



# Where is My Hat?

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Accuracy Rate %: \_\_\_\_\_

SC Rate 1: \_\_\_\_\_



**Check One**



Independent (95-100%)



Instructional (90-94%)



Hard (80-89%)

Analysis  
of Errors and  
Self-Corrections

**Analysis of Errors  
and Self-Corrections**

PAGE		Count		Analysis of Errors and Self-Corrections	
		E	SC	E MSV	SC MSV
2	"I can't find my hat," said Bella.  "Where is my hat?"				
4	"Here is a hat," said Rosie.  "Is this your hat?"				
6	"No," said Bella.  "This is not my hat.  This hat is too little.  Where is my hat?"				

PAGE		Count		Analysis of Errors and Self-Corrections	
		E	SC	E MSV	SC MSV
8	<p>“Look,” said Rosie.</p> <p>“Here is a big hat.</p> <p>Is this your hat?”</p>				
9	<p>“This is not my hat.</p> <p>This hat is too big.”</p> <p>said Bella.</p>				
10	<p>“Look,” said Rosie.</p> <p>“Here is a purple hat.</p> <p>Is this your hat?”</p>				
11	<p>“My hat is purple,” said Bella.</p> <p>“Where is the purple hat?”</p> <p>“Look up on the couch,” said Rosie.</p>				
12	<p>“Oh,” said Bella.</p> <p>“Here is my hat!”</p>				

## 1. ACCURACY RATE

Directions:

Count the number of miscues that are not self-corrected. Circle the percentage of accuracy based on the number of miscues. If the student's score falls in the shaded area (Hard), STOP! Reassess with a lower-level text.

	INDEPENDENT						INSTRUCTIONAL					HARD
Number of Miscues	0	1	2	3	4	5	6	7	8	9	10	11 or more
Percentage of Accuracy	100%	99%	98%	97%	96%	95%	94%	93%	92%	91%	90%	89% or less

## 2. RATE FLUENCY

Directions:

While the overall sound of the student's reading is fresh in your mind, use the Fluency Rubric to determine the student's reading fluency rating.

FLUENCY RUBRIC	
Word-by-word reading No expression	<b>1</b>
Slow reading with a mix of word-by-word and phrased reading Some expression	<b>2</b>
Mostly phrased reading with a moderate pace Mostly appropriate expression	<b>3</b>
Smooth and fast-paced reading Consistent, appropriate expression	<b>4</b>

## 3. ASSESS COMPREHENSION

Directions:

Start a conversation about the text by saying, *Talk about what happened in this story.* Circle key understandings. Use prompts as needed to encourage students to talk about the text. It is not necessary to use every prompt. Score for evidence of all understandings that are expressed with or without the prompt. Using the comprehension rubric, circle the number in the score column that reflects the level of understanding demonstrated.

KEY UNDERSTANDINGS	PROMPTS	SCORE
<p><b>ATTEND AND REMEMBER</b></p> <p>Bella can't find her hat. Rosie helps her find it. She finds some different hats that are not Bella's. Then she finds a hat on the couch. <b>(Key Details)</b></p>	<p><i>What is the problem in this story?</i></p> <p><i>Who tries to help Bella find her hat?</i></p> <p><i>Where does Bella find her hat?</i></p>	0 1 2 3
<p><b>CONNECT, INFER, ANALYZE, AND EVALUATE</b></p> <p><i>Rosie helps Bella look for her hat because Rosie is _____. <b>(Infer)</b></i></p> <p>Bella knows the hat is hers because it is purple. <b>(Infer)</b></p> <p><i>Bella wanted her hat because _____. (Accept any answer that makes sense.) <b>(Evaluate)</b></i></p> <p>(Note any additional understandings.)</p>	<p><i>Why do you think Rosie helps Bella look for her hat?</i></p> <p><i>How does Bella know that the third hat is her hat?</i></p> <p><i>Why do you think Bella wants her hat?</i></p>	0 1 2 3

**COMPREHENSION FICTION RUBRIC – EARLY (LEVELS D–I)**

		Score
<b>ATTEND AND REMEMBER</b>	Does not communicate any important events in the story.	0
	Communicates only a few (1–2) important events in the story.	1
	Communicates some important events in the story.	2
	Communicates most of the important events in the story.	3
<b>CONNECT, INFER, ANALYZE, AND EVALUATE</b>	Shows no understanding of the message or deeper meaning of the text.	0
	Shows limited understanding of the message or deeper meaning of the text.	1
	Shows some understanding of the message or deeper meaning of the text.	2
	Shows complete understanding of the message and meaning of the text.	3
Total Comprehension Score:		_____

**COMPREHENSION SCORING**

5-6	Proficient
4	Approaching Proficiency
3	Limited Proficiency
0-2	Not Proficient

**4. OBSERVE READING BEHAVIORS**

Directions:

Record what reading behaviors the student exhibited during the assessment, and note any additional observations in the space provided.

√	READING BEHAVIORS	NOTES
	Notices errors (self-monitors); cross-checks multiple sources of information to make self-corrections	
	Uses knowledge of letter-sound relationships to initiate an action at the point of difficulty	
	Searches through unknown words in a left-to-right sequence; blends letters into sounds	
	Takes words apart using blends, digraphs, inflectional endings, and known word parts	
	Reads high-frequency words quickly, fluently, and automatically	