PM Benchmark

Name: _____ DOB: _____ Age: _____

School: _____ Class: _____ Date of assessment: _____

Text: **Over Sea, Under Stone**   Recommended Reading Age: **13 years**

Text Type: **Narrative**

Orientation: This is a fiction text. It is an excerpt from a novel called *Over Sea, Under Stone* about three children visiting their mysterious Great Uncle Merry.

Reading Behaviours Observed During Oral Reading

1. Knowledge and skills   *Tick relevant boxes*

- Accurately decoded text-specific vocabulary   Yes ☐ No ☐

2. Strategies

Processed text effectively by:

- Adjusting pace to text type or text features   Yes ☐ No ☐
- Predicting   Yes ☐ No ☐
- Attending to meaning   Yes ☐ No ☐
- Searching for print details   Yes ☐ No ☐
- Cross-checking to confirm   Yes ☐ No ☐
- Self-correcting   Yes ☐ No ☐

3. Fluency   *Tick relevant boxes*

- Read the text consistently with natural rhythm and phrasing, reflecting a depth of understanding   ☐
- Read the text with irregular phrasing, reflecting limited understanding   ☐
- Read the text word-by-word, reflecting no understanding   ☐

Reading Behaviours Observed Prior to Silent Reading   *Tick relevant boxes*

- Listened attentively to orientation   Yes ☐ No ☐
- Scanned complete text   Yes ☐ No ☐
- Attended to information in pictures or diagrams   Yes ☐ No ☐

Retelling Indicators to Check for Understanding

Tick relevant boxes

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

Comprehension Questions to Check for Understanding

Literal

Tick relevant boxes

1. Where was the Grey House situated? ☐

(on a steep hill, in the middle of terrace houses, facing out across the harbour to the sea)

Inferential

1. Why was Rufus excitedly darting through everyone's legs? ☐

(because there was so much going on around him – smells, sounds and movement – and he wanted to be a part of it)

2. Why was the strangeness in the breeze a beckoning smell? ☐

(The smell of the sea was new and exciting.)

Applied Knowledge

1. Why was the yacht under full sail? ☐

(Both sails were up because the yacht had come a long distance across the sea to this harbour.)

2. Why was Great Uncle Merry so tense when he saw the yacht gliding into the bay? ☐

(He must have known the reason why it was coming and it was giving him cause for concern.)

3. Why did Jane think that Great Uncle Merry could never look frightened? ☐

(Jane was in awe of Great Uncle Merry because he always seemed to be in control of everything.)

Vocabulary

1. Replace the verb 'entranced' in this sentence: *Simon stood watching, entranced.* ☐

(engrossed / enthralled / mesmerised)

2. Replace the adjective 'intense' in this clause: *he was frowning, fierce and intense.* ☐

(earnest / ardent / passionate)

Oral Analysis and Critique of the Text (for fiction) *(dictated by student)*

1. Analysis (how the text is constructed)

How did the author use language to engage the reader?

(Answers will vary, but may include: descriptive language, e.g. the tall graceful triangle of a yacht; like a craggy towering statue; the dramatic setting; short phrases used for effect, e.g. cautious, startled, alarmed.)

_____

_____

Describe some of the characteristics and text structures related to this text type – Narrative.

(Answers will vary, but may include: dialogue used to introduce the mysterious yacht; descriptions of characters and their actions build mystery, e.g. looking and listening with senses other than his eyes and ears.)

_____

_____

What are some of the ways the author has kept the reader interested in the story?

(Answers will vary, but may include: the reader learns of events as and when the main characters do, so there is a strong feeling of suspense.)

_____

_____

Why do you think the author wrote the story in this way?

(Answers will vary, but may include: by describing the events but not explaining them, the author is keeping the reader interested and wanting to read on.)

_____

_____

2. Critique (reflect and evaluate the text)

How effectively has the author revealed details about the characters?
(What does the author or other characters say about a particular character?)

_____

_____

_____

Give your opinion about this text. *(student's personal response)*

_____

_____

_____

Summary

Reading Behaviours Observed (oral reading)

1. Knowledge and Skills:

2. Strategies:

3. Fluency:

Retelling Indicators

Level of Understanding		
Excellent 3	Satisfactory 2	Unsatisfactory 0–1

Comprehension

Questions Answered Correctly			
Literal	1st		
Inferential	1st	2nd	
Applied Knowledge	1st	2nd	3rd
Vocabulary	1st	2nd	

Level of Understanding		
Excellent 8	Satisfactory 6–7	Unsatisfactory 0–5

Recommendations for Future Development

Teacher: _____

Date assessment summary completed: _____

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

Title: *Over Sea, Under Stone*   Level: Post-Level 30   Text Type: Narrative