What a heap! I shut up fast. No van, no holiday.				

Strategies used
o Re-reads
o Reads on
o Self-corrects

o Reads for meaning
o Uses multiple cues (msvp)
o Uses syllables to problem-solve
o High frequency words accurate

o Uses punctuation
o Expression
o Fluent
o Makes substitutions/omissions

Fluency: correct words per minute
Guide
Y 3-4 80-100 cwpm
Y 5-6 100-120 cwpm

Accuracy %
Easy (96-100%)
Instructional (90-95%)
Hard (<90%)

Self-correction rate
$\frac{E + SC}{SC}$ = ratio 1:
E.g. $\frac{15 + 5}{5}$ = ratio 1:4

Comments

Comprehension measure

Text questions: Hey, lads, I've just had a great idea!

The following questions should be asked orally, with the student providing oral responses transcribed by the teacher. Students may refer to the text for answers, and so the text should remain available to the student.

Use of contextual information

Type 1

(a) What is Wayne Lane full of?

(b) What did Uncle Charlie have?

(c) What did the van smell like inside?

(d) What did Uncle Charlie's van sound like?

Type 2

(a) Who were the members of the gang?

(b) What were the good points about Wayne's idea?

(c) Why did Big Dave "shut up fast" when he saw the van?

Type 3

(a) Why do you think the gang wanted to go on a holiday?

(b) Describe what you think Uncle Charlie's van would have looked like.

Use of semantic information

(a) What does 'full of good ideas' mean?

(b) What is an 'uncle'?

(c) What is a 'caravan'?

(d) What would a 'chicken shed' smell like?

(e) What is a 'shooting range'?

(f) What is a 'holiday'?

Student's copy

Nappy attack

One day I am going to be rich. I am going to make a million. Maybe two. How? I am going to invent a really way-out computer game. I am going to call it 'Nappy Attack'. Grown-ups will hate it. But kids will love it.

I got the idea for the game last Monday. It came to me in a dream. Monday was just another 'Moan-day'. Mum was moaning about my bedroom – "Clean it up, or else!" My sister, Beth, was moaning about her bedroom – "Keep out, or else!" Even my brother, Tom, was moaning and he is only a baby.

"He needs changing," said Mum. "Will you do it, Beth? I'm dog-tired."

"I did it last time," Beth said running for the door. "It's Craig's turn."

Copied under Part VB. Culshaw, C. & Thomson, M., *Nappy Attack*, Oxford University Press.

Teacher's copy

Accuracy and fluency measure

Student's name: Date:

Key **Semantic** (*meaning* - **m**) **Grammatical** (*structure or syntax* - **s**) **Graphological** (*visual* - **v**) **Phonological** (**p**)		Error analysis		Analysis	
Word count	Title: **Nappy attack**	**E**	**SC**	**E msvp**	**SC msvp**
15	One day I am going to be rich. I am going to make a million.				
27	Maybe two. How? I am going to invent a really way-out				
37	computer game. I am going to call it 'Nappy Attack'.				
47	Grown-ups will hate it. But kids will love it.				
62	I got the idea for the game last Monday. It came to me in a				
71	dream. Monday was just another 'Moan-day'. Mum was				
82	moaning about my bedroom – "Clean it up, or else!" My sister,				
92	Beth, was moaning about her bedroom – "Keep out, or else!"				
104	Even my brother, Tom, was moaning and he is only a baby.				
114	"He needs changing," said Mum. "Will you do it, Beth?				
117	I'm dog-tired."				
130	"I did it last time," Beth said running for the door. "It's Craig's				
131	turn."				

Strategies used
o Re-reads
o Reads on
o Self-corrects
o Reads for meaning
o Uses multiple cues (msvp)
o Uses syllables to problem-solve
o High frequency words accurate
o Uses punctuation
o Expression
o Fluent
o Makes substitutions/omissions

Fluency: correct words per minute
Guide
Y 3-4 80-100 cwpm
Y 5-6 100-120 cwpm

Accuracy %
Easy (96-100%)
Instructional (90-95%)
Hard (<90%)

Self-correction rate
$\frac{E + SC}{SC}$ = ratio 1:
E.g. $\frac{15 + 5}{5}$ = ratio 1:4

Comments

Comprehension measure

Text questions: Nappy attack

The following questions should be asked orally, with the student providing oral responses transcribed by the teacher. Students may refer to the text for answers, and so the text should remain available to the student.

Use of contextual information

Type 1

(a) What is going to be invented?

(b) What was Monday?

(c) What was Mum moaning about?

(d) What was Beth moaning about?

Type 2

(a) What is the computer game going to be called?

(b) Why didn't Mum want to change Tom's nappy?

(c) What is it Craig's turn to do?

Type 3

(a) Why do you think that grown-ups will hate the computer game?

(b) Why do you think everyone is trying to avoid changing Tom's nappy?

(c) Why do you think Mum has 'Moan-days'?

Use of semantic information

(a) What does 'going to make a million. Maybe two.' mean?

(b) What does 'way-out' mean?

(c) What is an 'idea'?

(d) Show me how you 'moan'.

(e) What does 'the baby needs changing mean'?

(f) How do you feel if you are 'dog-tired'?

Student's copy

Best of both worlds

Su's full name was Su-ling Harris. Her mother was Chinese. Her father was English. At school, Su-ling felt different from the other girls. Her family ate different food. Her mum wore different clothes.

Su once tried to talk about it with her dad, but he got angry. He loved her mum very much.

"What's the matter Su?" he asked. "Are you ashamed of your mum?"

"No, of course not," Su said. "Its just that people at school say things."

"What sort of things?" her dad asked. Su couldn't tell him. She knew he would be hurt.

"Take no notice," her dad told her. "You were born here. You're English."

But Su didn't always feel English. The trouble was, she didn't feel Chinese either. Su had her mother's dark eyes but her father's brown wavy hair. She was taller than a Chinese girl would be. Su felt neither one thing nor the other.

From *Best of Both Worlds* by Iris Holden. Reproduced and made available for copying and communication by the NSW Department of Education and Training for its educational purposes with the permission of Hodder and Stoughton Ltd.

Teacher's copy

Accuracy and fluency measure

Student's name: Date:

Key **Semantic** (*meaning* - **m**) **Grammatical** (*structure or syntax* - **s**) **Graphological** (*visual* - **v**) **Phonological** (**p**)		Error analysis		Analysis	
Word count	Title: **Best of both worlds**	**E**	**SC**	**E msvp**	**SC msvp**
10	Su's full name was Su-ling Harris. Her mother was Chinese.				
20	Her father was English. At school, Su-ling felt different from				
31	the other girls. Her family ate different food. Her mum wore				
33	different clothes.				
47	Su once tried to talk about it with her dad, but he got angry.				
53	He loved her mum very much.				
64	"What's the matter Su?" he asked. "Are you ashamed of your				
65	mum?"				
78	"No, of course not," Su said. "Its just that people at school say				
79	things."				
90	"What sort of things?" her dad asked. Su couldn't tell him.				
96	She knew he would be hurt.				
107	"Take no notice," her dad told her. "You were born here.				
109	You're English."				
120	But Su didn't always feel English. The trouble was, she didn't				
131	feel Chinese either. Su had her mother's dark eyes but her				
142	father's brown wavy hair. She was taller than a Chinese girl				
152	would be. Su felt neither one thing nor the other.				

Strategies used
- o Re-reads
- o Reads on
- o Self-corrects
- o Reads for meaning
- o Uses multiple cues (msvp)
- o Uses syllables to problem-solve
- o High frequency words accurate
- o Uses punctuation
- o Expression
- o Fluent
- o Makes substitutions/omissions

Fluency: correct words per minute
Guide
Y 3-4 80-100 cwpm
Y 5-6 100-120 cwpm

Accuracy %
Easy (96-100%)
Instructional (90-95%)
Hard (<90%)

Self-correction rate
$\frac{E + SC}{SC}$ = ratio 1:
E.g. $\frac{15 + 5}{5}$ = ratio 1:4

Comments

Comprehension measure

Text questions: Best of both worlds

The following questions should be asked orally, with the student providing oral responses transcribed by the teacher. Students may refer to the text for answers, and so the text should remain available to the student.

Use of contextual information

Type 1

(a) What was Su's full name?

(b) What was Su's mother?

(c) How did Su-ling feel at school?

(d) What did Su-ling's dad do when she tried to talk to him about it?

Type 2

(a) Why did Su-ling feel different from the other girls at school?

(b) Describe Su-ling's appearance.

(c) Why did Su-ling's dad get angry when she tried to talk about feeling different?

Type 3

(a) What sorts of things do you think the girls may have said to Su-ling to make her feel different?

(b) How do you think Su-ling would like to change her life?

(c) Why does Su-ling feel 'neither one thing nor the other'?

Use of semantic information

(a) What is your 'full name'?

(b) What does 'ashamed' mean?

(c) What does 'wavy hair' look like?

(d) What does 'take no notice' mean?

(e) What do you think 'different' food is?

(f) Explain 'Su felt neither one thing nor the other'.

Student's copy

Green fingers

When Bill retired everyone told him to keep busy.

"You'll need a hobby," they said. "Time hangs heavy when you're at home."

"Days seem to get longer as you get older," said his retired friends.

But Bill knew all this. He had a hobby. It was something he'd been doing for years. Now with all this time to himself he could really get on with it.

Bill had always loved growing things. He'd never had a garden, only a backyard. But he had a small greenhouse there. When he had worked at the factory he'd not had much time for his plants. So his hobby hadn't been a problem for his wife, Winnie. But now she was really fed up.

From *Green Fingers* by S. Woodcock & I. Howden. Reproduced and made available for copying and communication by the NSW Department of Education and Training for its educational purposes with the permission of Hodder and Stoughton Ltd.

Teacher's copy

Accuracy and fluency measure

Student's name: Date:

Key **Semantic** (*meaning* - **m**) **Grammatical** (*structure or syntax* - **s**) **Graphological** (*visual* - **v**) **Phonological** (**p**)		Error analysis		Analysis	
Word count	Title: **Green fingers**	**E**	**SC**	**E msvp**	**SC msvp**
9	When Bill retired everyone told him to keep busy.				
19	"You'll need a hobby," they said. "Time hangs heavy when				
22	you're at home."				
34	"Days seem to get longer as you get older," said his retired				
35	friends.				
47	But Bill knew all this. He had a hobby. It was something				
59	he'd been doing for years. Now with all this time to himself				
66	he could really get on with it.				
76	Bill had always loved growing things. He'd never had a				
86	garden, only a backyard. But he had a small greenhouse				
98	there. When he had worked at the factory he'd not had much				
111	time for his plants. So his hobby hadn't been a problem for his				
120	wife, Winnie. But now she was really fed up.				

