



Learning to Read

Support Materials for Reading Assessments:

Reading Box Levels 1-22

Using the Wushka Support Materials for Assessment

The following Readers have Reading Records that can be used to assess a student's reading progress. A student should be achieving more than 95% accuracy before moving to the next Reading Box level when measured using the Reading Records.

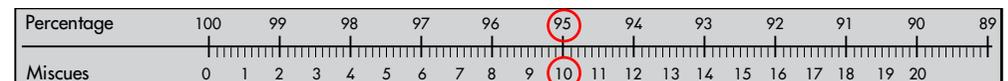
Reading Level	At this level the Reader is:	Accuracy Rate	Error Rate
Independent	Suitable for independent reading practice (e.g. home reading)	95% - 100%	1:20 - 1:200
Instructional	Suitable for use in guided reading sessions	90% - 94%	1:10 - 1:17
Difficult	Too challenging (lower levelled Readers are more appropriate)	89% and below	1:9 and below

To calculate the error rate:

1. Divide the total **running words** being assessed (e.g. ²⁰⁰▼; not including the title) by the number of **errors** (miscues that have not been self-corrected). Round to the nearest whole number (x).
2. Record in the form 1:x

To find the accuracy rate:

1. Circle the number of **miscues** on the measurement bar.
2. Convert this to the **equivalent percentage** on the bar. e.g.:
10 errors (miscues that have not been self-corrected) = 95%



Word Cards

Readers marked with **W** all have Word Cards.

Car Shopping

We looked at a white
car. Too little said Mum
blue big. Dad yellow
old green new red fast
van. I like it. We'll buy
said " " " " ! ! ,

Word Cards can be cut up and rearranged to help determine word order in a sentence. They can also be used to help assess word recognition.

Discussion can also be prompted on the function of punctuation (including the use of capital letters within a sentence).

Sequence Strips

Readers marked with **S** all have Sequence Strips.

No, Skipper! 

----- No, Skipper!

Skipper was an outside dog.

----- No, Skipper!

He ate his dinner outside.
He chased birds outside.
He slept in a kennel outside.

----- No, Skipper!

But sometimes Skipper wanted
to be an inside dog.

----- No, Skipper!

He wanted to eat the food
that fell from Sophie's high chair.
"No!" said Mum. "Outside, Skipper!"

----- No, Skipper!

He wanted to chase Greg's toy train.
"No!" said Greg. "Outside, Skipper!"

----- No, Skipper!

He wanted to sleep on Dad's special
chair in the corner.
"No!" said Dad. "Outside, Skipper!"

----- No, Skipper!

One day, the rain came down.
It rained and rained and didn't stop.

----- No, Skipper!

Skipper sat outside looking sad and wet.
His dinner bowl was flooded.
The grass was flooded.
His kennel was flooded.

This sheet can be copied freely for classroom use.
It must not be copied for an entire school system.



Sequence strips can be used to prompt discussion or for assessing understanding of the story sequence.

Discussion Cards

Readers marked with **D** all have Discussion Cards.

Name: _____ Date: _____ 

The Dragon's Egg

Literal Questions

<p>1. (Main idea) Record, in words or pictures, the main events or ideas of the story.</p> <ul style="list-style-type: none"> Nick has a dragon's egg. He tells his brother and sister that if they touch it or tell anyone about it, the egg won't hatch. After a few days, Nick won't let his brother and sister look at the egg unless they do his jobs. Mum is suspicious and asks the children what is going on. When she tells them that the egg isn't real, the children are angry with Nick. Mum decides that they will play a trick on Nick. They tell him the egg hatched while he was away. Nick says sorry and they all laugh. Nick pretends that he knew they were tricking him. 	<p><input type="checkbox"/> Limited: offers few important details or facts</p> <p><input type="checkbox"/> Some: offers some important details or facts</p> <p><input type="checkbox"/> General: offers most important details or facts</p> <p><input type="checkbox"/> Thorough: offers all or almost all important details or facts</p>
<p>2. What did the dragon's egg look like?</p>	

Inferential Question

<p>3. How was Nick feeling at the end of the story?</p>	<p><input type="checkbox"/> Limited: responds using a literal interpretation</p> <p><input type="checkbox"/> Some: responds using some inference</p> <p><input type="checkbox"/> General: responds with a satisfactory use of inference</p> <p><input type="checkbox"/> Thorough: responds with a proficient use of inference</p>
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Personal Response Question

<p>4. Have you ever been caught out like Nick? What happened?</p>	<p><input type="checkbox"/> Limited: offers a limited personal connection</p> <p><input type="checkbox"/> Some: offers a simple personal connection</p> <p><input type="checkbox"/> General: offers a general personal connection</p> <p><input type="checkbox"/> Thorough: offers a complex personal connection</p>
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If the students demonstrate "limited" or "some" understanding of the comprehension questions, you can follow-up by asking them to read aloud to identify the strategies they are using. See the reading record for this selection.

