



Petting Gilbert

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	Kenny lived next door to Gilbert the pig and the farmer. Every day after school, Kenny visited Gilbert and all of the other animals on the farm.				
4	Kenny liked to help the farmer take care of the animals. Sometimes he helped her clean the barn, and he helped her				

PAGE		Count		Analysis of Errors and Self-Corrections	
		E	SC	E MSV	SC MSV
	feed all of the animals.				
6	Kenny fed the horse hay and apples. He fed the donkey corn, and he fed Gilbert his special diet food.				
7	The horse and the donkey liked to be petted. Kenny petted them every day. Gilbert didn't like to be petted. Kenny would try to pet Gilbert, but Gilbert would just run away.				
8	Kenny was sad. "Gilbert won't let me pet him," he told the farmer. "Gilbert doesn't like to be petted,				

PAGE		Count		Analysis of Errors and Self-Corrections	
		E	SC	E MSV	SC MSV
	<p>but he loves to be scratched,”</p> <p>said the farmer.</p> <p>“Find a sharp and pointed stick</p> <p>and scratch Gilbert’s back with it.”</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	14-15	16 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>Kenny helps the farmer clean the barn and feed the animals. Kenny wants to pet Gilbert, but Gilbert doesn't like to be petted. The farmer explains that Gilbert doesn't like to be petted but likes to be scratched. (Key Details)</p>	<p><i>What does Kenny help the farmer with?</i> <i>What is the problem in the story?</i> <i>How does the farmer help Kenny?</i></p>	0 1 2 3
<p>CONNECT, INFER, ANALYZE, AND EVALUATE</p> <p>Kenny liked the animals, and it felt good to help the farmer take care of them. (Infer)</p> <p>Gilbert likes being scratched. He oinks a lot, doesn't move away, and lets Kenny scratch him. (Character Analysis)</p> <p>(Note any additional understandings.)</p>	<p><i>Why do you think Kenny liked helping the farmer?</i></p> <p><i>Do you think Gilbert liked being scratched? How do you know?</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	