

Alphabetic

Name of Student: _____ School _____

Age _____ Sex _____ Date _____ Assessor _____

Alphabet Knowledge Assessment

Letter	Student's response	Letter	Student's response	Letter	Student's response
A		S		q	
C		T		e	
D		Z		w	
G		Y		j	
F		X		n	
H		B		v	
L		M		k	
R		I		u	
P		a		s	
O		c		t	
Q		d		z	
E		g		y	
W		f		x	
J		h		b	
N		l		m	
V		r		i	
K		p		Total number of letters recognised by student	
U		o			

Key	
√	Student gave the correct response
WR	Student gave a wrong response
NR	Student did not respond

Pre Primer

Name of Student: _____ School _____

Age _____ Sex _____ Date _____ Assessor _____

Prompt: Do you have a pet? Read the story to find out about a pet.

Nat

Nat is a cat.

Nat can go up.

Nat can go down.

Pam and Sam look for Nat.

Pam is sad.

Where is Nat? (24 words)

Please tick appropriately box /boxes as you observe the student reading behaviours.

Reads

Word by word

In phrases or sentences

Mainly by using sight words

Using phonics

Using context clues

With expression

With no regard for punctuation

With much hesitation

With much repetition

Reading Level

_____ independent: 0-1 miscue

_____ instructional: 2 miscues

_____ Frustration: 3+ miscues

Comprehension

1. Who is Nat? (a cat)
2. What can Nat do? (go up and down)

3. Who is looking for Nat? (**Sam and Pam**)
4. Where do you think Nat is? (**up in a tree or any plausible answer**)
5. Why is Pam sad? (**because she cannot find Nat**)

Comprehension Level

- ___ Independent:(5 correct)
- ___ Instructional: (4 correct)
- ___ Frustration: (0-3 correct)

Grade 1

Name of Student: _____ School _____

Age _____ Sex _____ Date _____ Assessor _____

Prompt: Read the story to find out what out about Nancy's pet

Nancy's Pet

My name is Nancy.-
I have a cat.
Her name is Fluffy.
Fluffy is little.
I play with her.
Jack plays with her too.

Fluffy runs with us.
She runs from dogs.
She hides in a box.
She hides in a tree.
Then she cannot get down.

We call Dad.
He gets Fluffy down.
We are happy.
Fluffy is happy too. **(62 words)**

Please tick appropriately box /boxes as you observe the student reading behaviours.

Reads

- | | | | |
|--------------------------------|--------------------------|-------------------------|--------------------------|
| Word by word | <input type="checkbox"/> | In phrases or sentences | <input type="checkbox"/> |
| Mainly by using sight words | <input type="checkbox"/> | Using phonics | <input type="checkbox"/> |
| Using context clues | <input type="checkbox"/> | With expression | <input type="checkbox"/> |
| With no regard for punctuation | <input type="checkbox"/> | With much hesitation | <input type="checkbox"/> |
| With much repetition | <input type="checkbox"/> | | |

Reading Level

_____independent: 0-1 miscue

_____instructional: 2-3 miscues

_____Frustration: 4+ miscues

Comprehension

1. Who is Nancy's pet? (**a cat**)
2. Who plays with Fluffy? (**Nancy and Jack**)
3. Where does Fluffy hide that cause trouble for her? (**in the tree**)
4. How does Dad fix the problem? (**He rescues Fluffy**)
5. What cause Nancy to be happy in the end of the story?

(**Fluffy is safe/ Dad rescues Fluffy**)

Comprehension Level

___ Independent:(5 correct)

___ Instructional: (4 correct)

___ Frustration: (0-3 correct)

Grade 2

Name of Student: _____ School _____

Age _____ Sex _____ Date _____ Assessor _____

***Prompt:** Have you ever try to train an animal? Read to find out how Kim trained her dog.*

Kim and Brownie

Kim had a hard time training her new dog, Brownie. He would not do anything that she told him to do. She could not even get him to come when she called him. Then, one day, Kim saw Brownie did not move when a loud noise went off.