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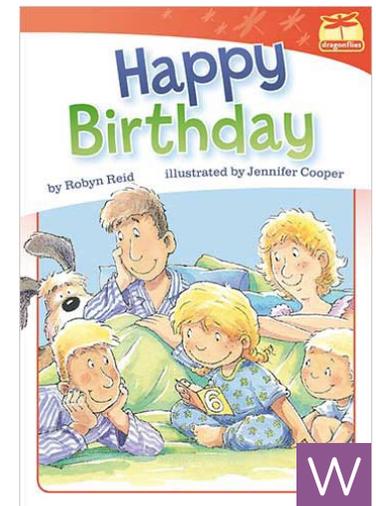
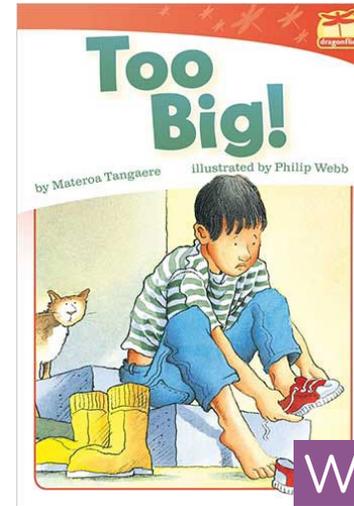
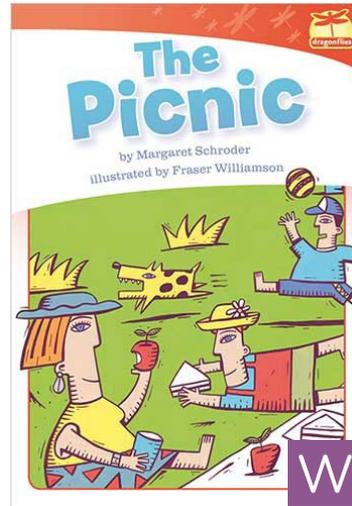
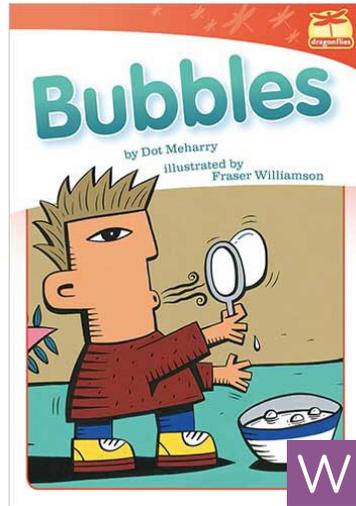
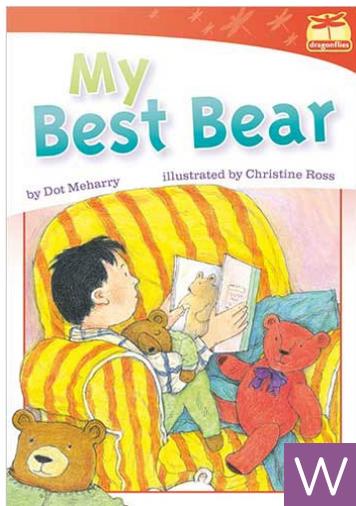
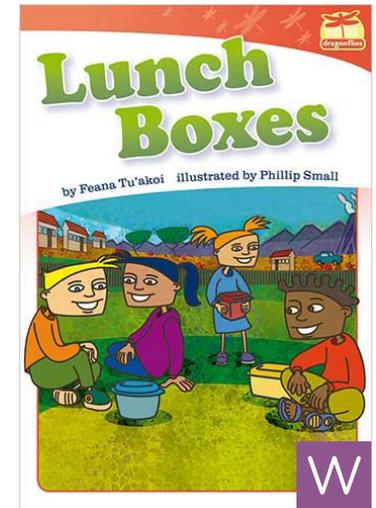
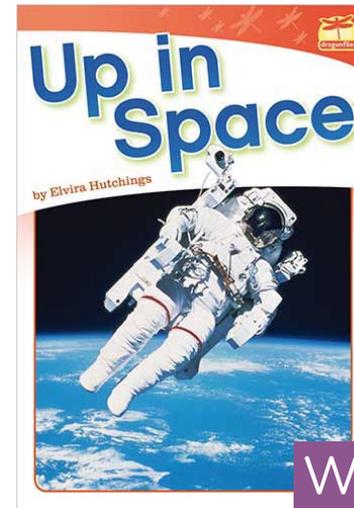
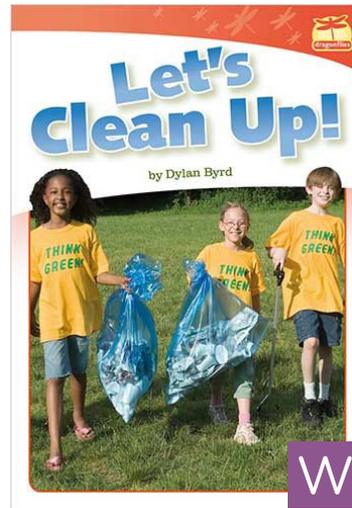
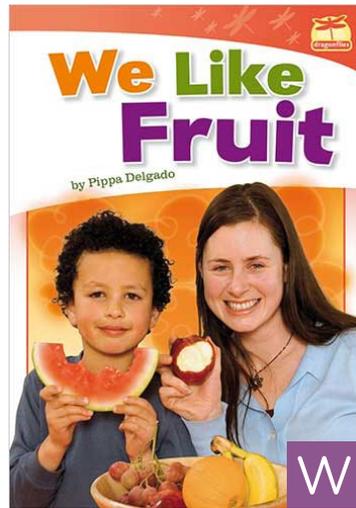
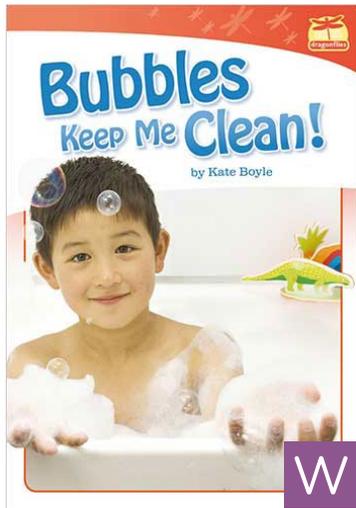
Discussion cards include literal questions, inferential questions and personal response questions. These determine recall, comprehension, analysis, evaluation and synthesis skills using either oral or written language.

Check boxes can be used to record the level of students' responses. Teacher's comments and a summary of responses can be written beneath the questions or bullet point ideas ticked to mark a similar response.

Re-reading parts of the text can help if students' responses are marked 'limited' or 'some'. Pairing the Discussion Cards with the Reading Record can help to determine where a student is struggling and what is disrupting comprehension.

