Retelling Indicators to Check for Understanding

- Retold main events in sequence without assistance from teacher prompts or book support
  - Yes ☑️ No ☐
- Included details of main events
  - Yes ☑️ No ☐
- Interpreted picture information
  - Yes ☑️ No ☐
- Retold coherently using appropriate vocabulary
  - Yes ☑️ No ☐

Comprehension Questions to Check for Understanding

Literal
1. Where did the girl's gran and grandad live?
   (in a house at the beach) ✓
2. What happened when the girl jumped up and down in the little waves?
   (The water splashed all over her feet and legs.)
3. What did the girl use the white shells for?
   (the windows on her sandcastle)

Inferential
1. Why did Grandad laugh when the girl ran away from the big wave?
   (because he knew she would have to run fast) ❌
2. Why did Grandad and the girl stay away from the birds?
   (They didn't want to frighten them.) ❌

Notes

PM Benchmark Reading Assessment

Name: ___________________________ DOB: ___________ Age: ___________
School: __________________________ Class: ___________ Date of assessment: ___________

Text: My Beach Holiday Level: II Text type: Recount (Fictional) Running Words: 148

Reading Behaviour Observed – Summary

1. Knowledge and Skills:
2. Strategies:
3. Fluency:

Retelling Indicators – Summary

Reading Record – Summary

<table>
<thead>
<tr>
<th>Errors</th>
<th>M</th>
<th>S</th>
<th>V</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-corrections</td>
<td>M</td>
<td>S</td>
<td>V</td>
</tr>
<tr>
<td>Accuracy: 83%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S.C. rate: 1:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Reading Level

- Independent >95%
- Instructional 90–95%
- Difficult <90%

Comprehension – Summary

<table>
<thead>
<tr>
<th>Questions Answered Correctly</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inferential</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Level of Understanding

- Excellent 4
- Satisfactory 3
- Unsatisfactory 0–2

Recommendations for Future Development

Refer to Teachers' Resource Book pages 37–39 for recommendations for future development.

Teacher: ___________________________

Date assessment summary completed: ___________________________
### Reading Record

**Text:** *My Beach Holiday*

**Level:** 11

<table>
<thead>
<tr>
<th>Page</th>
<th>Text</th>
<th>E</th>
<th>S.C.</th>
<th>Errors</th>
<th>S.C.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>I stayed with Gran and Grandad for a week. They have a house by the sea.</td>
<td></td>
<td></td>
<td>MS V</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>On Saturday, Grandad and I went down to the beach. First of all, we sat on the sand and looked at the waves.</td>
<td></td>
<td></td>
<td>MS V</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Then, I ran down to the waves. I jumped up and down in the little waves. The cold water went all over my feet and my legs.</td>
<td></td>
<td></td>
<td>MS V</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>One big wave came up the beach, so I ran away from it. I ran very fast. Grandad laughed at me.</td>
<td></td>
<td></td>
<td>MS V</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Next, I made a big sandcastle in the wet sand. I got some little white shells for the windows and some sticks for the door. Grandad liked my sandcastle.</td>
<td></td>
<td></td>
<td>MS V</td>
<td></td>
</tr>
</tbody>
</table>

**Reading Behaviours Observed During the Reading Record**

1. **Knowledge and skills — Developing**
   - Concepts about print established
   - Recognised the high-frequency words in the text
   - Applied knowledge of letter–sound relationships to accurately decode some words

2. **Strategies — Developing**
   - Adjusting pace
   - Attending to meaning
   - Searching for print details
   - Cross-checking to confirm
   - Self-correcting

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
Retelling Indicators to Check for Understanding

- Retold main events in sequence without assistance from teacher prompts or book support
  Yes ☑ No ☐