It was then she understood that he couldn't hear. Kim found out how to train Brownie by using hand signals. To get him to come, she raised her arm up over her head with her hand facing down.

If she wanted him to sit, she would move her arm down with her hand facing up. Brownie learned fast and was soon doing everything Kim asked of him.

Kim felt very lucky that Brownie was her dog. **(126 words)**

Please tick appropriately box /boxes as you observe the student reading behaviours.

Reads

Word by word	<input type="checkbox"/>	In Phrases or sentences	<input type="checkbox"/>
Mainly by using sight words	<input type="checkbox"/>	Using Phonics	<input type="checkbox"/>
Using context clues	<input type="checkbox"/>	With expression	<input type="checkbox"/>
With no regard for punctuation	<input type="checkbox"/>	With much hesitation	<input type="checkbox"/>
With much repetition	<input type="checkbox"/>		

Reading level

_____independent: 0-2 miscues

_____instructional:3-5 miscues

_____Frustration: 6+ miscues

Comprehension

1. Who was Brownie? (**Kim's new dog**)
2. How did Kim know that Brownie couldn't hear? [**He did not move when a loud noise went off.**]
3. How did Kim solve/fix the problem? (**she used hand signals**)
4. The story says, "Kim found out how to train Brownie by using hand signals." What does the word signals mean? (**Signs**)
5. What signal did Kim use to get Brownie to sit? (**Moved her arm down with her hand facing up**)
6. What did Brownie do that would make you think he was smart?
(**He learned fast and was soon doing everything Kim asked of him.**)

Comprehension Level

___ Independent:(6 correct)

___ Instructional: (4 - 5 correct)

___ Frustration: (0-3 correct)

Grade 3

Name of Student: _____ School _____

Age _____ Sex _____ Date _____ Assessor _____

Prompt: What do you know about sharks? Read to find out more about them.

Sharks

There are lots of different sharks. They live in different parts of the world. The smallest shark is the dwarf lantern shark which is only 17cm long – about as long as a pencil. The whale shark is the biggest fish in the sea. Whale sharks grow up to 7 metres, which is longer than a bus.

Reef sharks live in warm water near coral reefs. They grow up to 2 metres. They eat fish and octopus. They don't usually hurt people, but if divers try to feed them sandwiches, the shark will sometimes bite the hand as well.

Great white sharks are fierce ocean hunters. They grow up to 6 metres long. They eat any kind of fish or meat, whether it is dead or alive. They often swallow their prey in one gulp. They have many rows of long, sharp teeth which can both grip and cut their prey. Great white sharks have to keep moving, or they will sink. They travel as far as 500 km in a day. **(171 words)**

Please tick appropriately box /boxes as you observe the student reading behaviours.

Reads

Word by word	<input type="checkbox"/>	In phrases or sentences	<input type="checkbox"/>
Mainly by using sight words	<input type="checkbox"/>	Using phonics	<input type="checkbox"/>
Using context clues	<input type="checkbox"/>	With expression	<input type="checkbox"/>
With no regard for punctuation	<input type="checkbox"/>	With much hesitation	<input type="checkbox"/>
With much repetition	<input type="checkbox"/>		

Reading level

_____Independent: 0-3 miscues

_____Instructional: 4-6 miscues

_____Frustration: 7+ miscues

Comprehension

1. What is the name of the biggest shark? (**the whale shark**)
2. Give two facts about reef sharks. (**live in warm water near coral reefs, grow up to 2 meters, eat fish and octopus, they do not normally hurt people**) – accept any two.
3. Why do you think the smallest shark is called "dwarf"? (**because of its size**)
4. Which shark would be dangerous to deep sea divers? Why? (**Great white shark because they are fierce, they eat any meat whether dead or alive**)
5. Give two differences between reef sharks and the great White shark. (accept any two answers which relate to differences in their sizes, type of food eaten or how they behave)
6. Why do you think Great White sharks would sink if they stop moving? (**their weight/mass**)
7. What is the main idea of the text? (**There are different types of sharks**)

Comprehension Level

_____ Independent: (7 correct)

_____ Instructional: (6 correct)

_____ Frustration: (0-5 correct)

Grade 4

Name of Student: _____ School _____

Age _____ Sex _____ Date _____ Assessor _____

Prompt: *Have you ever taken part in a race? Read to find out who were in the race.*

The Race

Greg 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 a horse. 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. **(229 words)**

Please tick appropriately box /boxes as you observe the student reading behaviours.