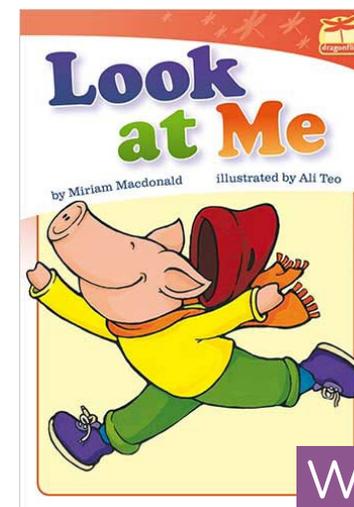
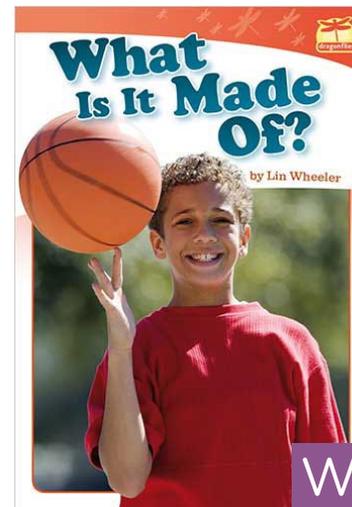
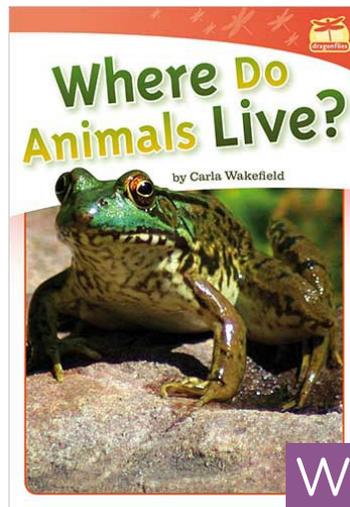
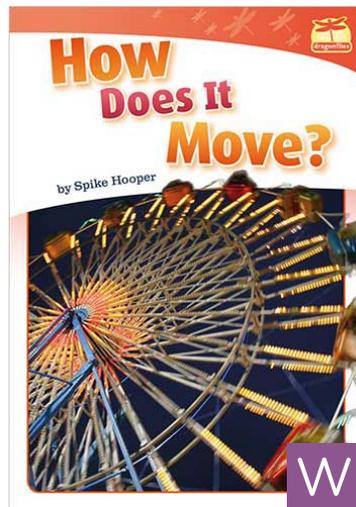
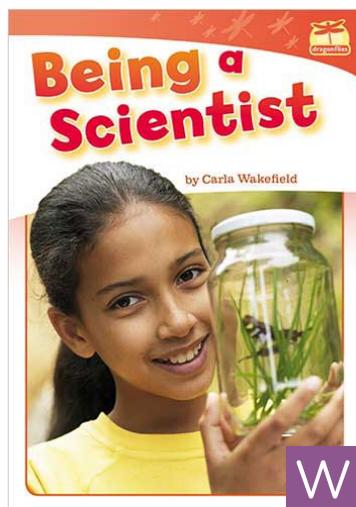
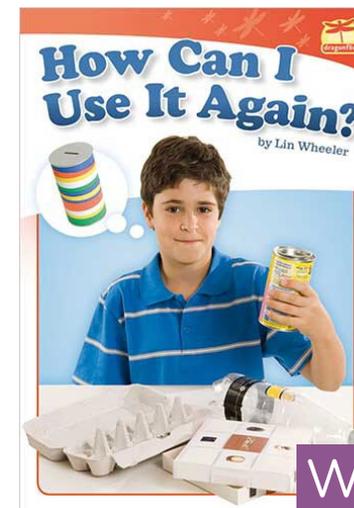
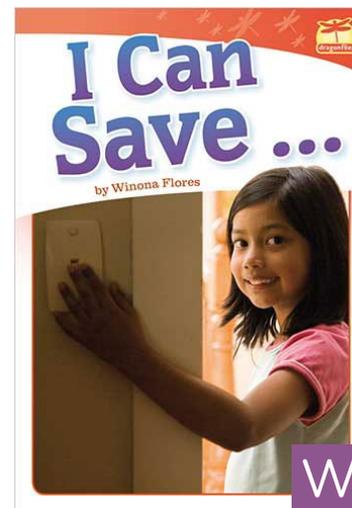
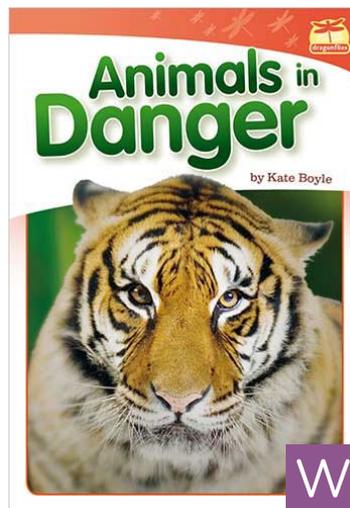
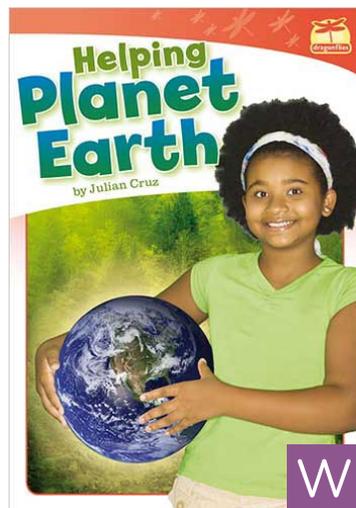
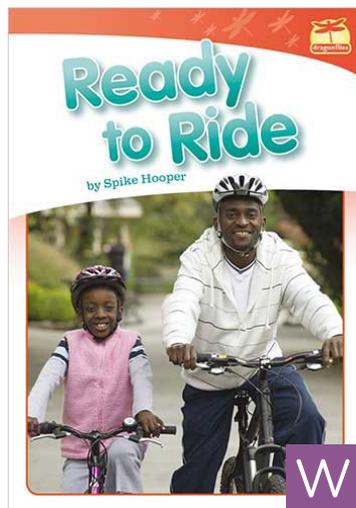


Magenta (Levels 1-2) Readers for Assessment:



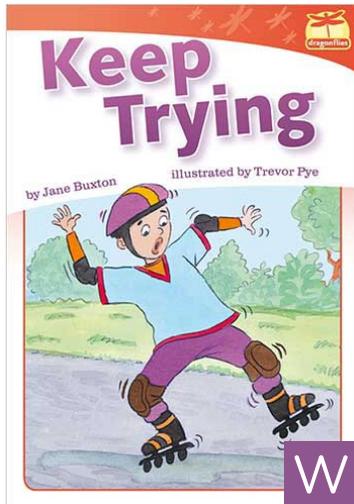
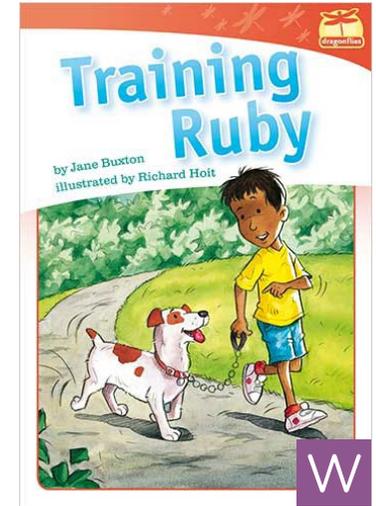
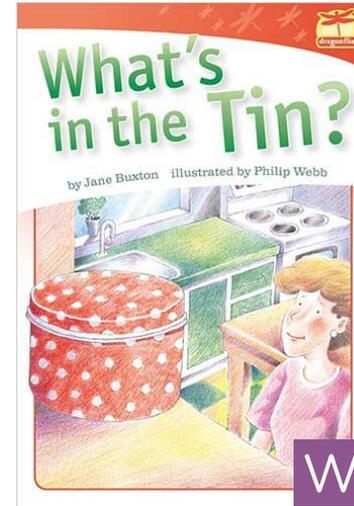
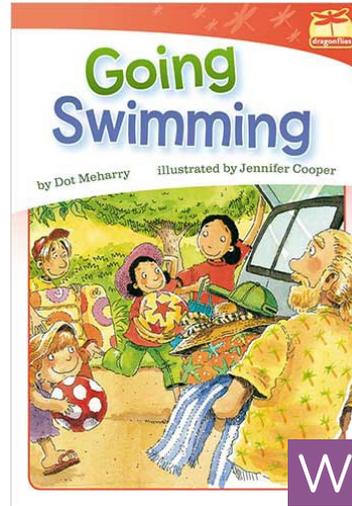
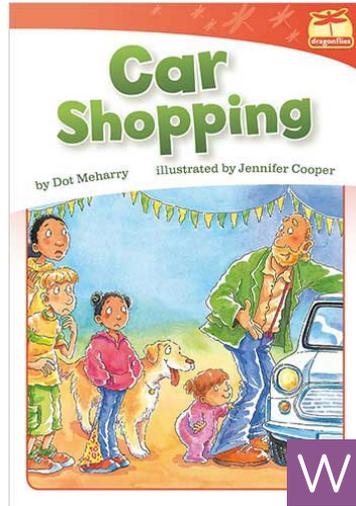
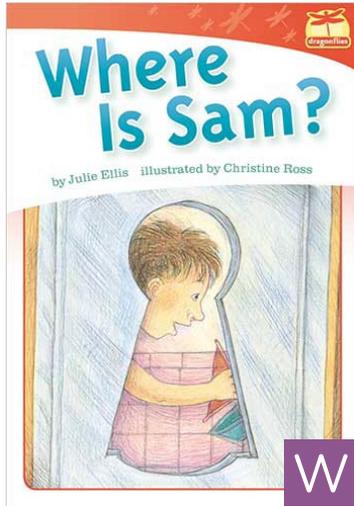


