



Jack's New Skates

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	Jack got new skates for his birthday. "I like my new skates," said Jack. "Look at my new skates!"				
4	Jack went to the skating rink. "Look at me				

PAGE		Count		Analysis of Errors and Self-Corrections	
		E	SC	E MSV	SC MSV
	<p>in my new skates,”</p> <p>Jack said to his sister.</p> <p>“I am skating!”</p>				
5	<p>Then Jack fell down</p> <p>on the ice.</p> <p>“Ohhh!” cried Jack.</p> <p>Jack’s sister helped him get up.</p> <p>“I don’t like my new skates,”</p> <p>Jack said to his sister.</p>				
7	<p>Jack went home.</p> <p>“Mom, I don’t like</p> <p>my new skates.”</p> <p>“Oh, Jack,” said Mom.</p> <p>“I will help you skate.</p> <p>Come on.”</p>				

PAGE		Count		Analysis of Errors and Self-Corrections	
		E	SC	E MSV	SC MSV
8	<p>Mom and Jack went back to the skating rink.</p> <p>Mom took Jack's hand.</p> <p>She helped Jack skate around the rink.</p>				
10	<p>"Look at me!" said Jack.</p> <p>"I am skating.</p> <p>I like my new skates!"</p>				
11	<p>Then Mom fell down on the ice.</p> <p>"Ohhh!" cried Mom.</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	12	13	14 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.

3. ASSESS COMPREHENSION

Directions:

Since students have read the entire book during their guided reading lesson, you will be assessing their understanding of the whole book here. 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.

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

KEY UNDERSTANDINGS	PROMPTS	SCORE
<p>ATTEND AND REMEMBER</p> <p>Jack gets new skates for his birthday. He falls down and then doesn't want to skate anymore. Mom helps him skate. Mom falls on the ice, and then Jack helps her up, takes her hand, and skates with her so she does not fall. (Key Details)</p>	<p><i>What is the problem in this story?</i></p> <p><i>How does Jack's mom help Jack?</i></p> <p><i>What happens at the end of the story?</i></p>	0 1 2 3
<p>CONNECT, INFER, ANALYZE, AND EVALUATE</p> <p>Jack is happy to have new skates, but then he is unhappy when he falls. (Character Analysis)</p> <p>Jack doesn't like his skates because he fell while wearing them. (Infer)</p> <p>(Note any additional understandings.)</p>	<p><i>How does Jack feel at the beginning of the story?</i></p> <p><i>How do his feelings change?</i></p> <p><i>Why doesn't Jack like his new skates?</i></p>	0 1 2 3

COMPREHENSION FICTION RUBRIC – EARLY (LEVELS D–I)

		Score
ATTEND AND REMEMBER	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
	Shows no understanding of the message or deeper meaning of the text.	0
CONNECT, INFER, ANALYZE, AND EVALUATE	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	