Reads

Word by word In phrases or sentences

Mainly by using sight words Using phonics

Using context clues With expression

With no regard for punctuation With much hesitation

With much repetition

Reading level

_____Independent: 0-4 miscues

_____Instructional: 5-7 miscues

_____Frustration: 8+ miscues

Comprehension

1. Where do you think the story took place?(**school, playground, school yard, park**)
2. Who are the main characters in the story? (**Greg and the new teacher**)
3. Why did Greg look carefully at the other children before starting the race? (**to know when to start**)
4. What was Greg's problem? (**he had problems hearing**)
5. How would you describe Greg's new teacher?
(**very observant, caring, or any other plausible answer**)
6. How did the new teacher find out about Greg's problem? (**She observed /watched him as he watched the others**)
7. Why was Greg so excited and confident about running the second race?
(**He knew he was going to win because of the new method that the teacher was going to use (the hand signal)**)
8. The text says that Greg had "**eyes like an eagle's**". Which figure of speech is used here? (**simile**)

Comprehension Level

___ **Independent:** (8 correct)

___ **Instructional:** (6-7 correct)

___ **Frustration:** (0-5 correct)

Grade 5

Name of Student: _____ School _____

Age _____ Sex _____ Date _____ Assessor _____

Prompt: The octopus is a sea creature. Read the passage and find out more about this animal.

The Octopus

Some people think of the octopus as a giant creature. They have seen this in science fiction movies. They think the octopus is a mean creature that attacks people and other animals. The octopus is really a shy animal. It is usually quite small.

The octopus has eight arms. Its name tells us this because “octo” means eight. The octopus uses its arms to walk on the ocean floor. Its arms are also used to capture crabs. Crabs are its favourite food. The octopus protects itself in three ways. First, when frightened, the octopus can push water from its body in a powerful stream. This action pushes the octopus forward very rapidly. This allows it to escape.

Second, the body of the octopus has a special sac or pouch that holds a dark, ink-like fluid. When an enemy comes close, the octopus squirts some of this fluid. It then swims away. All that the predator sees is a dark cloud in the water where the octopus was. Meanwhile, the octopus has escaped.

Finally, the octopus’s body changes colour when the octopus is excited or frightened. Suppose an octopus sees a crab. Patches of pink, purple or blue will appear on the octopus’s skin. Suppose the octopus sees an enemy. The octopus will completely change colour. Then it seems to disappear into the background of its hiding place. It is hard for the predator to find the octopus. **(254 words)**

Please tick appropriately box /boxes as you observe the student reading behaviours.

Reads

Word by word	<input type="checkbox"/>	In phrases or sentences	<input type="checkbox"/>
Mainly by using sight words	<input type="checkbox"/>	Using phonics	<input type="checkbox"/>
Using context clues	<input type="checkbox"/>	With expression	<input type="checkbox"/>

With no regard for punctuation

With much hesitation

With much repetition

Reading level

_____Independent: 0-6 miscues

_____Instructional: 7-13 miscues

_____Frustration: 14+ miscues

Comprehension

1. What is the favourite food of the octopus? (**crabs**)
2. How does the octopus move forward very rapidly when it is frightened? (**it pushes water from its body**)
3. What does the ink-like fluid do to the water? (**it changes into a dark cloud**)
4. What is one colour to which an octopus can change? (**pink, purple or blue**)
5. Why doesn't an octopus completely change colour when it sees a crab? (**it is excited, not frightened**)
6. What colour does an octopus probably become when it sees an enemy? (**A dark blue or brown or black; or it camouflages itself with the background**)
7. Why might the shy octopus attack another creature? (**for food**)
8. What is this passage mainly about? (**what the octopus is like; or how it behaves**)