Strategies used
o Re-reads
o Reads on
o Self-corrects

o Reads for meaning
o Uses multiple cues (msvp)
o Uses syllables to problem-solve
o High frequency words accurate

o Uses punctuation
o Expression
o Fluent
o Makes substitutions/omissions

Fluency: correct words per minute
Guide
Y 3-4 80-100 cwpm
Y 5-6 100-120 cwpm

Accuracy %
Easy (96-100%)
Instructional (90-95%)
Hard (<90%)

Self-correction rate
$\frac{E + SC}{SC}$ = ratio 1:

E.g. $\frac{15 + 5}{5}$ = ratio 1:4

Comments

Comprehension measure

Text questions: Green fingers

The following questions should be asked orally, with the student providing oral responses transcribed by the teacher. Students may refer to the text for answers, and so the text should remain available to the student.

Use of contextual information

Type 1

(a) What did everyone tell Bill to do when he retired?

(b) What had Bill always loved?

(c) Where had Bill worked?

Type 2

(a) Why did Bill's retired friends say he would need a hobby?

(b) What was Bill's hobby?

(c) How long had Bill had a hobby?

Type 3

(a) What does Bill do each day now he has retired?

(b) What changes do you think Bill made to his backyard after he retired?

(c) Why do you think Winnie became 'fed up' after Bill retired?

Use of semantic information

(a) What does 'retired' mean?

(b) What does 'hobby' mean?

(c) How do you 'keep busy'?

(d) What is a 'greenhouse'?

(e) What does it mean to be 'fed up'?

(f) What does 'Time hangs heavy when you're at home' mean?

Student's copy

Gwennie

What a night. It was getting worse every minute now. The air was full of flying snow flakes. They made me feel a bit dizzy, as if I couldn't think straight. I had the windscreen wipers going all the time. Still I found myself leaning forward in my seat, peering out into the darkness.

I started going up another hill. I heard the engine groaning. I felt the tyres slipping on the ice, just a little bit. I changed down a gear. Then down another gear.

Someone was humming to herself. Someone was humming a little tune, just behind me.

I looked in my mirror. The girl called Gwennie was sitting a couple of seats back. She had a comb in her hand, and she was fiddling with her hair. She was looking at her reflection in the window. And humming this tune.

She saw me looking at her, and she smiled at me. 'I've got to look my best,' she said.

From *Gwennie* by Frank Usher. ISBN 0602265533. Reproduced and made available for copying and communication by the NSW Department of Education and Training for its educational purposes with the permission of Harcourt Education.

Teacher's copy

Accuracy and fluency measure

Student's name: Date:

Key **Semantic** (*meaning* - **m**) **Grammatical** (*structure or syntax* - **s**) **Graphological** (*visual* - **v**) **Phonological** (**p**)		Error analysis		Analysis	
Word count	Title: **Gwennie**	**E**	**SC**	**E msvp**	**SC msvp**
10	What a night. It was getting worse every minute now.				
21	The air was full of flying snow flakes. They made me				
34	feel a bit dizzy, as if I couldn't think straight. I had the				
43	windscreen wipers going all the time. Still I found				
52	myself leaning forward in my seat, peering out into				
54	the darkness.				
64	I started going up another hill. I heard the engine				
76	groaning. I felt the tyres slipping on the ice, just a				
86	little bit. I changed down a gear. Then down another gear.				
93	Someone was humming to herself. Someone was				
100	humming a little tune, just behind me.				
110	I looked in my mirror. The girl called Gwennie was				
122	sitting a couple of seats back. She had a comb in her				
132	hand, and she was fiddling with her hair. She was				
141	looking at her reflection in the window. And humming				
143	this tune.				
154	She saw me looking at her, and she smiled at me.				
162	'I've got to look my best,' she said.				

Strategies used
o Re-reads
o Reads on
o Self-corrects

o Reads for meaning
o Uses multiple cues (msvp)
o Uses syllables to problem-solve
o High frequency words accurate

o Uses punctuation
o Expression
o Fluent
o Makes substitutions/omissions

Fluency: correct words per minute
Guide
Y 3-4 80-100 cwpm
Y 5-6 100-120 cwpm

Accuracy %
Easy (96-100%)
Instructional (90-95%)
Hard (<90%)

Self-correction rate
$\frac{E + SC}{SC}$ = ratio 1:
E.g. $\frac{15 + 5}{5}$ = ratio 1:4

Comments

Comprehension measure

Text questions: Gwennie

The following questions should be asked orally, with the student providing oral responses transcribed by the teacher. Students may refer to the text for answers, and so the text should remain available to the student.

Use of contextual information

Type 1
(a) What was the air full of?
(b) What were the tyres slipping on?
(c) Who was sitting 'a couple of seats back'?

Type 2
(a) Describe what was making it difficult to drive?
(b) Who was humming a tune?
(c) Why was Gwennie looking at her reflection in the window?

Type 3
(a) What sort of vehicle are they in?
(b) Why do you think the driver was leaning forward in his seat?
(c) Why do you think Gwennie was humming a tune?

Use of semantic information

(a) What does 'the air was full of flying snow flakes' mean?
(b) How do you feel if you are 'dizzy'?
(c) What are 'windscreen wipers'?
(d) How does an engine 'groan'?
(e) What does 'changed down a gear' mean?
(f) Show how you 'hum'.

Student's copy

Ivy

The ivy rustled and tapped at the windows in a horrible way.

Barry had never seen anything like it. Old Mrs Hudson's cottage was being strangled by the stuff. All the walls and windows as well as the front door were covered. It was even starting to spread over the roof.

He stood in the lane and stared, feeling scared. A little wind was making the ivy move to and fro like hundreds of snakes. Then Barry realised there wasn't any wind. The afternoon was completely still, so what was making the ivy rattle?

Barry shuddered and ran back to his gran's house as fast as he could.

He didn't like the country. It was boring, and when it wasn't boring it was scary. The owls seemed to hoot all night.

From *Ivy* by A. Masters. ISBN 0602261678. Reproduced and made available for copying and communication by the NSW Department of Education and Training for its educational purposes with the permission of Harcourt Education.

Teacher's copy

Accuracy and fluency measure

Student's name: Date:

Key **Semantic** (*meaning* - **m**) **Grammatical** (*structure or syntax* - **s**) **Graphological** (*visual* - **v**) **Phonological** (**p**)		Error analysis		Analysis	
Word count	Title: **Ivy**	**E**	**SC**	**E msvp**	**SC msvp**
12	The ivy rustled and tapped at the windows in a horrible way.				
22	Barry had never seen anything like it. Old Mrs Hudson's				
33	cottage was being strangled by the stuff. All the walls and				
45	windows as well as the front door were covered. It was even				
51	starting to spread over the roof.				
63	He stood in the lane and stared, feeling scared. A little wind				
75	was making the ivy move to and fro like hundreds of snakes.				
84	Then Barry realised there wasn't any wind. The afternoon				
94	was completely still, so what was making the ivy rattle?				
104	Barry shuddered and ran back to his gran's house as				
108	fast as he could.				
120	He didn't like the country. It was boring, and when it wasn't				
131	boring it was scary. The owls seemed to hoot all night.				

Strategies used
o Re-reads
o Reads on
o Self-corrects

o Reads for meaning
o Uses multiple cues (msvp)
o Uses syllables to problem-solve
o High frequency words accurate

o Uses punctuation
o Expression
o Fluent
o Makes substitutions/omissions

Fluency: correct words per minute
Guide
Y 3-4 80-100 cwpm
Y 5-6 100-120 cwpm

Accuracy %
Easy (96-100%)
Instructional (90-95%)
Hard (<90%)

Self-correction rate

$$\frac{E + SC}{SC} = \text{ratio } 1:$$

E.g. $\frac{15 + 5}{5} = \text{ratio } 1:4$

Comments

Comprehension measure

Text questions: Ivy

The following questions should be asked orally, with the student providing oral responses transcribed by the teacher. Students may refer to the text for answers, and so the text should remain available to the student.

Use of contextual information

Type 1
(a) What rustled and tapped at the windows in a horrible way?
(b) What did Barry realise?
(c) Where did Barry run back to?

Type 2
(a) What was Mrs Hudson's cottage being strangled by?
(b) Where was the ivy growing on the cottage?
(c) How could an afternoon be 'completely still'?

Type 3
(a) Why did Barry shudder and run back to his gran's house?
(b) Why do you think there was so much ivy growing over the cottage?
(c) What do you think was making the ivy move?

Use of semantic information

(a) What is 'ivy'?
(b) What is a 'cottage'?
(c) What is a 'gran'?
(d) What is an 'owl'?
(e) What does the 'cottage was being strangled' by the ivy mean?
(f) What does 'shuddered' mean?

Student's copy

Spooked

Dad called it a secret drawer. It certainly was very odd, slotting into the base of the old chest so you'd never have known it was there. No knob, no handle, no keyhole; no means of pulling it open. I tried to jiggle it loose, but the drawer fitted much too tightly.

I managed to tip the chest forward, hoping the drawer might slide out, and then I noticed a chink – a key-shaped hole in the wood that I hadn't noticed before. A tiny piece of wood had fallen out onto the carpet. The drawer had never been jammed. It had a hidden lock.

I'd found the chest in Dad's workshop and wanted it straight away. It was just the right size for hiding my heaps of old horror comics, the ones that Mum would have liked to chuck straight into the bin. She thought they were gruesome. They were. But that was the point. They'd feel at home in that chest.

Copied under Part VB. Wooderson, P., *Spooked*, Puffin: London 1996. ISBN 0140370587

Teacher's copy

Accuracy and fluency measure

Student's name: Date:

Key **Semantic** (*meaning* - **m**) **Grammatical** (*structure or syntax* - **s**) **Graphological** (*visual* - **v**) **Phonological** (**p**)		Error analysis		Analysis	
Word count	Title: **Spooked**	**E**	**SC**	**E msvp**	**SC msvp**
11	Dad called it a secret drawer. It certainly was very odd,				
23	slotting into the base of the old chest so you'd never have				
34	known it was there. No knob, no handle, no keyhole; no				
47	means of pulling it open. I tried to jiggle it loose, but the				
52	drawer fitted much too tightly.				
62	I managed to tip the chest forward, hoping the drawer				
73	might slide out, and then I noticed a chink – a key-shaped				
86	hole in the wood that I hadn't noticed before. A tiny piece of				
97	wood had fallen out onto the carpet. The drawer had never				
104	been jammed. It had a hidden lock.				
115	I'd found the chest in Dad's workshop and wanted it straight				
128	away. It was just the right size for hiding my heaps of old				
139	horror comics, the ones that Mum would have liked to chuck				
149	straight into the bin. She thought they were gruesome. They				
161	were. But that was the point. They'd feel at home in that				
162	chest.				

