



# Quack and the Big Fish

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Accuracy Rate %: \_\_\_\_\_

SC Rate 1: \_\_\_\_\_



**Check One**



Independent (95-100%)



Instructional (90-94%)



Hard (80-89%)



PAGE		Count	
		E	SC
2	<p>Quack and Grandpa Duck</p> <p>went fishing.</p> <p>They sat in the boat</p> <p>and looked in the water.</p> <p>They looked for some fish.</p>		
4	<p>“Here you go, Quack,”</p> <p>said Grandpa.</p> <p>“Here is your net.”</p>		

PAGE		Count	
		E	SC
	<p>"I'm going to get a fish today," said Quack.</p> <p>"We will have fish for dinner!"</p>		
6	<p>"Look, Grandpa!" shouted Quack.</p> <p>"Can you see the little fish? I am going to scoop up a fish in my net."</p>		
8	<p>"Oh no!" said Quack.</p> <p>"The fish are swimming away."</p>		
10	<p>Quack looked down at the water.</p> <p>He looked for the little fish.</p> <p>"Where are the little fish?" he said.</p> <p>"Will they come back?"</p>		
12	<p>"Look, Grandpa!" shouted Quack.</p> <p>"Here comes a big fish.</p> <p>Can you see it?"</p>		

PAGE		Count	
		E	SC
14	<p>“Shhh! Shhh!” said Grandpa.</p> <p>“Yes, I can see the big fish.</p> <p>You can get it.”</p>		
16	<p>“Grandpa, look!” shouted Quack.</p> <p>“I got the big fish in my net!”</p> <p>“Yes,” said Grandpa, “and we can</p> <p>have fish for dinner!”</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	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.

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>

## 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><b>ATTEND AND REMEMBER</b></p> <p>Quack went fishing with his grandpa. They were going to catch fish for dinner. He saw some little fish, but they swam away. Then Quack saw a big fish, and he caught it with his net. <b>(Key Details)</b></p>	<p><i>What were Quack and his grandpa planning to do with the fish they caught?</i></p> <p><i>Who caught the big fish, and how did he catch it?</i></p>	0 1 2 3
<p><b>CONNECT, INFER, ANALYZE, AND EVALUATE</b></p> <p>Quack was scaring away the fish because he was talking. <b>(Infer)</b></p> <p>Quack felt happy and proud. <b>(Character Analysis)</b></p> <p>(Note any additional understandings.)</p>	<p><i>Why did Grandpa say, "Shhh!"?</i></p> <p><i>How do you think Quack felt about catching the big fish? What makes you think that?</i></p>	0 1 2 3

## COMPREHENSION FICTION RUBRIC – EARLY

		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