Comprehension Level

___ **Independent:** (8 correct)

___ **Instructional:** (6-7 correct)

___ **Frustration:** (0-5 correct)

Grade 6

Name of Student: _____ School _____

Age _____ Sex _____ Date _____ Assessor _____

Prompt: Can you share what you know about cells. Read to find out more.

What's in your Cells?

Living things eat, grow, get rid of waste products and reproduce. All living things are made of cells. Cells have special structures called organelles. They help cells do the work of moving nutrients around; to make more cells and proteins for the body's needs.

Cells get energy through a process called cellular respiration. During the process cells convert glucose and oxygen into water and carbon dioxide. This process releases energy for the cell to use.

Living things can have just one cell or many. Single-celled organisms include things like bacteria, yeast and some types of algae. Multi-cellular organisms have billions of cells that work together to provide for the organism's needs.

Plant and animal cells both have organelles. Some types of organelles are the same in both plant and animal cells. Other types of organelles however, are only found in plant or animal cells.

All cells have a control center called a nucleus. The nucleus stores a special molecule called DNA. The organism's limits are controlled by the coding found in the DNA.

All cells have a cell membrane that surrounds the cell to protect and control what goes in and out. Materials can move through the membrane by diffusion or osmosis.

Organelles work together to make sure that the cells and the living organism can do all things that are necessary for survival. **(234 words)**

Please tick appropriately box /boxes as you observe the student reading behaviours.

Reads

Word by word	<input type="checkbox"/>	In phrases or sentences	<input type="checkbox"/>
Mainly by using sight words	<input type="checkbox"/>	Using phonics	<input type="checkbox"/>
Using context clues	<input type="checkbox"/>	With expression	<input type="checkbox"/>
With no regard for punctuation	<input type="checkbox"/>	With much hesitation	<input type="checkbox"/>
With much repetition	<input type="checkbox"/>		

Reading Level

_____Independent: 0-4 miscues

_____Instructional: 5-8 miscues

_____Frustration: 9+ miscues

Comprehension

1. Give two details about living things from the passage. (**they eat, grow, get rid of waste products and reproduce, they are made of cells**) any of the two
2. How do cells get energy? (**through a process called cellular respiration**)
3. What do you think might happen if a cell lost its ability to perform cellular respiration? (**the living thing would become weak and eventually die**)
4. Name two things that are found in cells? (**organelles, membrane, nucleus**)
5. What holds the instructions for an organism? (**the DNA**)
6. What does the word “Multi-cellular” means? (**many cells**)
7. What is the main idea in paragraph three? (**living things can have one or more cell**)

8. What is the writer's purpose for writing this passage? (**to inform us about cells**)

Comprehension Level

___ **Independent:** (8 correct)

___ **Instructional:** (6-7 correct)

___ **Frustration:** (0-5 correct)

Grade 7

Name of Student: _____ School _____

Age _____ Sex _____ Date _____ Assessor _____

***Prompt:** Have you ever visited a cave? Take a journey through a cave in Mexico.*

The Secret Caves of Cozumel

The Cozumel caves in Mexico are one of the world's natural, most beautiful and best kept secrets. Entering through a narrow vertical hole, visitors descend using narrow stairs cut into rocks by the Mayan people who lived in Mexico over thirteen centuries ago. One trip on the Slippery ledges, and you could find yourself falling straight down for seven metres.

As your eyes become used to the hazy light, stalactites of blood-red limestone seem to ooze from the dripping ceiling. Ahead is a strange green pool of glowing water.

As you approach the pool, you notice roots of trees hanging before you, like the canopy of an eerie underground forest. Searching for water, the roots have fought their way down from the surface of the ground above the caves, through the rock, to find the pool below.