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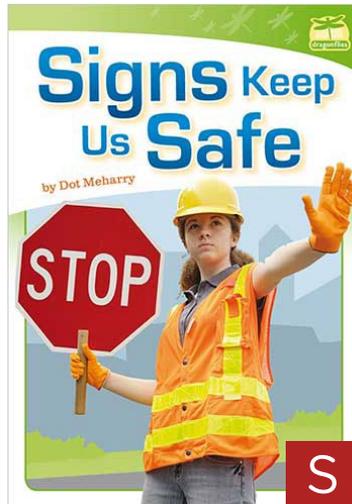
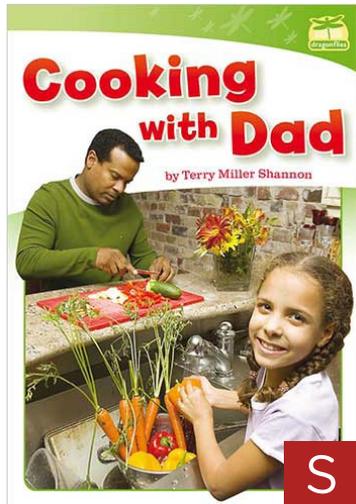
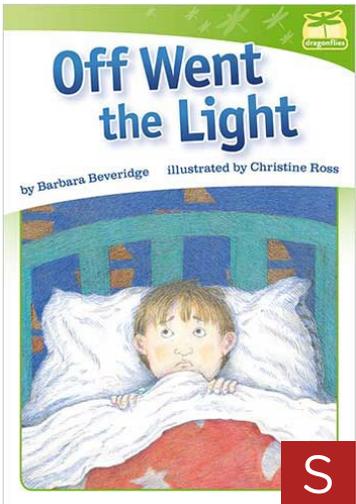
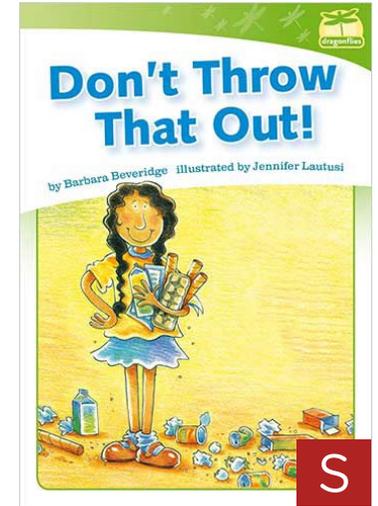
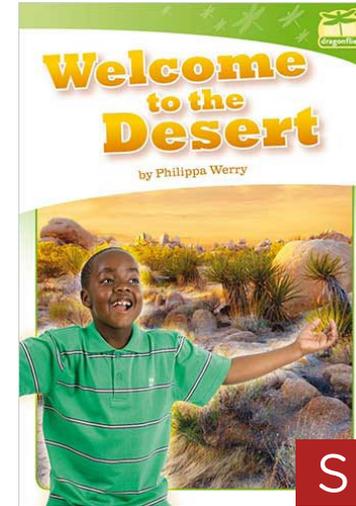
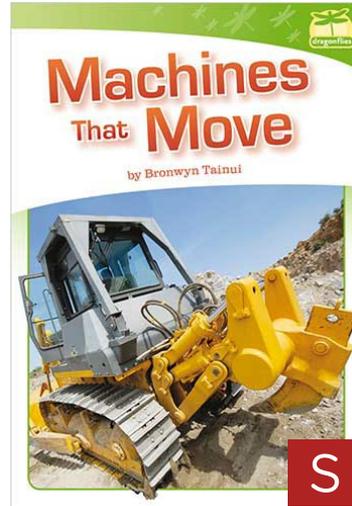
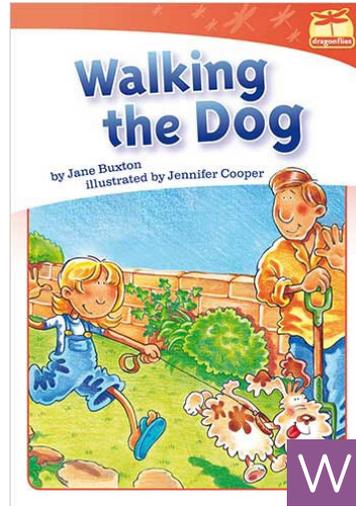
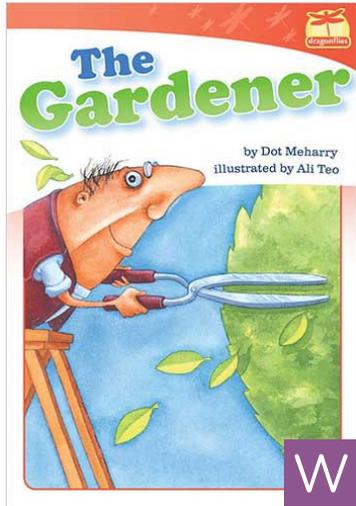


