PM Benchmark

LITERACY ASSESSMENT 1
LEVELS 1–30 STUDENT RECORD

Name: Natalie Dods   DOB: 22/12/2013 Age: 5

School: Sanford West   Class: FH   Date of assessment: 30/7/2019

Text: *The Pirate Ship*   Level: **5**   Text Type: **Narrative**   Total Running Words: **97**

1. Retell

Book orientation: This story is about Tom and Ava who play a trick on their dad.

Retelling Indicators to Check for Understanding

Tick relevant boxes

• Retold main events/facts without assistance from teacher prompts or book support	Yes ☑	No ☐
• Summarised main events/facts succinctly	Yes ☐	No ☑
• Retold main events/facts using text-specific vocabulary	Yes ☑	No ☐
• Retold main events/facts coherently and confidently	Yes ☐	No ☑

2. Reading Record

Page	Text	E	S.C.	Errors	S.C.
02	✓ ✓ Avie "Tom," said Ava.	1		Ⓜ Ⓢ Ⓥ	M S V
	✓ her "Come here.	1		M S Ⓥ	M S V
	✓ ✓ ✓ ✓ ✓ Come and look at Dad!"			M S V	M S V
04	✓ ✓ ✓ ✓ "Oh, no!" said Tom.			M S V	M S V
	✓ ✓ sleeping "Dad is asleep	1		Ⓜ Ⓢ V	M S V
	✓ ✓ ✓ P Ⓣ ✓ R on the pirate ship."	1		M S Ⓥ	M S V
06	✓ ✓ ✓ ✓ ✓ "We can wake Dad up,"			M S V	M S V
	✓ Avie. said Ava.			M S V	M S V

Title: *The Pirate Ship* Level: 5 Text Type: Narrative

Page	Text	E	S.C.	Errors	S.C.
	✓ ✓ ✓ ✓ "Come on," said Tom.			M S V	M S V
	✓ ✓ ✓ "We are pirates!"			M S V	M S V
08	✓ ✓ ✓ "Wake up, Dad!"			M S V	M S V
	✓ Avie. shouted Ava.			M S V	M S V
	✓ ✓ ✓ "I am a pirate.			M S V	M S V
	✓ ✓ ✓ ✓ ✓ ✓ You are on a pirate ship."			M S V	M S V
10	✓ "Dad!" shouted Tom.			M S V	M S V
	✓ ✓ — ✓ ✓ "You are not a pirate.	1		M S V	M S V
	✓ ✓ ✓ ✓ ✓ You can not go to sleep			M S V	M S V
	✓ ✓ ✓ ✓ on a pirate ship."			M S V	M S V
12	✓ luck|SC ✓ Dad looked up.		1	Ⓜ S Ⓥ	Ⓜ Ⓢ Ⓥ
	✓ ✓ Avie ✓ ✓ Tom and Ava ran away.			M S V	M S V
14	Who ✓ ✓ ✓ "Where are the pirates?"	1		Ⓜ Ⓢ Ⓥ	M S V
	✓ ✓ said Dad.			M S V	M S V
	✓ ✓ ✓ ✓ ✓ ✓ "I can not see the pirates."			M S V	M S V
16	✓ ✓ ✓ "Boo!" shouted Tom			M S V	M S V
	✓ Avie and Ava.			M S V	M S V
	✓ ✓ ✓ ✓ "We are the pirates!"	97		M S V	M S V
	Total	6	1	④③⑤	①①①

3. Comprehension Questions

Note: Please ensure the student has read the complete book before starting the comprehension questions.

Comprehension Questions to Check for Understanding

Tick relevant boxes

Literal

1. What were Tom and Ava dressed up as?
   (Tom and Ava were dressed up as pirates.) ☑

2. Who was asleep?
   (Dad was asleep.) ☑

3. How did Tom and Ava wake Dad up?
   (They shouted at him.) *They were on a pirate ship.* ☐

Inferential

1. Why did Tom and Ava tell Dad he was on a pirate ship?
   (They were playing a trick on Dad.) *Because he was on the ship.* ☐

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4. Analysis

Reading Behaviours Observed During the Reading Record

Tick relevant boxes

1. **Knowledge and skills**
   - Automatically recognised high-frequency words in the text ☑
   - Accurately decoded most text-specific vocabulary ☑

2. **Strategies**
   Able to process text effectively by:
   - Predicting ☐
   - Searching for print details ☑
   - Self-correcting ☐
   - Attending to meaning ☐
   - Cross-checking to confirm ☐

3. **Fluency**
   - Read the text consistently with natural rhythm and phrasing, reflecting a depth of understanding ☐
   - Read some of the text with natural rhythm and phrasing, reflecting understanding ☐
   - Read the text with irregular phrasing, reflecting limited understanding ☑
   - Read the text word-by-word, reflecting limited or no understanding ☐

Summary

Reading Record

Errors			Self-Corrections		
M	S	V	M	S	V
4	3	5	1	1	1

Accuracy: 94 %

S.C. rate: 1 : 7

Reading Level		
Independent >95%	(Instructional) 90–95%	Difficult <90%

Reading Behaviours Observed

1. **Knowledge and Skills:** Could read most HFW. Relied mainly on initial letter cues to attempt unfamiliar words. Concepts about print well-established, including return sweep.

2. **Strategies:** Used sounding out and knowledge of HFW. Little awareness of errors, except for one self correct.

3. **Fluency:** Hesitant reading, word by word. Some emphasis used for expression –'I can not see the pirates.' showed awareness of function of full stops. Changed voice for direct speech, although intonation not natural.

Retelling Indicators

Able to retell most events from story, using language from the text. Not all events were in correct sequence and introduced some irrelevant information but had main points.

Level of Understanding		
Excellent 4	Satisfactory (3)	Unsatisfactory 0–2

Comprehension

Questions Answered Correctly			
Literal	(1st)	(2nd)	3rd
Inferential	1st		

Level of Understanding		
Excellent 4	Satisfactory (2–3)	Unsatisfactory 0–1

Able to recall some directly stated information from the text. Introduced information not in the text in response to inferential question.

Recommendations for Future Development

– Practise sequencing of information in familiar texts.
– Prompt for monitoring of reading accuracy – focus on the text making sense.
– Record student reading and listen back to the expression. Practise reading the text with fluency and expression and record and compare readings.
– Expand decoding strategies to include contextual cues and reading through the whole word.

Teacher: _____

Date assessment summary completed: 30/7/2019

Refer to the Teacher's Resource Book for recommendations for future development.

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