



Adventure in the Purple Forest

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	<p>“Mom, Spacedog and I are going to the park to play,” said Spaceboy.</p> <p>“Be home in time for dinner,” said Mom.</p>				
4	<p>Spaceboy got on his space scooter.</p> <p>“Let’s go,” he said to Spacedog.</p> <p>Spaceboy zoomed along on his scooter until he came to the purple forest.</p>				

PAGE		Count		Analysis of Errors and Self-Corrections	
		E	SC	E MSV	SC MSV
	<p>“Come on, Spacedog.</p> <p>Let’s take a shortcut through the forest.”</p> <p>He turned his scooter and headed into the forest.</p> <p>Spacedog zoomed along behind him.</p>				
6	<p>Space Monster looked out from behind a purple tree.</p> <p>He saw Spaceboy and Spacedog zoom by.</p>				
7	<p>Space Monster started to run after Spaceboy and Spacedog.</p> <p>“Oh, no! Look out!” cried Spaceboy.</p> <p>“It’s Space Monster!”</p>				

PAGE		Count		Analysis of Errors and Self-Corrections	
		E	SC	E MSV	SC MSV
8	<p>Spaceboy zoomed up, up, up.</p> <p>Then bang! He bumped into a tree.</p> <p>He fell down, down, down, to the ground.</p>				
9	<p>“Ouch!” he said. “I’ve hurt my leg.</p> <p>Spacedog, go get help.</p> <p>Go get Mom or Grandpa.”</p> <p>Spacedog zoomed off to get help.</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 you learned from this book.* 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>Spaceboy is going to the park on his scooter with Spacedog. He takes a shortcut to get to the park faster. Space Monster begins to chase them. Spaceboy isn't looking, crashes, and hurts his leg. Spacedog goes to get help. (Key Details)</p>	<p><i>Where is Spaceboy going?</i></p> <p><i>Why does he go through the purple forest?</i></p> <p><i>Why does Spaceboy crash? Then what happens?</i></p>	0 1 2 3
<p>CONNECT, INFER, ANALYZE, AND EVALUATE</p> <p>Space Monster wanted to return Spaceboy's water bottle that he dropped in the forest. (Infer)</p> <p>Spaceboy isn't afraid of him anymore, and they become friends. (Character Analysis)</p> <p>Space Monster wiggled his antennae at Spaceboy to show he was friendly.</p> <p>(Note any additional understandings.)</p>	<p><i>Why does Space Monster chase Spaceboy?</i></p> <p><i>How does Spaceboy feel about Space Monster at the end of the story?</i></p> <p><i>How does Space Monster show he wants to be friends with Spaceboy?</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	