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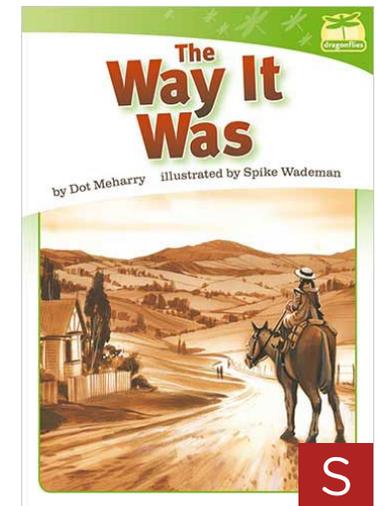
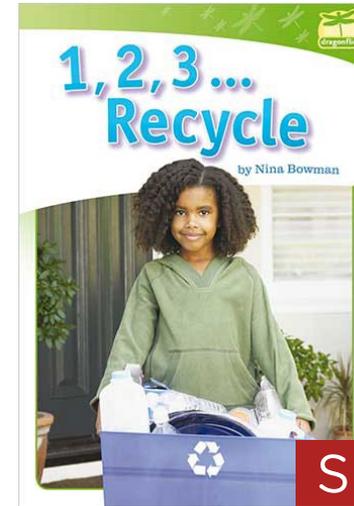
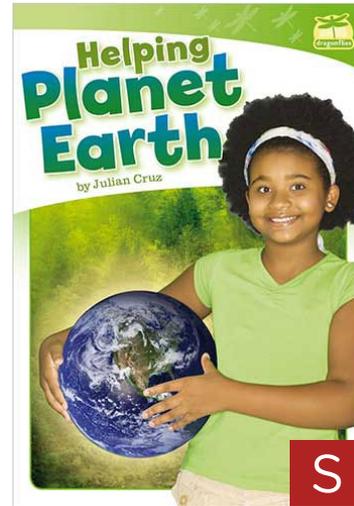
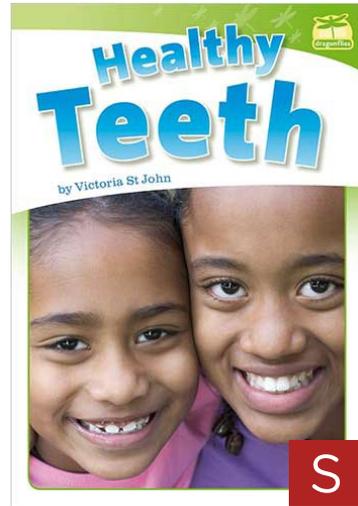
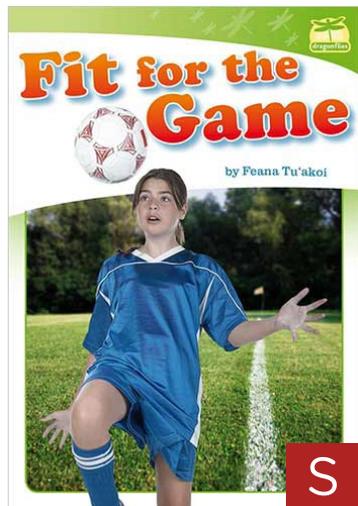
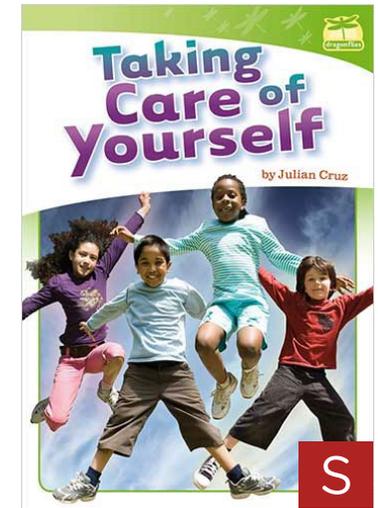
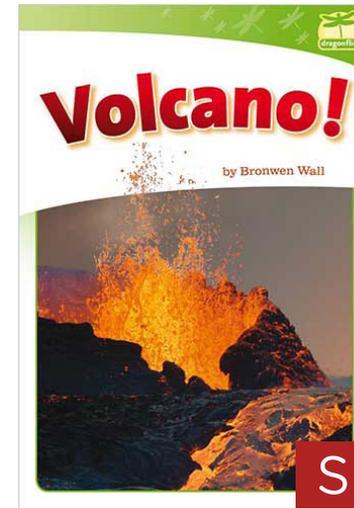
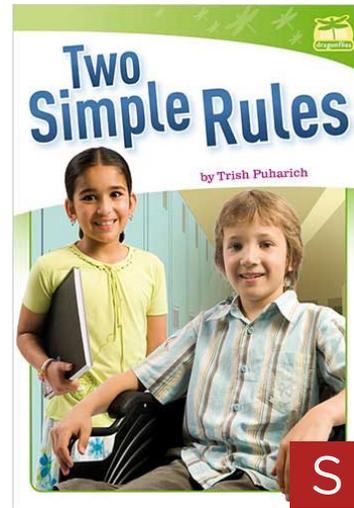
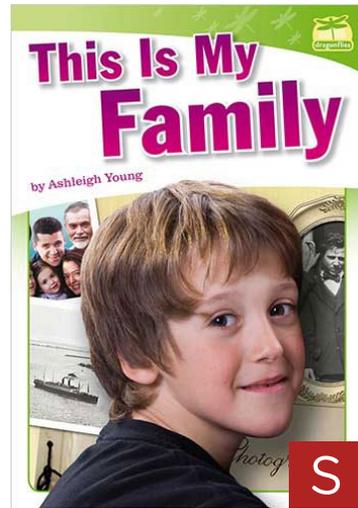
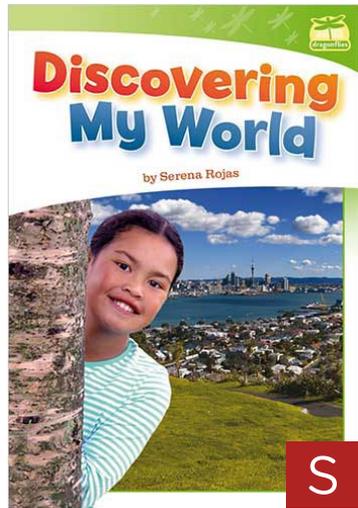


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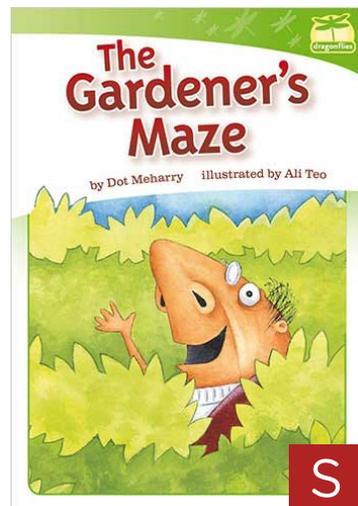
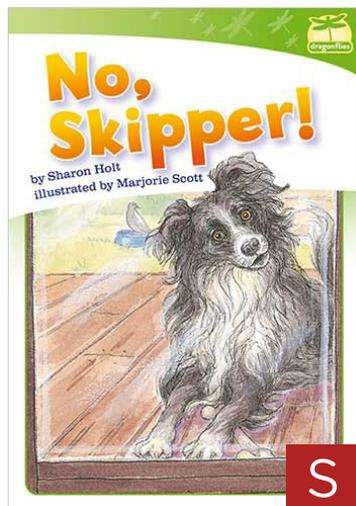


