



Rosie Feels Sick

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	Rosie was sleeping on her pillow. “Wake up, Rosie,” said Bella. “Come and play.”				
3	“No!” said Rosie. “I don’t feel good.” “Oh, no!” said Bella.				

PAGE		Count		Analysis of Errors and Self-Corrections	
		E	SC	E MSV	SC MSV
	<p>“What’s wrong?”</p> <p>“I just feel sick,”</p> <p>said Rosie.</p>				
4	<p>Bella went and got</p> <p>her toy elephant.</p> <p>“Here,” said Bella.</p> <p>“My elephant will make you</p> <p>feel better.”</p>				
5	<p>She put the elephant</p> <p>next to Rosie.</p> <p>“Thank you,” said Rosie.</p>				
6	<p>Daisy ran into the room</p> <p>and looked at Rosie.</p> <p>“Wake up, Rosie,”</p>				

PAGE		Count		Analysis of Errors and Self-Corrections	
		E	SC	E MSV	SC MSV
	<p>said Daisy.</p> <p>“Come and play with me.”</p> <p>“No!” said Rosie.</p> <p>“I don’t feel good.”</p>				
7	<p>Daisy went and got her toy elephant.</p> <p>“Here,” said Daisy.</p> <p>“My elephant will make you feel better.”</p> <p>She put the elephant next to Rosie.</p> <p>“Thank you,” said Rosie.</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 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>Bella wakes Rosie up to play, but Rosie does not feel well. Bella and Daisy shared their elephants. (Key Details)</p> <p>Mom tried to help Rosie feel better by taking her to the vet. The vet found that Rosie was bitten by a tick. The bite made Rosie feel sick. (Key Details)</p>	<p><i>What happened at the beginning of the story? How did the other dogs try to help?</i></p> <p><i>What did Mom do to help Rosie feel better? What did the vet find on Rosie? What did the vet do to help her feel better?</i></p>	0 1 2 3
<p>CONNECT, INFER, ANALYZE, AND EVALUATE</p> <p>Rosie liked that the dogs tried to help. (Infer)</p> <p>Ticks bite dogs, and this can make dogs sick. (Evaluate)</p> <p>Rosie was ready to play with the other dogs after she took her medicine because she felt better and was full of energy.</p> <p>(Note any additional understandings.)</p>	<p><i>How do you think Rosie felt about the elephant gifts? Why?</i></p> <p><i>What did you learn about tick bites?</i></p> <p><i>Why was Rosie ready to play with the other dogs after she took her medicine?</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	