



Quack's Red Boots

Name: _____

Date: _____

Accuracy Rate %: _____

SC Rate 1: _____



Check One



Independent (95-100%)



Instructional (90-94%)



Hard (80-89%)



| PAGE | | Count | |
|------|--|-------|----|
| | | E | SC |
| 2 | Quack loved his red boots. He wore them on rainy days. He wore them on sunny days. | | |
| 3 | He wore them to school. He wore them to dinner. | | |
| 4 | Sometimes Quack wore his red boots to bed at night. Quack loved his red boots. | | |

| PAGE | | Count | |
|------|--|-------|----|
| | | E | SC |
| 6 | <p>“Can I wear your red boots?”</p> <p>asked Quack’s sister.</p> <p>“No!” said Quack.</p> <p>“Wear your pink boots.”</p> | | |
| 7 | <p>“Please? Red boots are better</p> <p>than pink boots,” said his sister.</p> <p>“No!” said Quack.</p> <p>“Red boots are not better!”</p> | | |
| 8 | <p>“Can I wear your red boots?”</p> <p>asked Quack’s brother.</p> <p>“No!” said Quack.</p> <p>“Wear your blue boots.”</p> | | |

| PAGE | | Count | |
|------|--|-------|----|
| | | E | SC |
| 9 | <p>“Please? Red boots are better than blue boots,” said his brother.</p> <p>“No!” said Quack.</p> <p>“Red boots are not better!”</p> | | |
| 10 | <p>One day, Quack said,</p> <p>“Oh, no! Where are my red boots? I can’t find them!”</p> | | |
| 11 | <p>Quack looked everywhere for his red boots.</p> <p>“My red boots are gone. I can’t find them!” he said.</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.

3. ASSESS COMPREHENSION

Directions:

Since students have read the entire book during their small-group 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>Quack wore his boots to school, in the house for dinner, and when he went to bed. Then Quack couldn't find his boots. His brother found them. (Key Details)</p> | <p><i>Where are some of the places Quack wore his red boots?</i></p> <p><i>What happened to Quack's boots?</i></p> | 0 1 2 3 |
| <p>CONNECT, INFER, ANALYZE, AND EVALUATE</p> <p>Quack doesn't want to share his boots with his sister and brother. (Infer)</p> <p>Quack is very sad. He cries. (Character Analysis)</p> <p>Quack is happy his brother and sister helped find his boots. (Infer)</p> <p>(Note any additional understandings.)</p> | <p><i>Why won't Quack let his sister and brother wear his red boots?</i></p> <p><i>How does Quack feel when his red boots go missing? How do you know?</i></p> <p><i>Why does Quack change his mind about letting his sister and brother wear the boots?</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 |