Strategies used
o Re-reads
o Reads on
o Self-corrects
o Reads for meaning
o Uses multiple cues (msvp)
o Uses syllables to problem-solve
o High frequency words accurate
o Uses punctuation
o Expression
o Fluent
o Makes substitutions/omissions

Fluency: correct words per minute
Guide
Y 3-4 80-100 cwpm
Y 5-6 100-120 cwpm

Accuracy %
Easy (96-100%)
Instructional (90-95%)
Hard (<90%)

Self-correction rate
$\frac{E + SC}{SC}$ = ratio 1:
E.g. $\frac{15 + 5}{5}$ = ratio 1:4

Comments

Comprehension measure

Text questions: Spooked

The following questions should be asked orally, with the student providing oral responses transcribed by the teacher. Students may refer to the text for answers, and so the text should remain available to the student.

Use of contextual information

Type 1
(a) What did Dad call the drawer?
(b) How did the drawer fit?
(c) What had fallen onto the carpet?

Type 2
(a) Describe what the drawer looked like.
(b) Why did Dad call it a secret drawer?
(c) Why didn't the drawer slide out?

Type 3
(a) Why do you think that the chest had a secret drawer built into it?
(b) Why did the drawer not have a handle?
(c) What do you think the stories in the comics would have been about?

Use of semantic information

(a) What is a 'secret'?
(b) What is a 'chest'?
(c) What is a 'knob'?
(d) What is a 'workshop'?
(e) What does 'gruesome' mean?
(f) What does 'they'd feel at home' mean?

Student's copy

Down came a spider

Susan began to run a bath. She knew that always helped her to relax. She turned the hot tap full on. The bathroom became warm and steamy. With the sound of running water and the warm air it made her think of the butterfly centre the weekend before.

She stepped into the bath and lay back, so that only her head and the top of her neck were above the warm water. With her right foot she turned on the hot tap. Susan liked her bath to be as hot as possible.

She began to feel more relaxed now and a little sorry for Adam. For the first time since they were married she had really shouted at him. She was glad she had not said some of the things that had been on her mind. She had been shocked at herself for thinking such unkind things.

From *Down Came a Spider* by B. Read. Reproduced and made available for copying and communication by the NSW Department of Education and Training for its educational purposes with the permission of Hodder and Stoughton Ltd.

Teacher's copy

Accuracy and fluency measure

Student's name: Date:

Key **Semantic** (*meaning* - **m**) **Grammatical** (*structure or syntax* - **s**) **Graphological** (*visual* - **v**) **Phonological** (**p**)		Error analysis		Analysis	
Word count	Title: **Down came a spider**	**E**	**SC**	**E msvp**	**SC msvp**
10	Susan began to run a bath. She knew that always				
22	helped her to relax. She turned the hot tap full on. The				
31	bathroom became warm and steamy. With the sound of				
43	running water and the warm air it made her think of the				
48	butterfly centre the weekend before.				
61	She stepped into the bath and lay back, so that only her head				
73	and the top of her neck were above the warm water. With				
86	her right foot she turned on the hot tap. Susan liked her bath				
92	to be as hot as possible.				
104	She began to feel more relaxed now and a little sorry for				
115	Adam. For the first time since they were married she had				
128	really shouted at him. She was glad she had not said some of				
140	the things that had been on her mind. She had been shocked				
147	at herself for thinking such unkind things.				

Strategies used
o Re-reads
o Reads on
o Self-corrects

o Reads for meaning
o Uses multiple cues (msvp)
o Uses syllables to problem-solve
o High frequency words accurate

o Uses punctuation
o Expression
o Fluent
o Makes substitutions/omissions

Fluency: correct words per minute
Guide
Y 3-4 80-100 cwpm
Y 5-6 100-120 cwpm

Accuracy %
Easy (96-100%)
Instructional (90-95%)
Hard (<90%)

Self-correction rate

$$\frac{E + SC}{SC} = \text{ratio } 1:$$

E.g. $\frac{15 + 5}{5} = \text{ratio } 1:4$

Comments

Comprehension measure

Text questions: Down came a spider

The following questions should be asked orally, with the student providing oral responses transcribed by the teacher. Students may refer to the text for answers, and so the text should remain available to the student.

Use of contextual information

Type 1

(a) What had Susan begun to do?

(b) What did she turn full on?

(c) How did Susan like her bath to be?

Type 2

(a) Why did Susan run a hot bath?

(b) Why did the bathroom make Susan think of the butterfly centre?

(c) Why did Susan start to feel sorry for Adam?

Type 3

(a) How do you think Susan would have been feeling before she had the bath?

(b) Why do you think Susan had been shocked at herself for thinking unkind things about Adam?

Use of semantic information

(a) What is a 'bath'?

(b) How do you run a hot bath?

(c) How do you feel if you are relaxed?

(d) What is a 'warm and steamy' bathroom?

(e) What is a 'butterfly centre'?

(f) What does 'as hot as possible' mean?

Student's copy

The hold-up

The driver looked across at Oliver as he drove past. Oliver wished suddenly that he'd worn his old jacket instead of his new red parka. Anyone who saw the parka would be sure to remember it. His heart began to thud. He said to Amy, "Listen, Sis, go back home quickly."

Amy stared. "What for? Are you nuts or something?"

"I think the guy in that car is up to something," said Oliver desperately. "Please go, Amy."

He looked along the street. Except for a few passing motorists, no-one else was about. Later there would be streams of children going to school, some with their parents.

Amy said, "You've been watching too much telly, Oliver. If you don't like walking with me, just say so. I'll go on ahead."

From *The Hold-up* by J. Epstein. Reproduced and made available for copying and communication by the NSW Department of Education and Training for its educational purposes with the permission of Harcourt Education.

Teacher's copy

Accuracy and fluency measure

Student's name: Date:

Key **Semantic** (*meaning* - **m**) **Grammatical** (*structure or syntax* - **s**) **Graphological** (*visual* - **v**) **Phonological** (**p**)		Error analysis		Analysis	
Word count	Title: **The hold-up**	**E**	**SC**	**E msvp**	**SC msvp**
10	The driver looked across at Oliver as he drove past.				
19	Oliver wished suddenly that he'd worn his old jacket				
30	instead of his new red parka. Anyone who saw the parka				
41	would be sure to remember it. His heart began to thud.				
51	He said to Amy, "Listen, Sis, go back home quickly."				
60	Amy stared. "What for? Are you nuts or something?"				
73	"I think the guy in that car is up to something," said Oliver				
77	desperately. "Please go, Amy."				
88	He looked along the street. Except for a few passing motorists,				
98	no-one else was about. Later there would be streams of				
106	children going to school, some with their parents.				
116	Amy said, "You've been watching too much telly, Oliver. If				
129	you don't like walking with me, just say so. I'll go on ahead."				

Strategies used
o Re-reads
o Reads on
o Self-corrects

o Reads for meaning
o Uses multiple cues (msvp)
o Uses syllables to problem-solve
o High frequency words accurate

o Uses punctuation
o Expression
o Fluent
o Makes substitutions/omissions

Fluency: correct words per minute
Guide
Y 3-4 80-100 cwpm
Y 5-6 100-120 cwpm

Accuracy %
Easy (96-100%)
Instructional (90-95%)
Hard (<90%)

Self-correction rate
$\frac{E + SC}{SC}$ = ratio 1:
E.g. $\frac{15 + 5}{5}$ = ratio 1:4

Comments

Comprehension measure

Text questions: The hold-up

The following questions should be asked orally, with the student providing oral responses transcribed by the teacher. Students may refer to the text for answers, and so the text should remain available to the student.

Use of contextual information

Type 1
(a) Who looked across at Oliver?
(b) What did Oliver wish?
(c) What did Oliver think about the guy in the car?

Type 2
(a) What worries Oliver about his red parka?
(b) Who is Amy?
(c) Why did Amy think that Oliver wanted her to go home?

Type 3
(a) Why do you think Oliver would have liked 'streams of children' to be around?
(b) Why did Oliver tell Amy to go home?
(c) What do you think Oliver might be planning to do?

Use of semantic information

(a) What is 'Sis' short for?
(b) What is a 'parka'?
(c) What does 'his heart began to thud' mean?
(d) What does 'up to something' mean?
(e) How would you sound if you said something 'desperately'?
(f) What does 'streams of children' mean?

Specific level assessment tasks

Educheck

Johnson basic vocabulary

Sutherland Phonological Awareness Test

Phonological awareness for older students

COMMONWEALTH OF AUSTRALIA

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Educheck: Neal phonemic skills screening test

- Administration instructions
- Teacher's copy
- Student's copy

Johnson basic vocabulary

- Administration instructions
- Teacher's copy
- Student's copy

Sutherland Phonological Awareness Test

- Author's note
- Sutherland Phonological Awareness Test
- Administration instructions
- Stimulus page
- Scoring and interpretation

Phonological awareness for older students

- Administration instructions

Educheck

DIRECTIONS FOR ADMINISTERING THE NEAL PHONEMIC SKILLS SCREENING TEST

The test has been constructed as a curriculum-based assessment device to gauge the reader's use of phonological word processing skills. It is used to identify specific difficulties that may require instruction. It is not a standardised test and experience indicates that it does not discriminate readers with difficulties who obtain a reading age measure of approximately 10 years or above on a standardised reading test.

Procedure:

Establish a friendly and positive atmosphere before beginning the test. Use encouragement and praise for attempted responses throughout the testing. Place the large print test in front of the reader and use the small print side to record the reader's responses and to identify the specific phonemic skill categories requiring instruction.

Begin with the letter sounds. Say to the reader: "Here are some letters, I would like you to tell me the sound each letter makes. The first letter is "a" (give letter name), what sound does "a" make?" If letter names are given as responses, tell the reader to also say the letter sounds. It may be necessary to point to each letter in order to obtain a response from some readers. Continue with the letter-combination sound category, saying: "Here are some letters that go together to make one sound. Tell me the sound that these letters make."

In the blank spaces next to the letters indicate the correct responses the reader makes(✓) or write in error responses.

Continue testing with the lists of words. Say to the reader: "Now I would like you to read these words, if you know the word, say it. If you don't know the word try to sound it out aloud. Read the words across the page."

Begin with the consonant-vowel, consonant-vowel-consonant words. Continue testing each category of words until the reader makes four consecutive mistakes in that category. Sample words in each category, unless it is obvious that the task is far too difficult for the reader - e.g. a young beginning reader may not be required to read the long vowel words but may attempt the vowel digraph and compound word categories. The pseudo word category is optional; it is included to gain further insight into the reader's phonological processing skills.

Recording Errors:

Tick (✓) the word if correctly identified.