After crawling under some especially low-hanging roots, you're greeted by an incredible scene. An enchanting, blue-green pool of unknown depth stretches out before you. Massive, fine stalactites hang down, reaching to within centimeters of the surface, and from above a piercing beam of light streams in through the ceiling, illuminating the pool and the huge chamber.

Once you have seen them, you will find it difficult to keep the secret of the caves of Cozumel! **(212 words)**

Please tick appropriately box /boxes as you observe the student reading behaviours.

Reads

Word by word	<input type="checkbox"/>	In phrases or sentences	<input type="checkbox"/>
Mainly by using sight words	<input type="checkbox"/>	Using phonics	<input type="checkbox"/>
Using context clues	<input type="checkbox"/>	With expression	<input type="checkbox"/>
With no regard for punctuation	<input type="checkbox"/>	With much hesitation	<input type="checkbox"/>
With much repetition	<input type="checkbox"/>		

Reading Level

_____Independent: 0-4 miscues

_____Instructional: 5-7 miscues

_____Frustration: 8+ miscues

Comprehension

1. Who carved the steps into the caves? (**The Mayan people**)
2. What makes the cave seem like an 'underground forest'?
(**the roots of leaves that find their way from the surface above the cave through the rock to find the pool below**)
3. What is the incredible scene that greets the visitor? (**a blue -green pool**)
4. Explain how to get to the pool. (**first you enter a narrow vertical hole then go down the narrow stairs, after crawl under some hanging roots leading to the pool**)
5. What causes the pool to look blue - green? (**the beam of light from the ceiling**)
6. State one reason why the caves are described as 'one of nature's best-kept secrets'.
(**they are deep underground, they are difficult to get into**)

7. In the text the writer states, "Searching for water, the roots have fought their way down from the surface of the ground above the caves.." Which figure of speech is used in that sentence? (**personification**)

8. Do you think visitors are allowed to bathe in the pool? Give reason for your answer (**No, because it's not safe or any plausible answer**)

Comprehension Level

___ **Independent:** (8 correct)

___ **Instructional:** (6-7 correct)

___ **Frustration:** (0-5 correct)

Miscue Analysis Entry Word List

Examiner's Copy

Student _____ Age _____ Sex _____

School _____ Date _____ Assessor _____

For each correctly decoded word, place a tick on the line beside the word. Write any deviation from the word in the space provided.

Word

Word

Grade 1

- 1. I _____
- 2. is _____
- 3. up _____
- 4. cat _____
- 5. look _____
- 6. she _____
- 7. play _____
- 8. tree _____
- 9. name _____
- 10. hides _____

Grade 4

- 1. quick _____
- 2. starting _____
- 3. excited _____
- 4. clue _____
- 5. instead _____
- 6. horizon _____
- 7. carefully _____
- 8. kangaroo _____
- 9. eagle _____
- 10. usual _____

Grade 2

- 1. soon _____
- 2. hand _____
- 3. went _____
- 4. train _____
- 5. noise _____
- 6. little _____
- 7. head _____
- 8. found _____
- 9. signals _____
- 10. raised _____

Grade 5

- 1. pouch _____
- 2. creature _____
- 3. favourite _____
- 4. disappear _____
- 5. frightened _____
- 6. giant _____
- 7. ocean _____
- 8. predator _____
- 9. squirts _____
- 10. quite _____

Grade 3

- 1. grow _____
- 2. often _____
- 3. white _____
- 4. travel _____
- 5. different _____
- 6. whale _____
- 7. octopus _____
- 8. meters _____
- 9. swallow _____
- 10. prey _____

Grade 6

- 1. bacteria _____
- 2. respiration _____
- 3. nucleus _____
- 4. molecules _____
- 5. algae _____
- 6. pyramid _____
- 7. incredible _____
- 8. stalactites _____
- 9. eerie _____
- 10. illuminating _____