



Cat Naps with Oliver

Name: _____

Date: _____

Accuracy Rate %: _____

SC Rate 1: _____



Check One



Independent (95-100%)



Instructional (90-94%)



Hard (80-89%)



PAGE		Count	
		E	SC
2	"I am sleepy," said Oliver. "Where can I take a nap?"		
4	"I can take a nap on the bed," he said.		
5	Oliver got on the bed and went to sleep.		

PAGE		Count	
		E	SC
6	<p>“Meow!” said Boomer.</p> <p>“I am sleepy.</p> <p>Where can I take a nap?”</p>		
8	<p>Boomer went</p> <p>into the bedroom.</p> <p>“I can take a nap</p> <p>on the bed,” he said.</p>		
10	<p>“Go away!” said Oliver.</p> <p>“I am sleeping on the bed!”</p>		
12	<p>Boomer looked at Oliver.</p> <p>“Can I sleep</p> <p>on the bed, please?”</p> <p>he said.</p> <p>“No,” said Oliver.</p> <p>“Go away!”</p>		

PAGE		Count	
		E	SC
14	<p>“Meow! Meow! Meow!”</p> <p>said Boomer.</p> <p>“Please, please, can I sleep on the bed?”</p> <p>“OK,” said Oliver.</p> <p>“You can sleep on the bed, too.”</p>		
16	<p>“Purr! Purr! Purr!”</p> <p>said Boomer.</p>		

1. ACCURACY RATE

Directions:

Count the number of errors that are not self-corrected. Circle the percentage of accuracy based on the number of errors. If the student's score falls in the shaded area (Hard), STOP! Reassess with a lower-level text.

	INDEPENDENT						INSTRUCTIONAL					HARD
Number of Errors	0	1	2	3	4-5	6	7	8	9	10	11	12 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.

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

3. ASSESS COMPREHENSION

Directions:

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.

KEY UNDERSTANDINGS	PROMPTS	SCORE
<p>ATTEND AND REMEMBER</p> <p>Oliver is sleepy and wants to take a nap on the bed. Boomer wants to sleep on the bed too, but at first, Oliver tells him to go away. Oliver lets him sleep on the bed. (Key Details)</p>	<p><i>What happens at the beginning of the story?</i></p> <p><i>How does the story end?</i></p>	0 1 2 3
<p>CONNECT, INFER, ANALYZE, AND EVALUATE</p> <p>The cats are both sleepy, and the bed will be a comfortable place to sleep. (Infer)</p> <p>Boomer asks several times, is polite, and says please. (Infer)</p> <p>Boomer is happy to get on the bed. He purrs. (Character Analysis)</p> <p>(Note any additional understandings.)</p>	<p><i>Why do you think Oliver and Boomer both want to sleep on the bed?</i></p> <p><i>Why do you think Oliver changes his mind and lets Boomer on the bed?</i></p> <p><i>How does Boomer feel at the end of the story? How do you know?</i></p>	0 1 2 3

COMPREHENSION FICTION RUBRIC – EARLY

		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
CONNECT, INFER, ANALYZE, AND EVALUATE	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