Indicate the reader's attempts about each error response, e.g.

lug	cheese	glup	frim	cut	picture
lag	chess	gulp	firn	cute	picnic

Indicate where you have stopped testing (//) in each word category.

Other information to record:

- reader refuses to respond, waits to be told the word or to be told to move on to the next word.
- reader cannot use phonological processing (sounding out) skills.
- reader 'sounds out' the word but cannot synthesise the word.
- reader is fluent.
- reader has a long response delay (more than 2 - 3 seconds).

NOTE: Some readers may have difficulty in identifying sounds for letters and letter clusters in isolation, but have no difficulty when they are embedded in words. These readers may perform commensurate with expected chronological age ability on standardised reading tests and require no instruction in isolated phoneme skills.

DAGMAR NEAL
A.U.A., Dip. T.(Adel). B.A., M.A.(Macq)
EDUCHECK

educheck

Developing behavioural and instructional solutions

NEAL PHONEMIC SKILLS SCREENING TEST

NAME: _____ AGE: _____ DATE: _____

LETTER SOUNDS			PHONEMIC SKILLS
a m s e		if up at on pug wit fez lag zip bud yen rod wax jut	cv cvc
r d f i		chop thick shun whet chuck chess quiz which thud lash quit shock	consonant digraphs
t n c o		swim spat trot grim drum flog glen skip bled crab twig scab fret plop	consonant blends ccvc
h u g l		wept gulp zest list colt bust limp fold tiff next ramp sink rift yell kelp jazz	cons. blends cvcc & double consonants
w v p b		hitch scrub strap fetch thrip botch splat bunch shrug clutch prompt strict	cons. blends 3 consonants/ digraphs
y x j z		cube hive cute nape mile poke lame wage vice globe rote slate gripe crime graze froze	long vowels cvcc and consonant blend ccvc
qu th er sh		seen pert raid burn oats meal loin horn coax jaw cart ray firm head curt gout laud pew loom fowl nigh mall tow guy hoe soy thief	vowel digraphs/ diphthongs
wh ch ck		picnic visit cricket umbrella expect reject hopeless undertake pressing wicked message engaged	compound suffix, prefix, multi syllable words
oo oa or		lamb measure blind canyon dispute ration salmon knit various gnaw initial vague wrong phrase cough echo concise physics	Misc
ai al ea ou		gac kez vum hon jis chen thack shol whid quox	Pseudowords
ar ir ur		Dagmar Neal A.U.A., Dip. T. (Adel.), B.A., M.A. (Macq.) Permission to reproduce granted	Educheck 1988 (First Developed 1984)

Student's copy page 1

a	m	s	e
r	d	f	i
t	n	c	o
h	u	g	l
w	v	p	b
y	x	j	z
qu	th	er	sh
wh	ch	ck	

oo	oa	or	ai	al
ea	ou	ar	ir	ur

Student's copy page 2

if	up	at	on	pug	wit
fez	lag	zip	bud	yen	rod
wax	jut				
chop	thick	shun	whet	chuck	chess
quiz	which	thud	lash	quit	shock
swim	spat	trot	grim	drum	flog
glen	skip	bled	crab	twig	scab
fret	plop				
wept	gulp	zest	list	colt	bust
limp	fold	tiff	next	ramp	sink
rift	yell	kelp	jazz		
hitch	scrub	strap	fetch	thrip	botch
splat	bunch	shrug	clutch	prompt	strict
cube	hive	cute	nape	mile	poke
lame	wage	vice	globe	rote	slate
gripe	crime	graze	froze		

Student's copy page 3

seen	pert	raid	burn	oats	meal
loin	horn	coax	jaw	cart	ray
firm	head	curt	gout	laud	pew
loom	fowl	nigh	mall	tow	guy
hoe	soy	thief			
picnic	visit	cricket	umbrella	expect	reject
hopeless	undertake	pressing	wicked	message	engaged
lamb	measure	blind	canyon	dispute	ration
salmon	knit	various	gnaw	initial	vague
wrong	phrase	cough	echo	concise	physics
gac	kez	vum	hon	jis	chen
thack	shol	whid	quox		

Johnson basic vocabulary

Administration information

Test the student on the first one or two columns of the Johnson basic vocabulary. Words must be recognised by sight and not sounded out. To enhance the information gained from administering the Johnson basic vocabulary it is recommended that an automaticity component be included. Information can be acquired by using a stop watch to time students automatic recognition of words read. Oral Reading Rate Data Guide: Words in isolation (Neal 1990) recommends:

Year 3-4	30-45 wpm correct
	0-2 errors
Year 5-6	45-50 wpm correct
	0-2 errors

Administration procedure

Place the Johnson basic vocabulary sheet in front of the student showing the first two columns only. (If the student has displayed any anxiety during the text reading assessment the teacher may decide to display one column at a time.)

"I would like you to read some words for me. I am going to use the stop watch to see how quickly and carefully you can read each word. You will need to read the words down the column, (indicate the direction to the child). Remember how fast you read the words is not as important as getting the words right. Any questions? I will start the stop watch when you say the first word."

If the child does not begin after 5 seconds tell them the word.

Student's copy

Johnson basic vocabulary

the	out	our	how
of	so	over	too
and	said	man	little
to	what	me	good
a	up	even	very
in	its	most	make
that	about	made	world
is	into	after	still
was	than	did	own
he	them	many	see
for	can	before	men
it	only	must	work
with	other	through	long
as	new	back	get
his	some	years	here
on	could	where	between
be	time	much	both
at	these	your	under
by	two	way	never
I	may	well	day
this	then	down	same
had	do	should	if
not	first	those	my
are	any	people	now
no	like	Mr	because

Teacher's copy

Johnson basic vocabulary

Student's name:..... Date:.....

the				out				our				how			
of				so				over				too			
and				said				man				little			
to				what				me				good			
a				up				even				very			
in				its				most				make			
that				about				made				world			
is				into				after				still			
was				than				did				own			
he				them				many				see			
for				can				before				men			
it				only				must				work			
with				other				through				long			
as				new				back				get			
his				some				years				here			
on				could				where				between			
be				time				much				both			
at				these				your				under			
by				two				way				never			
I				may				well				day			
this				then				down				same			
had				do				should				if			
not				first				those				my			
are				any				people				now			
no				like				Mr				because			

Author's note

Sutherland Phonological Awareness Test

Dr Roslyn Neilson has given permission for the original edition 1995 of the *Sutherland Phonological Awareness Test* (now out of print) to be reprinted here and copied as required by users of this manual. The test may be used as a screener to determine whether further follow up in the area of phonological awareness is indicated for individual children. Further assessment should ideally use a current published phonological awareness test with up-to-date normative data.

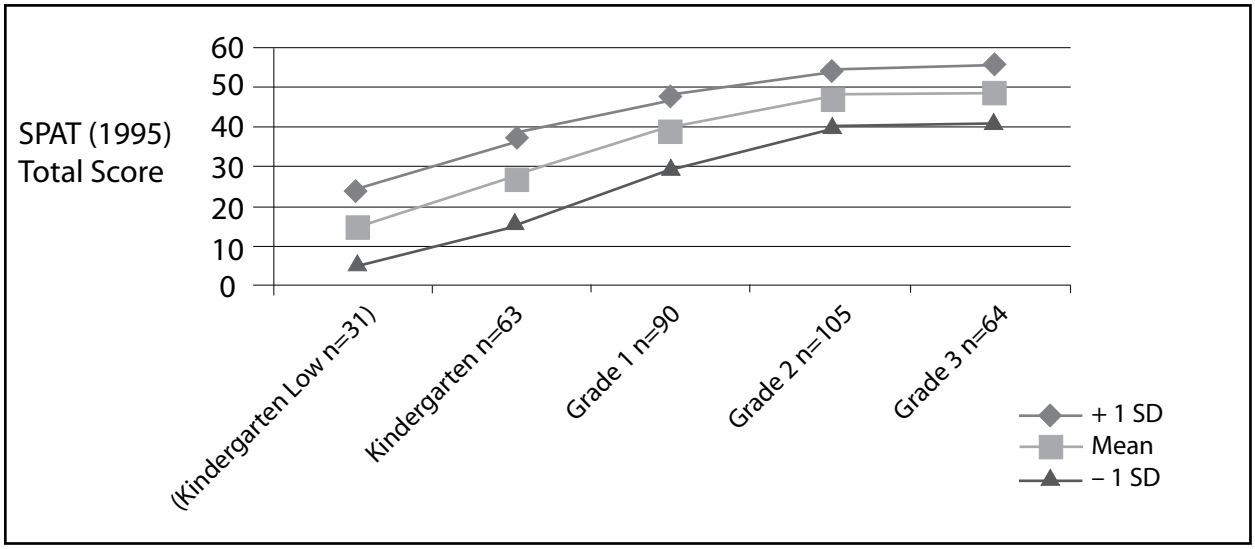
Screening results may be interpreted with reference to the following chart illustrating SPAT Total mean scores at four grade levels: Kindergarten, Grade 1, Grade 2 and Grade 3. The average range for each grade is indicated by scores within one standard deviation of the mean. The abbreviation 'n' refers to samples sizes at each grade.

The norms were collected in 2004, in Term 3 of the school year. Testing included whole cohorts of children from schools in low socio-economic status communities and more advantaged communities within Sydney, NSW. Please note that this testing was carried out well before systematic intensive phonics teaching was employed within local schools, so the results are probably conservative estimates of current grade expectations.

Scores for a separate Kindergarten group are presented in parentheses, labelled as Kindergarten Low. These scores represent results from one particular class, also tested in July, which up to that point had had no formal exposure at all to the alphabet. These results may be regarded as representing critically low scores during the first year of schooling.

SPAT total norms

	(Kindergarten Low n=31)	Kindergarten n=63	Grade 1 n=90	Grade 2 n=105	Grade 3 n=64
+ 1 SD	23.03	38.51	48.97	53.82	54.44
Mean	14.65	27.05	39.33	46.74	48.39
– 1 SD	6.26	15.59	29.69	39.67	42.34



SUTHERLAND PHONOLOGICAL AWARENESS TEST
INSTRUCTIONS: ADMINISTRATION

Each subtest begins with an item demonstrated by the examiner, followed by a practice item on which the child should be corrected if necessary, and encouraged to try again. No corrections should be given on test items.

Use Stimulus Page 1 for subtests 1, 2, 6 and 9. Use Stimulus Page 2 for subtest 12. The child's responses on Subtest 13 should be written on a separate piece of paper, then copied onto the test form by the examiner.

Discontinuation guideline: Administer all Section A. Discontinue testing after failure on all four items of any two subtests in Sections B and C. Section D should be attempted unless it it clear that the child will be unable to complete the task.

1* Syllable Counting *Use drum pictures on Stimulus Page 1.

