



# Pickles Helps Out

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	Danny and Amy were making a cake. Pickles wanted to help. “Woof, woof,” said Pickles.				
3	“Go away, Pickles. We are busy,” said Amy. “We can’t play now.”				

PAGE		Count		Analysis of Errors and Self-Corrections	
		E	SC	E MSV	SC MSV
4	<p>Mom was folding the laundry.</p> <p>Pickles wanted to help.</p> <p>“Woof, woof,” said Pickles.</p>				
5	<p>Pickles climbed into the basket.</p> <p>“Oh, no!” said Mom. “Go away!</p> <p>You are getting my laundry dirty.”</p>				
6	<p>Dad was washing the car.</p> <p>Pickles wanted to help.</p> <p>“Woof, woof,” said Pickles.</p> <p>“Pickles, you will get all wet.</p> <p>Go away,” said Dad.</p>				
7	<p>Pickles was sad.</p> <p>She wanted to help.</p>				

PAGE		Count		Analysis of Errors and Self-Corrections	
		E	SC	E MSV	SC MSV
8	<p>A little boy was walking down the street. He was crying.</p> <p>“I’m lost,” the boy said to Pickles.</p> <p>Pickles ran to Dad.</p> <p>“Woof, woof!”</p> <p>“Woof, woof, woof!”</p>				
9	<p>“What’s the matter, Pickles?” asked Dad.</p> <p>Pickles ran back to the little boy.</p> <p>Dad followed her.</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	<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>

KEY UNDERSTANDINGS	PROMPTS	SCORE
<p><b>ATTEND AND REMEMBER</b></p> <p>Pickles wanted to help with making a cake, folding laundry, and washing the car. Pickles helps a little boy who has lost his mother. (<b>Key Details</b>)</p>	<p><i>What are some of the things that Pickles wanted to help with?</i></p> <p><i>How does Pickles help in the end?</i></p>	0 1 2 3
<p><b>CONNECT, INFER, ANALYZE, AND EVALUATE</b></p> <p>Pickles wanted to help because _____. (Accept any answer that they can justify.) (<b>Infer</b>)</p> <p>Pickles felt very sad because she wanted to help, but no one would let her. (<b>Character Analysis</b>)</p> <p>Pickles feels very proud at the end of the story because she was able to help the lost boy find his mom. (<b>Character Analysis</b>)</p> <p>(Note any additional understandings.)</p>	<p><i>Why did Pickles want to help?</i></p> <p><i>How did Pickles feel in the middle of the story? Why?</i></p> <p><i>How did Pickles feel at the end of the story? Why?</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	