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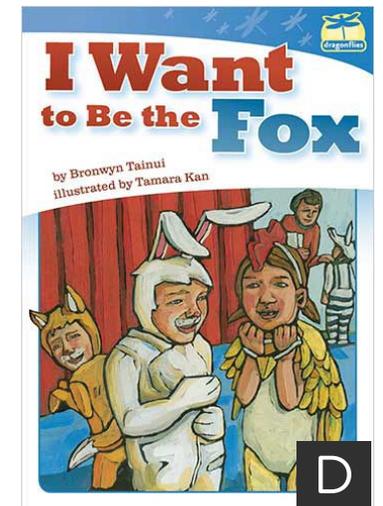
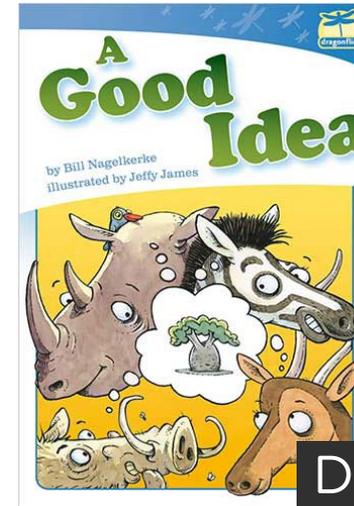
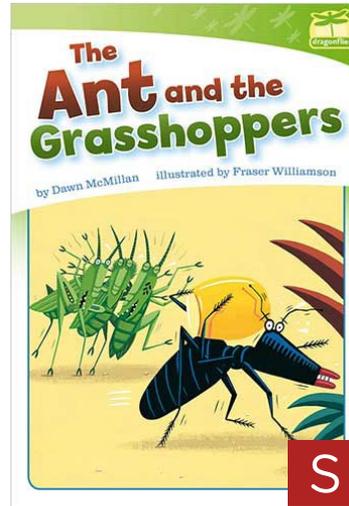
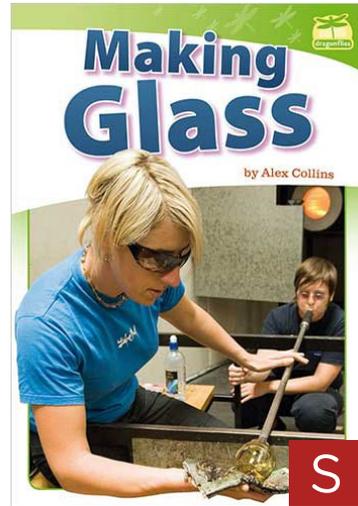
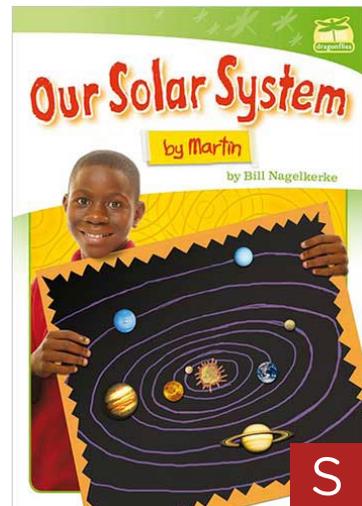
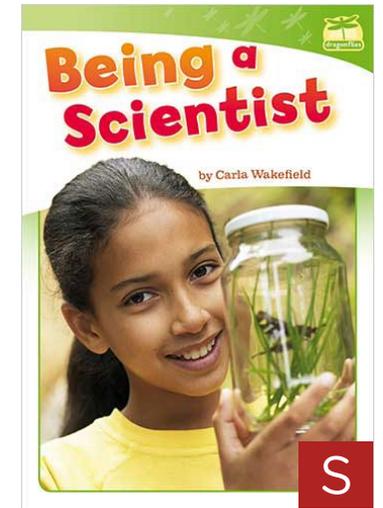
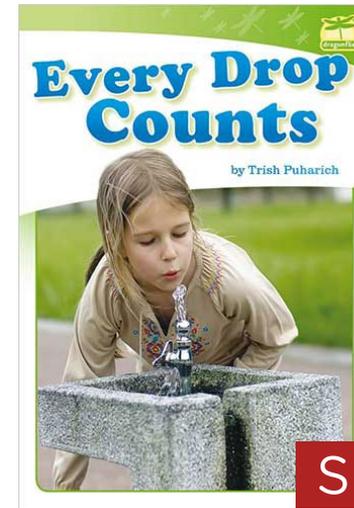
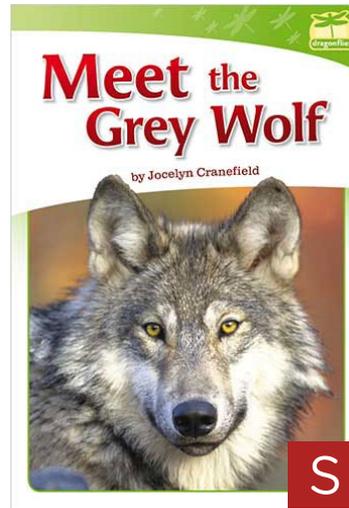
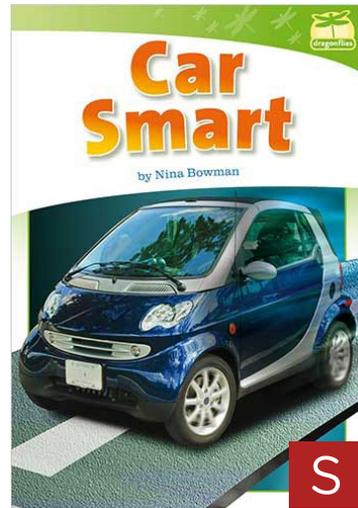
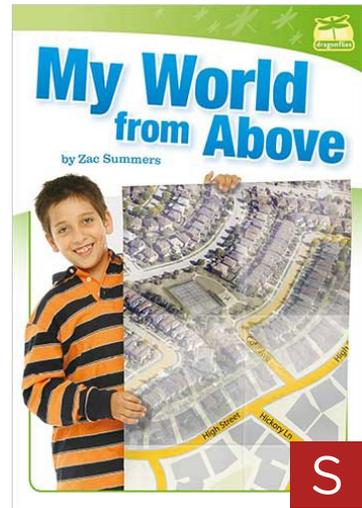


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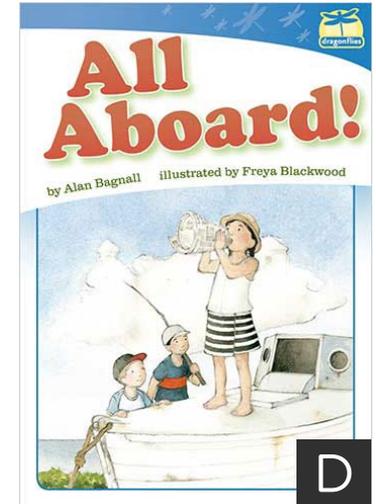
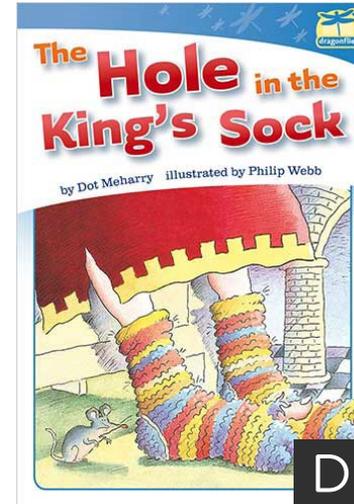
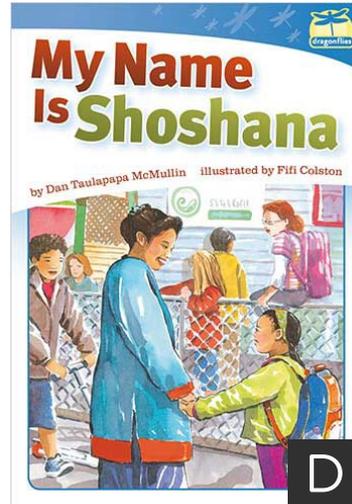
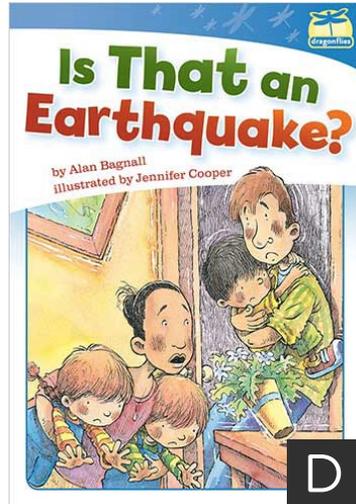
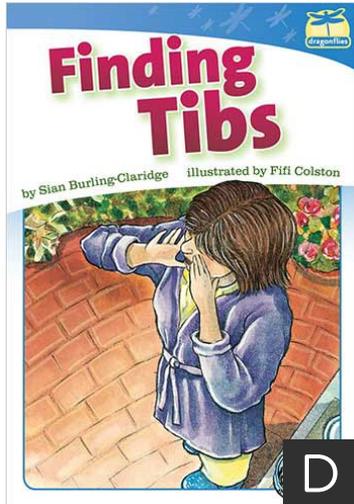