Instructions: "*When we say words, we can say them in drum beats. For example, we can say 'kangaroo' like this: 'kan..ga..roo' (tapping the drums).*" *You say 'alligator' and show me the drum beats.*
Practice: alligator (4)

1. picnic (2) 2. television (4) 3. elephant (3) 4. supermarket (4)

2* Rhyme Detection *Use rhyming pictures on Stimulus Page 1.

Instructions: "*These pictures are about rhyming words. This one is 'cat'. You have to choose the picture that rhymes with 'cat'... 'bell' or 'bat'? It's bat: cat ... bat.*" Name all subsequent pictures for child.
Practice: pig, *dig*, cup

1. map, *tap*, kite 2. sun, shirt, *gun* 3. fox, *box*, zip 4. wall, fish, *ball*

3. Rhyme Production

Instructions: "*Now you have to think of a word that rhymes with the words I say. For example, if I say 'can', 'fan', you could say 'man'.*" Non-words are acceptable.
Practice: cat, fat, ...?

1. night, fight, ..? 2. toe, show, ..? 3. bed, red, ..? 4. four, sore, ..?

4. Onset Identification

Instructions: "*You have to tell me what sound a word begins with. For example, if I say 'ball, you have to tell me /b/.*" Note: If the child responds with a letter name, say "*Yes, but what sound does that make*?"
Practice: sun (/s/)

1. fat (/f/) 2. moon (/m/) 3. torch (/t/) 4. girl (/g/)

5. Final Phoneme Identification

Instructions: "*You have to tell me the last sound that you hear in a word . For example, if I say 'game', you have to tell me /m/.*" Note: If the child responds with a letter name, say "*Yes, but what sound does that make*?"
Practice: boot (/t/)

1. bus (/s/) 2. cap (/p/) 3. roof (/f/) 4. duck (/k/)

6* Segmentation 1 (VC, CV, CVC) *Use numbers on Stimulus Page 1.

Instructions: "*Now you have to break up words into separate sounds. Say the sounds out loud as you tap on the numbers, so that you can tell me how many separate sounds there are in the word. For example, the sounds in 'up' are u... p... - that's 2 sounds.*" Encourage child to use sounds, not letter names. Record the actual sounds the child says; score correct only if the phonemes are correct.
Practice: pin (p.. i.. n.. - 3 sounds)

1. am (a.. m.. 2) 2. go (g.. o.. 2) 3. seat (s.. ea.. t.. 3) 4. mug (m.. u.. g.. 3)

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ADMINISTRATION page 2

7. Blending (VC, CV, CVC)

Instructions: "*Join the sounds I say to make a word. For example, if I say 'i... ce...', that makes 'ice'.*"
Practice: m.. oo.. n.. (moon)

1. s.. ee.. (see) 2. d.. ay.. (day) 3. r.. oa.. d.. (road) 4. g.. a.. te.. (gate)

8. Initial Phoneme Deletion

Instructions: "*Now you have to take off the first sound in a word, and say the word that's left. For example, if I say 'boat', take off the /b/ - that leaves 'oat'.*"
Practice: meat; take off /m/ (eat)

1. tame - /t/ (aim) 2. shout - 'sh' (out) 3. bark - /b/ (ark) 4. mat - /m/ (at)

9* Segmentation 2 (CCVC; CVCC) *Use numbers on Stimulus Page 1.

Instructions: "*Break up these words into separate sounds, just as you did before. Say the sounds out loud as you tap on the numbers. For example, 'sleep' is s... l... ee... p... - that's four sounds.*" Encourage child to use sounds, not letter names. Record the actual sounds that the child says; score correct only if the phonemes are correctly pronounced. Note if child pronounces the /t/ in 'trip' as 'ch'; this error need not be penalised.
Practice: snake (s.. n.. a.. ke - 4 sounds)

1. trip (t.. r.. i.. p..) 2. spoon (s.. p.. oo.. n..) 3. beast (b.. ea.. s.. t) 4. bond (b.. o.. n.. d)

10. CCVC Blends: Deletion of First Phoneme

Instructions: "*Now you have to take off the first sound again, and say the word that's left. For example, if I say 'play', take off the /p/ - that leaves 'lay'.*"
Practice: clap; take off /c/ (lap). If child says 'ap', repeat the item, emphasising the /l/.

1. smile - /s/ (mile) 2. gruff - /g/ (rough) 3. plate - /p/ (late) 4. swing - /s/ (wing)

11. CCVC Blends: Deletion of Second Phoneme

Instructions: "*Now you have to take a sound out of a word, and say the word that's left. For example, can you hear the /r/ in 'brake'? If you take the /r/ out of 'brake', that leaves 'bake'.*"
Practice: smack; take out /m/ (sack). If child says 'ack', remind him/her about the /s/ sound at the beginning.

1. stale - /t/ (sale) 2. plain - /l/ (pain) 3. frog - /r/ (fog) 4. slash - /l/ (sash)

12* Non-word Reading *Child reads non-words from Stimulus Page 2.

Instructions: "*The words on this page aren't real words; they are nonsense words, and you've never seen them before. Try to read them.*"
Record the child's responses as accurately as possible in the spaces on the Score Sheet. Record any false starts, sounding out, self-corrections, etc., as well as the final response.

13* Non-Word Spelling *Use spare sheet of paper, or back of Score Sheet. Provide a pencil.

Instructions: "*Now I'm going to give you some nonsense words to try to spell.*" Dictate the non-words without segmenting them. Allow repetitions, and encourage the child to repeat the non-words aloud. Copy the child's responses onto the front of the Score Sheet.

Non-Words: af, rog, speg, visk, strom, bouse, makidos

Non-word Spelling: Scoring guidelines
Accept reasonable attempts to represent each phoneme in the non-words. There must be some recognition of the diphthong quality of the vowel in *bouse*. Do not penalise voicing errors on the stops or plosives in consonant blends. Do not penalise letter reversals.

Word	Acceptable variations
speg	sbeg
visk	visc, visck, visg
bouse	bous, baws, bows, baus
makidos	mac/mack/mc; y/e/; doss

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SUTHERLAND PHONOLOGICAL AWARENESS TEST

Name: **Date:**

Grade: **Age:** **Examiner:**

A. SYLLABIC AND SUBSYLLABIC LEVEL

1. SYLLABLE COUNTING	2. RHYME DETECTION	3. RHYME PRODUCTION	4. IDENTIFICATION OF ONSET
* Stimulus Page 1	* Stimulus Page 1		
Demo: kangaroo	Demo: cat, bell, bat	Demo: can, fan ... man	Demo: ball
Practice: alligator	Practice: pig, dig,cup	Practice: cat, fat, ...	Practice: sun
picnic.....	map, tap, kite.....	night, fight,.....	fat.....
television.....	sun, shirt, gun.....	toe, show,.....	moon.....
elephant.....	fox, box, zip.....	bed, red,.....	torch.....
supermarket.....	wall, fish, ball.....	four, sore,.....	girl.....
/4 P E F + / -	/4 P E F + / -	/4 P E F + / -	/4 P E F + / -

B. PHONEMIC LEVEL (CVC)

5. IDENTIFICATION OF FINAL PHONEME	6. SEGMENTATION (1)	7. BLENDING (VC, CV, CVC)	8. DELETION OF INITIAL PHONEME
Demo: game	* Stimulus Page 1	Demo: i, ce	Demo: boat (-b)
Practice: boot	Demo: up	Practice: m, oo, n	Practice: meat (-m)
bus.....	Practice: pin	s, ee.....	tame (-t).....
cap.....	am.....	d, ay.....	shout (-sh).....
roof.....	go.....	r, oa, d.....	bark (-b).....
duck.....	seat.....	g, a, te.....	mat (-m).....
/4 P E F + / -	mug.....		
	/4 P E F + / -	/4 P E F + / -	/4 P E F + / -

C. PHONEMIC LEVEL (BLENDS)

9. SEGMENTATION (2)	10. CC BLENDS: DELETE FIRST PHONEME	11. CC BLENDS: DELETE SECOND PHONEME	Scoring:
* Stimulus Page 1	Demo: play (-p)	Demo: brake (-r)	P: Pass = 3 or 4 correct
Demo: sleep	Practice: clap (-c)	Practice: smack (-m)	E: Emergent = 1 or 2 correct
Practice: snake	smile (-s).....	stale (-t).....	F: Fail = 0 correct
trip.....	gruff (-g).....	plain (-l).....	
spoon.....	plate (-p).....	frog (-r).....	+/- Refer to Table 1: Skills Analysis
beast.....	swing (-s).....	slash (-l).....	
bond.....			
/4 P E F + / -	/4 P E F + / -	/4 P E F + / -	Subtotal: / 44

D. GRAPHEME-PHONEME CORRESPONDENCES

12. NON-WORD READING * Stimulus Page 2 Write in child's response. Score 1 or 0.	13. NON-WORD SPELLING Dictate words. Use spare sheet of paper. Score 1 or 0.
ig	af .....
taf	rog .....
spob	speg .....
mesk	visk .....
scrad	strom .....
fouse	bouse .....
ripadal	makidos .....
/ 7	/ 7 (1: phonetically acceptable 0: unacceptable)
TOTAL SCORE (Maximum = 58):	(Refer to Figure 1: SPAT Total Scores)

Conclusions:

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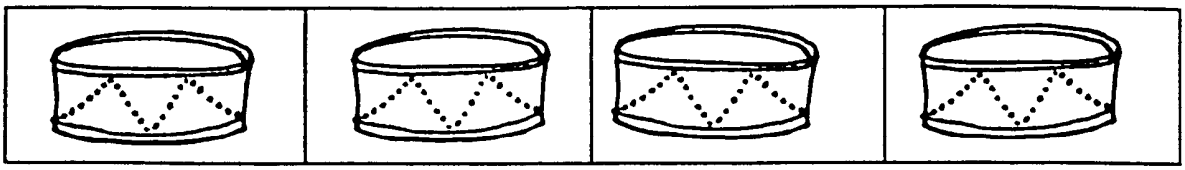
SUTHERLAND PHONOLOGICAL AWARENESS TEST **STIMULUS PAGE 1**