- Included details of main events
  Yes ☐ No ☑

- Interpreted picture information
  Yes ☑ No ☐

- Retold coherently using appropriate vocabulary
  Yes ☑ No ☐

Comprehension Questions to Check for Understanding

Literal

1. Where was Sam playing with his car?
   (in the sandpit)
   ☑

2. How did Billy break Sam's tunnel?
   (He jumped on it.)
   ☐

3. What did the boys make together?
   (a big tunnel / a bigger tunnel)
   ☑

Inferential

1. Why do you think Billy jumped on Sam's tunnel?
   (because he was angry with Sam / because Billy was mean)
   ☑

2. Why did Sam let Billy play with his red car?
   (because Billy helped him make a bigger tunnel)
   ☑

PM Benchmark Reading Assessment

Name: ____________________________

School: __________________________

Class: __________________________

Date of assessment: _____________

Text: The Best Tunnel
Level: 10
Text type: Narrative
Running Words: 135

Reading Record - Summary

Accuracy: 95%
S.C. rate: 1:

Errors

Self-Corrections

Reading Level

Independent >95%
Instructional 90–95%
Difficult <90%

Reading Behaviours Observed – Summary

1. Knowledge and Skills:

2. Strategies:

3. Fluency:

Retelling Indicators – Summary

Level of Understanding

Excellent 4
Satisfactory 3
Unsatisfactory 0–2

Comprehension – Summary

Questions Answered Correctly

Level of Understanding

Excellent 5
Satisfactory 3–4
Unsatisfactory 0–2

Recommendations for Future Development

Refer to Teachers’ Resource Book pages 32–39 for recommendations for future development.

Teacher: ____________________________

Date assessment summary completed: _____________
Reading Record  Text: The Best Tunnel  Level: 10

This story is about Billy and Sam. Billy wants to play with Sam's new toy cars.

<table>
<thead>
<tr>
<th>Page</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Billy saw Sam playing in the sandpit at school. Sam had some new toy cars. &quot;Can I play with your cars, too?&quot; said Billy.</td>
</tr>
<tr>
<td>5</td>
<td>Sam did not look at Billy. Sam made a hill and a road for his cars. Next he made a long tunnel in the hill.</td>
</tr>
</tbody>
</table>
| 7    | Billy jumped into the sandpit. Then he jumped on top of Sam's tunnel. "Look at my tunnel!" cried Sam. "You have broken it!" "I'm going to play here now!" said Billy. "You go away!"

"No!" said Sam. "I'm going to stay here." "You can't stay here," said Billy. "I'm going to play in this sandpit."

Reading Behaviours Observed During the Reading Record

1. Knowledge and skills — Developing
   - Concepts about print established
   - Recognised the high-frequency words in the text
   - Applied knowledge of letter-sound relationships to accurately decode some words

2. Strategies — Developing
   - Adjusting pace
   - Predicting
   - Attending to meaning
   - Searching for print details
   - Cross-checking to confirm
   - Self-correcting

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

Total 6
Retelling Indicators to Check for Understanding

- Retold main events in sequence without assistance from teacher prompts or book support
  Yes ☑ No ☐
- Included details of main events
  Yes ☐ No ☑
- Interpreted picture information
  Yes ☐ No ☑
- Retold coherently using appropriate vocabulary
  Yes ☐ No ☑

Comprehension Questions to Check for Understanding

Literal
1. When did Meg and Dad go down to the park?
   (on Saturday)
   ☐
2. What did the boy have in the box?
   (a helicopter / a toy helicopter)
   ☐
3. What part of the helicopter broke?
   (the blades / the bit at the top that goes round)
   ☐

Inferential
1. How did the boy make the helicopter go up?
   (He used a remote control.)
   ☐
2. Why did Meg say, "You are clever, Dad."
   (because he fixed the helicopter)
   ☐

Notes

PM Benchmark Reading Assessment

Name: ___________________________ DOB: ___________ Age: ___________
School: __________________________ Class: ___________ Date of assessment: ___________

Text: The Helicopter in the Box  Level: 9  Text type: Narrative  Running Words: 145

Reading Record – Summary

<table>
<thead>
<tr>
<th>Errors</th>
<th>Self-Corrections</th>
<th>Accuracy</th>
<th>Reading Level</th>
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<td>M S V</td>
<td>M S V</td>
<td>93%</td>
<td>Independent &gt;95%</td>
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<td></td>
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<td>Instructional 90–95%</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Difficult &lt;90%</td>
</tr>
</tbody>
</table>

S.C. rate: 1:

Reading Behaviours Observed – Summary

1. Knowledge and Skills:

2. Strategies:

3. Fluency:

Retelling Indicators – Summary

<table>
<thead>
<tr>
<th>Level of Understanding</th>
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</thead>
<tbody>
<tr>
<td>Excellent 4</td>
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</tbody>
</table>

Comprehension – Summary

<table>
<thead>
<tr>
<th>Questions Answered Correctly</th>
<th>Level of Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literal 1st 2nd 3rd</td>
<td>Excellent 5</td>
</tr>
<tr>
<td>Inferential 1st 2nd</td>
<td></td>
</tr>
</tbody>
</table>

Recommendations for Future Development

Refer to Teachers' Resource Book pages 32–39 for recommendations for future development.

Teacher: ___________________________
Date assessment summary completed: ___________

The Helicopter in the Box  Level 9  Narrative

4
On Saturday, Meg and Dad walked down to the park.

"I like playing on the swings and the big slide," Meg said to Dad.

At the park, Meg and Dad saw a boy with a big box.

The boy got a helicopter out of the box.

"Dad!" said Meg.

"The boy is going to fly the helicopter.

Can we stay here and look at it, please?"

"Yes," said Dad. "I like helicopters, too."

The boy made the helicopter go up.

It went up into the sky.

But it came down very fast.

"Look at the helicopter, Dad!" said Meg.

"Can you help the boy?"

"We will go and see," said Dad.

Dad said to the boy,

"Is your helicopter broken?"
Retelling Indicators to Check for Understanding
- Retold main events in sequence without assistance from teacher prompts or book support
  - Yes ☐ No ☐
- Included details of main events
  - Yes ☐ No ☐
- Interpreted picture information
  - Yes ☐ No ☐
- Retold coherently using appropriate vocabulary
  - Yes ☐ No ☐

Comprehension Questions to Check for Understanding

Literal
1. What did Joe plant?
(some bean seeds / bean seeds)
☐
2. What came into the garden?
(a little hen)
☐
3. Why did Joe tell the hen to go away?
(He didn't want it to eat his bean plants.)
☐

Inferential
1. Why do you think the little hen kept coming back into the garden?
(It was hungry / it liked eating the bean plants.)
☐
2. Why did Joe give the little hen some bread?
(He wanted the hen to eat the bread and not the bean plants.)
☐

Reading Behaviours Observed – Summary
1. Knowledge and Skills:
2. Strategies:
3. Fluency:

Retelling Indicators – Summary
Level of Understanding
- Excellent
- Satisfactory
- Unsatisfactory

Comprehension – Summary
Questions Answered Correctly
<table>
<thead>
<tr>
<th>Literal</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inferential</td>
<td>1st</td>
<td>2nd</td>
<td></td>
</tr>
</tbody>
</table>

Recommendations for Future Development

PM Benchmark Reading Assessment
Name: ____________________________
School: __________________________
Class: ____________________________
Date of assessment: ________________
DOB: ____________________________
Age: ____________________________
Text: Joe's Bean Plants
Level: 8
Text type: Narrative
Running Words: 143

Reading Record – Summary
Accuracy: 99.5%

Errors
Self-Corrections
Reading Level
M S V M S V
Independent >95%
Instructional 90–95%
Difficult <90%

S.C. rate: 1:

Level of Understanding

Teacher: ____________________________________________
Date assessment summary completed: ________________
Reading Record  

Text: Joe's Bean Plants  

Level: 8

Reading Record continued

<table>
<thead>
<tr>
<th>Page</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>The little hen came into the garden again. Joe looked at the little hen and he went inside the house.</td>
</tr>
<tr>
<td>15</td>
<td>He came out with some bread.</td>
</tr>
</tbody>
</table>

Reading Behaviours Observed During the Reading Record

1. Knowledge and skills — Developing
   - Concepts about print established
   - Recognised the high-frequency words in the text
   - Applied knowledge of letter-sound relationships to accurately decode some words

2. Strategies — Developing
   - Adjusting pace
   - Predicting
   - Attending to meaning
   - Searching for print details
   - Cross-checking to confirm
   - Self-correcting

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