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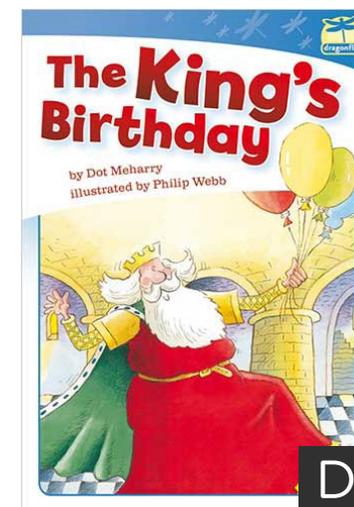
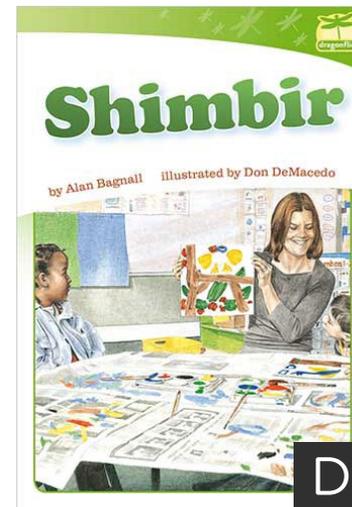
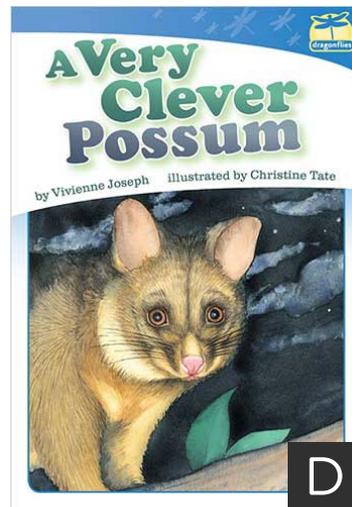
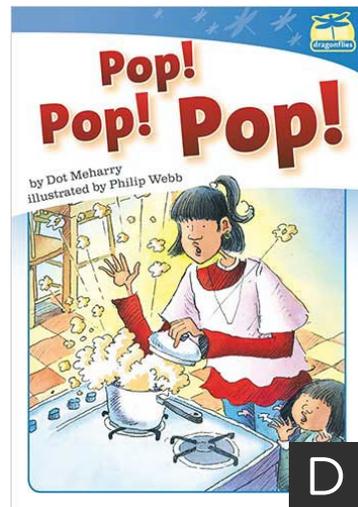
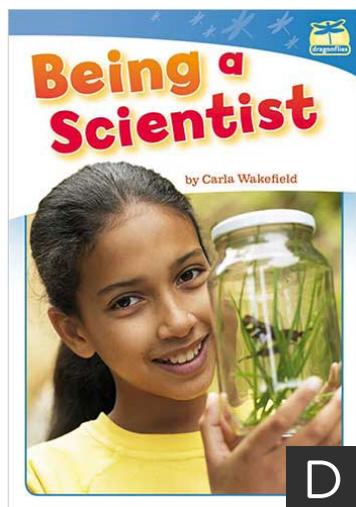
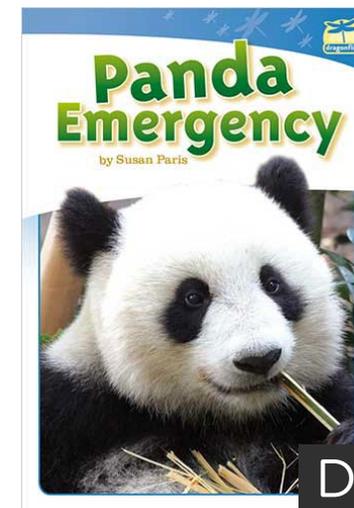
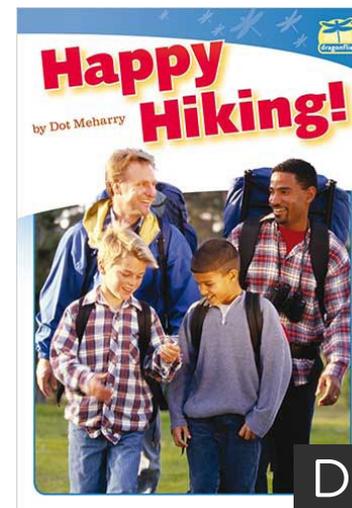
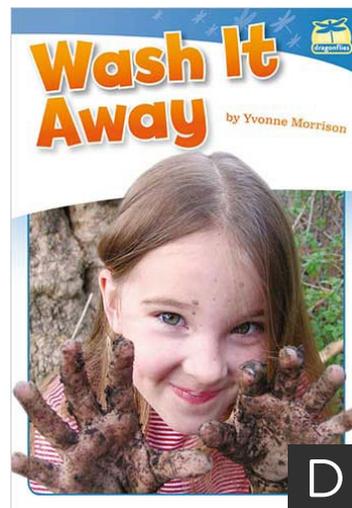
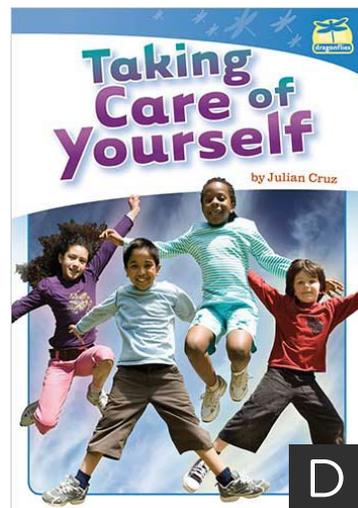
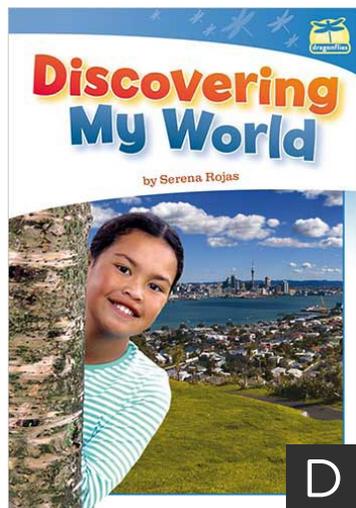


Green (Levels 12-14) Readers for Assessment:



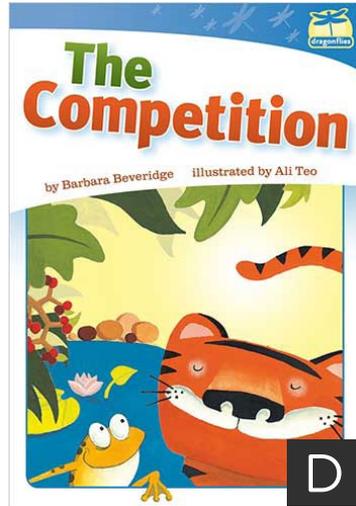
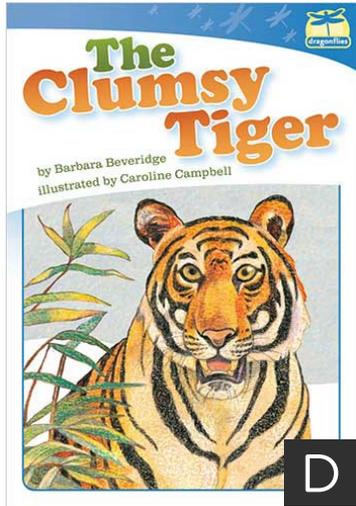