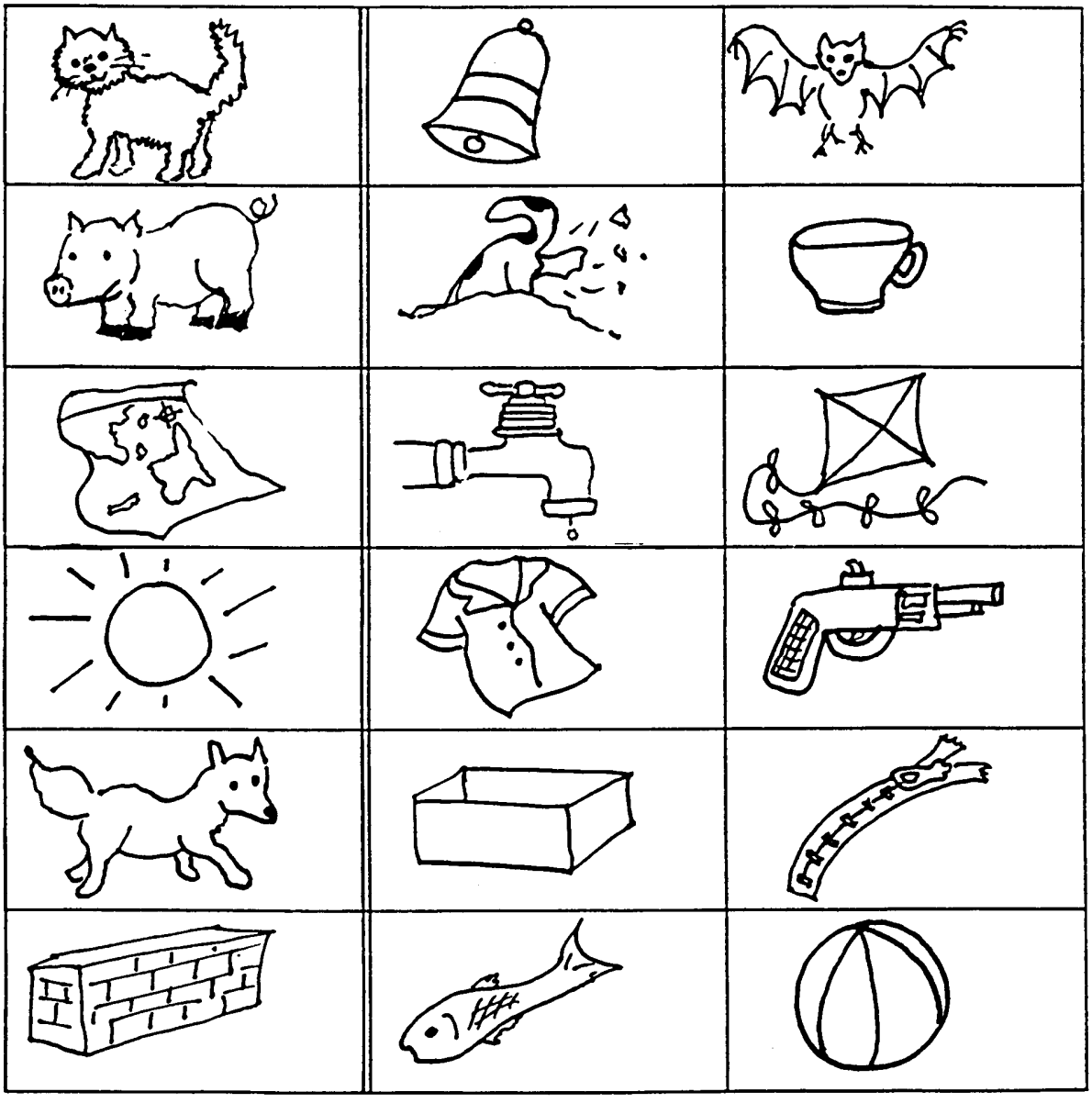
Subtest 1: Syllable Counting



Subtests 6 and 9: Segmentation of phonemes

1	2	3	4

Subtest 2: Rhyme Detection



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STIMULUS PAGE 2

Subtest 12: Non-word Reading

ig

taf

spob

mesk

scrad

fouse

ripadal

Sutherland Phonological Awareness test scoring and interpretation

Total SPAT score

For subtests 1 to 13, score one point per correct answer, and enter the score for each subtest in the bottom left-hand corner of the subtest sections on the Score Sheet. Add these scores and enter the Total Score at the bottom of Score Sheet. Note the child's grade and refer to Figure 1, overleaf, for interpretation (N.B. norms refer to mid-year achievement levels.) A Total Score that falls more than one standard deviation below the mean for a given grade level indicates a significant weakness in phonological awareness. For children in higher grades, the Third Class level norms may be used as an indication of minimum phonological awareness requirements.

Skills analysis

For subtests 1 to 11, circle P (Pass, 3 or 4 correct), E (Emergent, 1 or 2 correct), or F (Fail, 0 correct). Refer to Table 1, overleaf to evaluate the child's performance on each subtest by comparison with grade-level peers. Indicate + or – for each subtest in the bottom right-hand corner of the subtest sections on the Score Sheet. Note: 'Minus' represents the situation where 80% of grade level peers score *higher than* the child does. 'Plus' indicates that the child has achieved a Pass or Emergent score, and a comparable or lower result has been achieved by 80% of peers. Subtests where the child failed, but so did *over* 20% of the peer comparison group, may be left blank. Subtests marked 'minus' thus indicate skills that should be remediated.

Note that the Third Class children in the normative sample did not achieve a 'ceiling' of a clear 80% Pass score on subtests 10 and 11 – approximately 70% passed and a further 25% scored only at an Emergent level on both the consonant deletion tasks. Interpretation of Emergent scores for 3rd Class children on subtests 10 and 11 may be clarified by reference to the child's success with consonant blends in the non-word reading and spelling items of subtests 12 and 13, since the reading and spelling tasks tend to provide a more sensitive probe of a child's awareness of consonants in blends than the deletion tasks do. In general, if a child achieves only an Emergent score on subtests 10 and 11, and also shows difficulties with consonant blends in no-word reading and spelling, remediation should be considered.

In the normative sample the phonemic segmentation tasks, subtests 6 and 9, were somewhat unstable in the sense that they were the only two subtests that showed an overall slight decrease in performance from Second Class to Third Class children. Many of the older children found it difficult to focus on *phonemes* when their knowledge of the word's spelling interfered with the phonemic segmentation required. The word 'seat' in subtest 6 was particularly vulnerable to this source of confusion; indeed, the difficulty with this item started to be evident as early as First Class. The syllabification task, too, was somewhat unstable, with the item 'picnic' generating error responses from many relatively sophisticated children who tended to prefer to segment it at onset and rime level (p…ic…n…ic) instead of breaking it into syllables.

Normative sample

The Sutherland Phonological Awareness Test was administered to 353 children from Kindergarten to Third Class during July and August 1994, *mid-way through the school year*, in schools covering a wide range of suburban areas. For more information about the sampling and testing procedures and reliability estimates, please contact Roslyn Neilson, Speech Pathologist, PO Box 72 Jamberoo NSW 2533.

Scores were analysed in terms of grade level achievements for First Class (n=90), Second Class (n=105) and Third Class (n=64). Kindergarten scores were analysed at two levels: Kindergarten – Foundation, representing the data from an entire class of children who had experienced very little phonological awareness teaching (n=31), and Kindergarten – Transition which compromised children who had had extensive classroom exposure to tasks involving phonological awareness (n=63).

Children were included in the sample if they came from homes where languages other than English were spoken, unless their teacher judged that the children did not speak enough English to understand the test instructions. Approximately 20% of the sample were either rated by their teachers to be below average for their grade in literacy skills, or were known to have learning difficulties.

Correlations

1. Correlation between phonological awareness on the auditory tasks (Subtests 1 to 11) and word attack skills in non-word reading and spelling (Subtests 12 and 13): r = +0.82.
2. Correlation between Total Sutherland Phonological Awareness Test scores and Word Identification skills (*Woodcock: Reading Mastery Test*): r = +0.75.

Figure 1 SPAT Total Scores: Mean and Standard Deviations, Grades K-3 mid year

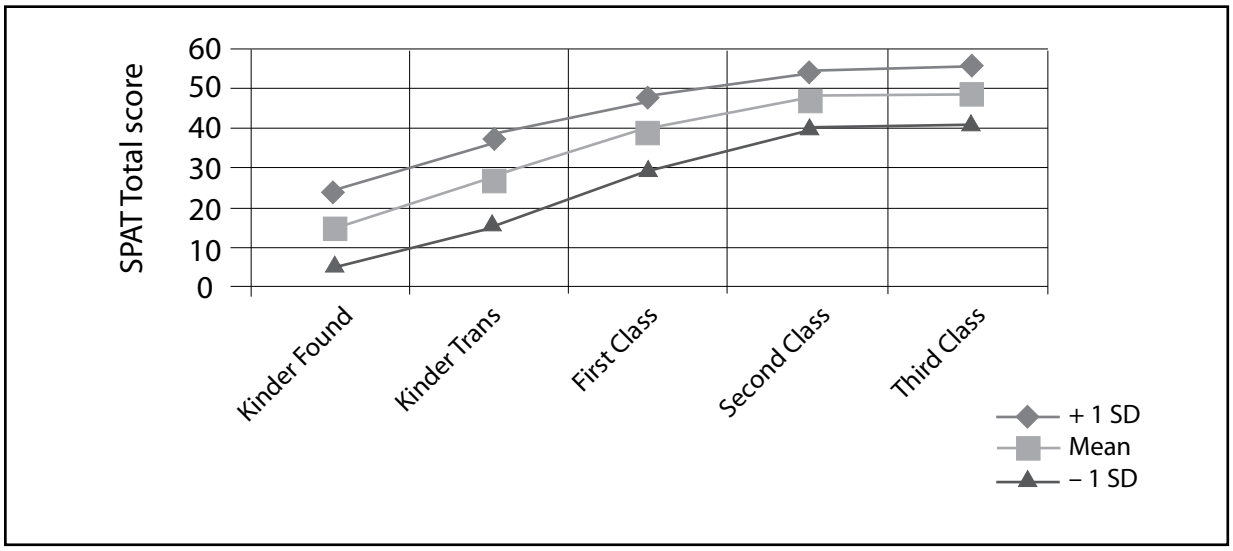

Table 1 SPAT Skills Analysis: Levels achieved on Subtests 1 to 11 by at least 80% of children, GRades K-3 mid year

** Where a cell is asterisked, *over* 20% of the children in that grade failed the subtest.

Subtest		Kinder (Foundation)	Kinder (Transition)	First class	Second class	Third class
1	Syllables	Emergent or Pass	Pass	Pass	Pass	Pass
2	Rhyme detection	Emergent or Pass	Pass	Pass	Pass	Pass
3	Rhyme production	**	Emergent or Pass	Pass	Pass	Pass
4	Onset identification	Emergent or Pass	Pass	Pass	Pass	Pass
5	Final phoneme identification	**	Emergent or Pass	Pass	Pass	Pass
6	CVC segmentation	**	Emergent or Pass	Pass	Pass	Pass
7	CVC blending	**	Emergent or Pass	Pass	Pass	Pass
8	Onset deletion	**	**	Emergent or Pass	Pass	Pass
9	CVC segmentation	**	**	**	Emergent or Pass	Emergent or Pass
10	Blends: Delete 1st phoneme	**	**	**	Emergent or Pass	Emergent or Pass
11	Blends: Delete 2nd phoneme	**	**	**	**	Emergent or Pass

Phonological assessment for older students

It may not be appropriate to use the same phonological screening for older students as for younger students who are in the early stage of literacy learning. Most older students with literacy difficulties have patchy learning and usually have learned about the sounds and the spelling of many common words. This learning may interfere with screening which uses these words to assess whether a student has a conscious awareness that there is a logical connection between our speech, which is made up of sounds, and the words we write and spell.

For older students it is more appropriate to assess phonological awareness and processing through spelling than aural/oral activities. It is important that words which are known to the student as spelling or reading words are not used, so in this instance the students will be given some manufactured names to spell. It is also important that we assess the underlying skill for this – that students can write the letter for the sound. This will be assessed first.

Step 1:

Provide a blank sheet of paper for the student to record responses. Ask the student to write the letters for the following sounds:

h, r, a, w, t, u, o, s, e, d, g, j, l, z, c, b, m, f, y, k, x, v, n, i, p,

Step 2:

Ask the student to write the names of these aliens who have arrived on Earth. Tell them the names should be written using English spelling and ask them to write the words the way they sound.

Zeg, Frip, Plont, Drex, Smep, Slimp, Yub, Dind, Frund, Jast, Crob, Splond, Vinter, Unbud, Loffy, Hemlack, Repkim, Fodinlan, Pedsubing, Widrupsim, Gompessly, Nogmedant

Do not worry about lack of capital letters – what is important is the correct sequence of letters. Accept "Vinta" and "Loffie","Loffey" or "Loffy" as correct.

Analysing the result

Observe student spelling and any patterns of errors.

Look for where the student has had difficulty with

- more than four sounds
- the order of sounds
- two or three consonant blends
- two or three syllables.

Proformas

Record of reading

Individual reading assessment: Student summary sheet

Class/group accuracy and fluency recording sheet

Literacy plan

Guided reading planning sheet

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Teacher's copy

Record of reading

Student's name: Date:

Key **Semantic** (*meaning* - **m**) **Grammatical** (*structure or syntax* - **s**) **Graphological** (*visual* - **v**) **Phonological** (**p**)		Error analysis		Analysis	
Word count	Title:	**E**	**SC**	**E msvp**	**SC msvp**

Strategies used
o Re-reads
o Reads on
o Self-corrects

o Reads for meaning
o Uses multiple cues (msvp)
o Uses syllables to problem-solve
o High frequency words accurate

o Uses punctuation
o Expression
o Fluent
o Makes substitutions/omissions

Fluency: correct words per minute
Guide
Y 3-4 80-100 cwpm
Y 5-6 100-120 cwpm

Accuracy %
Easy (96-100%)
Instructional (90-95%)
Hard (<90%)

Self-correction rate
$\frac{E + SC}{SC}$ = ratio 1:
E.g. $\frac{15 + 5}{5}$ = ratio 1:4

Comments

Individual reading assessment: Student summary sheet

Student's name: Class/Year: Date:

Text reading

Title	accuracy	cwmp	self correction	comprehension	
				3 level guide	semantic
Text 1 –					
Text 2 –					
Text 3 –					
Instructional level text: Reading strategies demonstrated:					

Additional specific level assessments: attach recording sheets

Educheck	*Vowels to be learned* Circle: a e i o u *Consonants to be learned* Circle: b c d f g h j k l m n p q r s t v w x y z *Combinations to be learned* Circle: cvc consonant digraphs ccvc cvcc 3 consonant cvce vowel digraphs multi-syllables miscellaneous pseudo words	
High frequency words	*Johnson* /100	*Other* /100
Sutherland Phonological AwarenessTest or Phonological awareness for older students	*Area of concern* Circle: Segmenting Blending Non-word reading Non-word spelling	
Summary and recommendations:		

Class/Group accuracy and fluency recording sheet

Class/Year:

Student	Text	Accuracy %	Fluency cwpm	Mean fluency	Comments
1	1				
	2				
	3				
2	1				
	2				
	3				
3	1				
	2				
	3				
4	1				
	2				
	3				
5	1				
	2				
	3				
6	1				
	2				
	3				
7	1				
	2				
	3				
8	1				
	2				
	3				
9	1				
	2				
	3				
10	1				
	2				
	3				

Literacy plan

Student/s:..... Class:..... Year:..... Date:..... Class teacher:.....

STLA:..... Parent/caregiver:..... Coordinator of LST:.....

SLSC:..... Relevant personnel in attendance:..... Review date .....

Area of need	Outcomes	Indicators	Strategies/resources	Monitoring	Personnel responsible	Time frame	Review/ evaluation

This plan details the prioritised outcomes for this student identified through collaborative curriculum planning.
Other outcomes will be addressed through the class literacy program.

Guided reading planning sheet

Contextual and semantic information

☐ .....
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Grammatical information

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☐ .....
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☐ .....
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Information skills

☐ .....
.....

☐ .....
.....

Guided reading programming sheet: Focus outcome:..... Linking outcomes:.....

Text: ..... **Class:**..... **Week:**.....

Group

.....

.....

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Assessment

☐ .....
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☐ .....
.....

Graphological and phonological information

Recognising high frequency words

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Phonemic awareness and letter-sound relationships

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☐ .....
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☐ .....
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☐ .....
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☐ .....
.....

☐ Link with writing:.....
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.....

☐ Other texts to read: same topic or same author:.....
.....
.....

☐ Home reading:.....
.....
.....

ESL Scales: Levels 2/3: Reading and Responding

PART 2 –
After assessment

This section is designed to assist teachers with the planning of effective instruction to target specific individual needs identified by assessment.

Whole school approach

Accommodations and adjustments

Program planning

Teaching strategies for critical aspects of reading

Resources

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Whole school approach

Interventions for students who require additional support in reading are more likely to be effective in the context of an established school wide intervention approach. The learning support team can be an effective means to identify, program and monitor interventions for an individual, groups of students or a cohort. It is important that each intervention includes the following aspects:

- Identifies priorities for instruction
- Selects teaching strategies procedures.
- States time frame
- Review of intervention.
- Determines measurable objectives.
- Specifies monitoring and assessment
- Coordinates implementation

Accommodations and adjustments

Whilst it is essential that students are supported by a range of accommodations and learning adjustments in all key learning areas where appropriate, in order to access age appropriate syllabus content and outcomes. It is important that such accommodations are provided in addition to and do not replace instruction in critical skills of reading for students who are not yet reading at age appropriate level.

Program planning

Following the administering of an individual reading assessment, the specific needs of students will have been identified and can be used to inform program planning. An individual literacy plan can be developed through the collaborative consultation planning process which includes the parents/carers in a meeting with people who have significant knowledge of the student, such as the classroom teacher, year supervisor and learning support personnel.

A literacy plan will target the most important literacy skills the student needs to develop. It will list the priorities for instruction, the relevant syllabus outcomes, indicators of achievement, teaching strategies, resources and accommodations, monitoring procedures, time frames and personnel responsible for implementing the plan. The plan needs to be developed and implemented within the context of the class literacy program. It is important to identify which outcomes can be addressed by the class literacy program and which require individualised planning. Support personnel, such as the Support Teacher Learning Assistance or the ESL teacher, if available, can have an important role in working collaboratively with class teachers to plan, implement and monitor individualised programs.

Where more than one student is identified with similar needs it may be appropriate to develop a group literacy plan to meet their specific needs.

A literacy plan proforma is included for planning purposes. A planning sheet for guided reading instruction is also provided to assist with programming for specific needs.

Further information regarding programming for students requiring additional assistance in reading can be found in the *Programming and Strategies Handbooks* - Primary and Secondary.

Teaching strategies for critical aspects of reading

Literacy competence involves learning how to decode print and understanding what the print means. Not all curriculum objectives contribute equally to reading development. Certain critical skills are essential while other others are less important. Prevention and intervention organised around the basic building blocks of effective reading instruction allows for the most effective use of limited time.

The set of integrated sub-skills identified by research (*Teaching Reading: National Inquiry into the Teaching of Literacy* (DEST, 2005), *Teaching Children to Read*, (National Reading Panel 2000), *Independent review of the teaching of early reading* (Rose Report 2006) include phonemic awareness, phonics (often referred to as the alphabetic principle), accuracy and fluency with connected text, vocabulary development and comprehension.

1. Phonemic Awareness:
   The ability to hear and manipulate sounds in words. Blending and segmenting words at the phoneme level are the critical phonological skills that facilitate reading.

2. Phonics:
   The ability to associate sounds with letters and use these sounds to read words. Phonics and phonemic awareness are the keys to successful decoding

3. Accuracy and Fluency with Connected Text:
   The effortless, automatic ability to read words in isolation and connected text. Comprehension is largely dependant on the ability of the reader to both recognise printed words quickly and accurately and link the words with their meanings. If a student can decode a text effortlessly all their resources go into extracting meaning from what is read.

4. Vocabulary Development:
   The ability to understand and use words to acquire meaning. Word knowledge is crucial to comprehension and poor readers often lack the vocabulary knowledge required to get meaning from what they read.

5. Comprehension:
   The intentional interaction between reader and text to extract meaning. Research suggests that teaching comprehension strategies to students along with the knowledge of how and when to use these strategies can be effective in improving comprehension

All of these critical skills are reflected in the 2007 Literacy K-12 Policy, the Board of Studies syllabus and other Department of Education and Training literacy support documents.

For students in years 3 and above, who have already experienced much failure and are behind their cohort, it is important to maximise the instructional time available. By focusing on critical skills along with carefully planning the components, sequence and delivery of instruction we increase the likelihood of improved student outcomes.

Hyperlinks are provided to a selection of strategies for teaching critical skills in reading which are available from both Linking NAPLAN 2008 to the Curriculum and the *Programming and Strategies Handbooks* - Primary and Secondary. The teaching strategies included are intended for a wide range of students as well as those identified as needing additional support in reading. Click on each link to obtain full details of each strategy.

Teaching strategies for critical aspects of reading

The following strategies are a sample of effective strategies for teaching critical skills in reading, which are available in either Linking NAPLAN 2008 to the Curriculum or the *Programming and Strategies Handbooks* - Primary and Secondary. They are intended for a wide range of students, as well as those identified as needing additional support in reading.

Skill	*Stage*	*Syllabus outcomes*	*Strategy*	*Source Reference/hyperlink*
Alphabetic principle Decoding and encoding				
Knowledge of letter-sound correspondence	1-2	RS1.6 RS2.6	1. Letter-sound correspondence 2. Sound picture cues	Programming and strategies handbook (Primary) p73-77 Programming and strategies handbook (Primary) p81
Accurate reading	1-5	RS1.6 RS2.6 RS3.6	1. Pause, prompt and praise	Programming and strategies handbook (Primary) p36 (Secondary) p29
Fluent reading	1-5	RS1.6 RS2.6 RS3.6	1. Developing fluency	Programming and strategies handbook (Primary) p48, (Secondary) p32
Word recognition skills High frequency word bank				
High frequency word knowledge	1-5	RS1.6 RS2.6 RS3.6	1. Match to sample 2. Games for word recognition 3. Developing sight vocabulary: in small groups 4. Developing sight vocabulary: in KLAs	Programming and strategies handbook (Primary) p58 Programming and strategies handbook (Primary) p59-64 Programming and strategies handbook (Secondary) p38 Programming and strategies handbook (Secondary) p40

Skill	*Stage*	*Syllabus outcomes*	*Strategy*	*Source Reference/hyperlink*
Phonemic awareness				
Blending and segmenting	1-3	RS1.6 RS2.6 RS3.6	1. Marking sounds in words 2. Manipulating letter tiles	Programming and strategies handbook (Primary) p70 Programming and strategies handbook (Primary) p72
Vocabulary				
Building vocabulary	1-2	RS1.6 RS2.6	1. Match to sample	Programming and strategies handbook (Primary) p58
	2-3	RS2.6 RS3.6	2. Word meaning checklist 3. Vocabulary clines	Linking NAPLAN 2008 to the Curriculum (Stage 2-3 self-checking) Programming and strategies handbook (Primary) p120 (Secondary) p61 Programming and strategies handbook (Primary) p125, (Secondary) p75
Understanding word meanings	2-5	RS1.6 RS2.6 RS3.6	1. Matching 2. Matchmaking 3. Concept of definition 4. Fit it	Programming and strategies handbook (Primary) p120 Programming and strategies handbook (Secondary) p73 Programming and strategies handbook (Primary) p123 (Secondary) p66 Programming and strategies handbook (Primary) p168 (Secondary) p120
Understanding word meanings using morphemic knowledge	3-5	RS3.6 RS4.1	1. Structural analysis 2. Using morphemes 3. Using morphemic knowledge	Programming and strategies handbook (Secondary) p71 Programming and strategies handbook (Secondary) p50 Programming and strategies handbook (Primary) p112

Skill	*Stage*	*Syllabus outcomes*	*Strategy*	*Source Reference/hyperlink*
Comprehension				
Activate background knowledge	1-4	RS1.6 RS2.6 RS3.6 RS4.2.9	1. Before and after charts 2. Structured overview	Programming and strategies handbook (Primary) p150, (Secondary) p99 Programming and strategies handbook (Primary) p151, (Secondary) p100
Locating information directly stated in texts	1-2	RS1.6 RS2.6	3. Identifying key words 4. 3H strategy (Here, Hidden, Head)	Linking NAPLAN 2008 to the Curriculum (Stage 1-2 locating information) Programming and strategies handbook (Primary) p166, (Secondary) p119
	3	RS3.6	1. Think Aloud strategy	Linking NAPLAN 2008 to the Curriculum (Stage 3 locating information) Programming and strategies handbook (Primary) p132, (Secondary) p80
	4	RS 4.7.1	1. Highlighting key words	Linking NAPLAN 2008 to the Curriculum (Stage 4 locating information)
Connects ideas in a variety of texts	1-2	RS1.5 RS2.6	1. Connecting ideas by identifying clue words in questions	Linking NAPLAN 2008 to the Curriculum (Stage 2 connecting ideas)
	2-4	RS2.5 RS2.6 RS3.6 RS4.1.8	1. Connecting ideas using text and images 2. Analysing text layouts 3. Read the pictures 4. Skimming and scanning 5. Graphic outline	Linking NAPLAN 2008 to the Curriculum (Stage 2-3 connecting ideas) Programming and strategies handbook (Primary) p156, (Secondary) p106 Programming and strategies handbook (Primary) p155 Programming and strategies handbook (Primary) p153, (Secondary) p101 Programming and strategies handbook (Secondary) p107
	4	RS4.1 Science 4.1	1. Text mapping	Linking NAPLAN 2008 to the Curriculum (Stage 4 text mapping)

Skill	*Stage*	*Syllabus outcomes*	*Strategy*	*Source Reference/hyperlink*
Identifying the main idea	2-4	RS2.5 RS2.7 RS3.6 RS4.2.1	1. Identifying the main idea 2. Skimming and scanning	Linking NAPLAN 2008 to the Curriculum (Stages 2-4 main idea) Programming and strategies handbook (Primary) p153, (Secondary) p101
Making predictions	1-4	RS2.5 RS2.7 RS3.6 RS4.7.9	1. Making predictions	Programming and strategies handbook (Primary) p154
Question generating	1-4	RS RS4.1.5	1. Questioning	Programming and strategies handbook (Primary) p146, (Secondary) p97
Sequencing information	1-4	RS1.5 RS1.6 RS1.7 RS2.6 RS3.6 RS4.2.1	1. Retelling 2. Sequencing	Programming and strategies handbook (Primary) p147, (Secondary) p98 Programming and strategies handbook (Primary) p145, (Secondary) p96
Summarising text	2-4	RS2.6 RS3.6 RS4.2.1	1. Reciprocal teaching *This strategy combines the use of the 4 strategies of making predictions, clarifying, question generating, and summarising.* 2. Collaborative strategic reading	Programming and strategies handbook (Primary) p120, (Secondary) p113 Programming and strategies handbook (Primary) p135, (Secondary) p83

Resources

The following resources, some of which have been in schools for a number of years, provide support for teachers when programming instruction for students requiring additional assistance in learning.

Programming and Strategies Handbook (Primary)

This support document is also included in the Follow up to BST folder. It assists teachers to choose strategies and make appropriate adjustments to class programs for students needing additional support in literacy.

http://www.schools.nsw.edu.au/media/downloads/schoolsweb/studentsupport/programs/disabilitypgrms/pshandbook.pdf

Programming and Strategies Handbook (Secondary)

This support document provides instructional techniques for both the Support Teacher Learning Assistance (STLA) and Key Learning Area (KLA) teachers. It contains strategies for developing the reading ability of students still struggling to read the words on the page. It has extensive sections on comprehension that support the collaborative teaching between STLAs and KLA teachers.

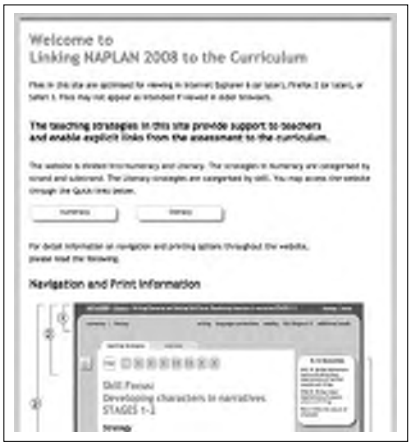
http://www.schools.nsw.edu.au/media/downloads/schoolsweb/studentsupport/programs/disabilitypgrms/pshandbooksec.pdf

Writing and Spelling Strategies

This practical resource can assist teachers to develop and adjust teaching strategies and class programs to meet the needs of a range of learners experiencing difficulties with spelling and writing. This book is available in PDF format, as a whole or by individual sections.

http://www.schools.nsw.edu.au/media/downloads/schoolsweb/studentsupport/programs/disabilitypgrms/services/lrngdifficulty/writespellad.pdf

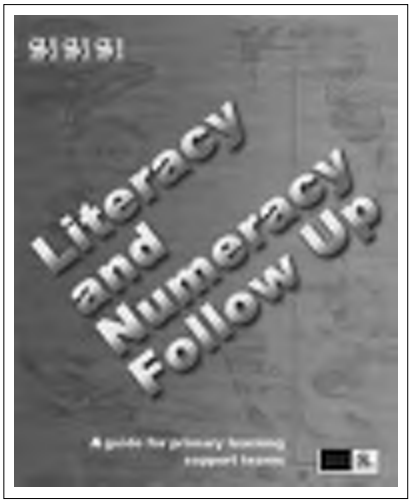
Linking NAPLAN 2008 to the Curriculum



This online resource provides practical assistance to inform teaching programs and assist teachers with improving targeted student learning outcomes. These teaching strategies are linked to skills assessed in NAPLAN tests and are available for both literacy and numeracy.

http://www.schools.nsw.edu.au/learning/7-12assessments/naplan/teachstrategies/yr2008/index.htm

Literacy and Numeracy Follow Up for Primary Schools



This resource contains training and development activities to assist teachers to identify and work with students experiencing difficulties in reading. The strategies and planning processes outlined can assist schools in providing effective teaching and learning programs for students experiencing difficulties with reading

http://www.schools.nsw.edu.au/media/downloads/schoolsweb/studentsupport/programs/disabilitypgrms/services/lrngdifficulty/litnumfollow.pdf

BST Literacy Teaching Strategies 2006 and 2007

The teaching strategy documents developed in preceding years to link the BST to the curriculum provide teachers and learning support teams with a range of additional strategies targeting specific skills.

https://detwww.det.nsw.edu.au/directorates/schoimpro/EMD/bst_publications.htm

ELLA Literacy Teaching Strategies 2006

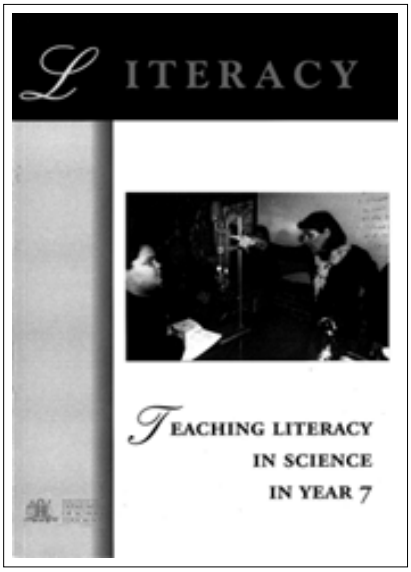
The teaching strategy documents developed in preceding years to link the BST to the curriculum provide teachers and learning support teams with a range of additional strategies targeting specific skills.

https://detwww.det.nsw.edu.au/directorates/schoimpro/EMD/ella_publications.htm

Teaching literacy in… Series

(Science, Geography, English, Creative Arts, PDHPE, History, Languages, Mathematics, Design and Technology)

This series supports teachers of Year 7, highlighting the literacy demands of each subject, and demonstrates how these demands can be explicitly taught in sample units of work. Advice is also given on using assessment information to plan appropriate programs and ways in which a whole-school plan for literacy might be developed.



Available for purchase from Curriculum Support at http://www.schools.nsw.edu.au/learning/resourcesforsale/yrs07_12/english.php