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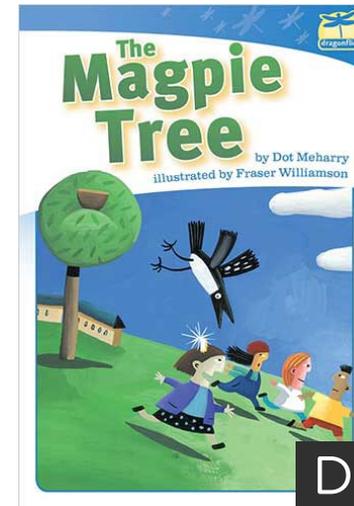
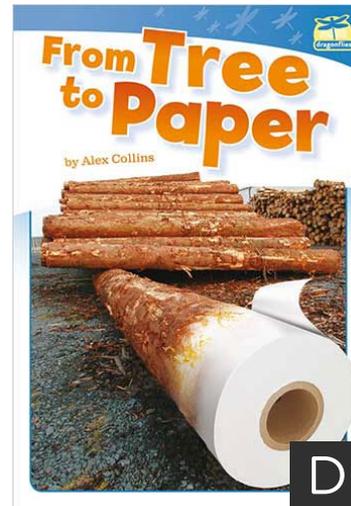
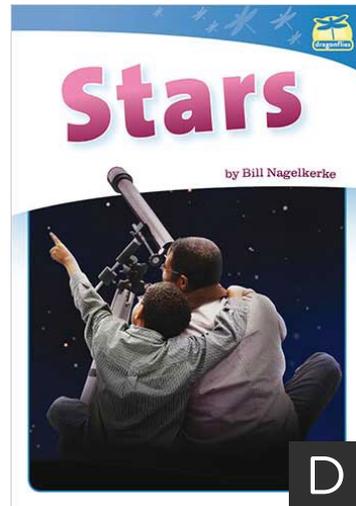
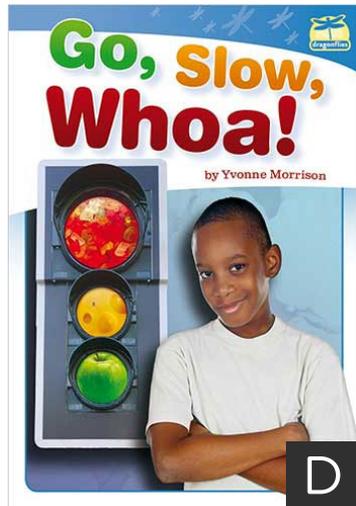




Orange (Levels 15-16) Readers for Assessment:

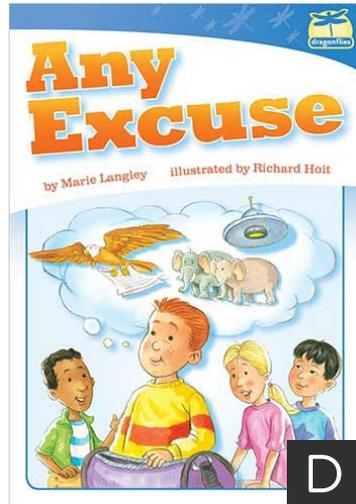
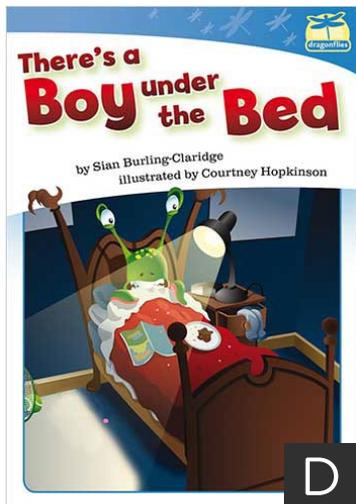
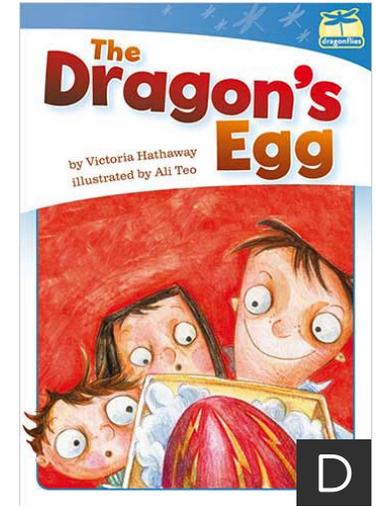
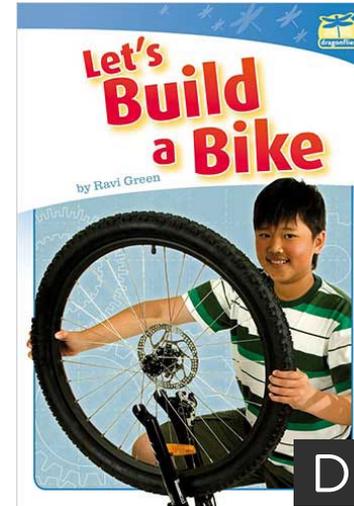
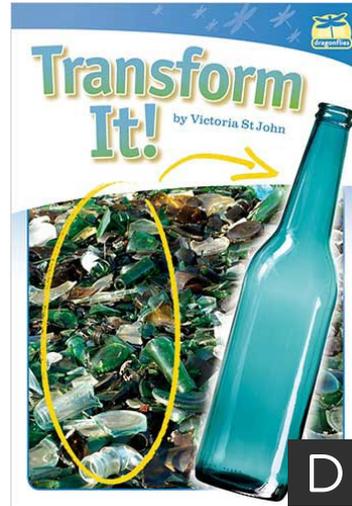
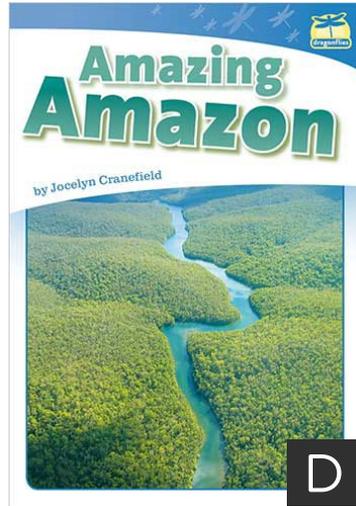
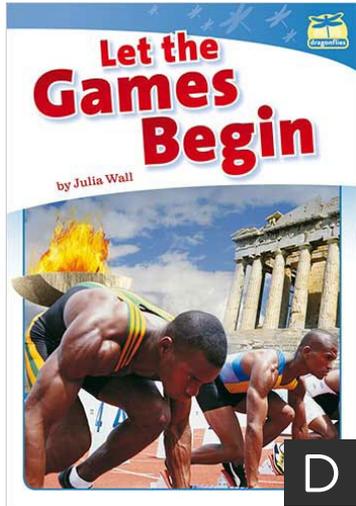


 Turquoise (Levels 17-18) Readers for Assessment:





Purple (Levels 19-20) Readers for Assessment:





Gold (Levels 21-22) Readers for Assessment:

