# The Princess and the Pea

Name: _____  Date: _____

Accuracy Rate %: _____  SC Rate 1: _____

**Check One** ✓  ☐ Independent (95-100%)  ☐ Instructional (90-94%)  ☐ Hard (80-89%)

**Count**

| PAGE | | E | SC |
|------|---|---|-----|
| 2 | Once upon a time there was a prince who wanted to marry a princess. The prince traveled all over the world looking for a princess to marry. He met many princesses, but each time he was unsure. | | |

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| PAGE | | E | SC |
|---|---|---|---|
| | He would wonder, "Is she really<br><br>a princess? How can I be sure?" | | |
| 4 | Finally, the prince gave up his search<br><br>and returned to his castle.<br><br>"I have not been able to find a princess<br><br>to marry," he told the king and queen sadly. | | |
| 5 | Soon after the prince had arrived home,<br><br>the sky grew dark. It began to thunder,<br><br>and lightning flashed across the sky. Buckets<br><br>of rain poured from the sky.<br><br>Suddenly, there was a knock<br><br>at the castle door. | | |

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## 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 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 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<br>No expression | 1 |
| Slow reading with a mix of word-by-word and phrased reading<br>Some expression | 2 |
| Mostly phrased reading with a moderate pace<br>Mostly appropriate expression | 3 |
| Smooth and fast-paced reading<br>Consistent, appropriate expression | 4 |

| KEY UNDERSTANDINGS | PROMPTS | SCORE |
|---|---|---|
| **ATTEND AND REMEMBER**<br><br>A prince is traveling to find a princess to marry, but he is always unsure if those he meets are actually princesses. The queen doesn't believe the girl is a princess but changes her mind because only a princess could have felt a pea underneath all the mattresses and quilts. (**Key Details**) | *What happened at the beginning of the story? What does the queen think about the girl? Why does the queen finally believe she is a princess?* | 0 1 2 3 |
| **CONNECT AND INFER**<br><br>It was a really big rainstorm. (**Vocabulary**)<br><br>The queen wants to know for sure whether the girl is or isn't a princess before she says anything. (**Infer**) | *What does it mean that buckets of water poured from the sky. Why doesn't the queen tell the prince that she doesn't think the girl is a princess?* | 0 1 2 3 |
| **ANALYZE AND EVALUATE**<br><br>*I think it is/isn't a good title because _____.* (Accept any answer that makes sense.) (**Evaluate**)<br><br>This story has a special beginning and ending, has royalty (queen, prince, etc.), and there is some magic when the princess can feel the pea. (**Analyze**)<br><br>(Note any additional understandings.) | *Do you think this is a good title for the story? Why or why not?*<br><br>*What are some of the characteristics of this story that help you know this is a fairy tale?* | 0 1 2 3 |

## COMPREHENSION FICTION RUBRIC – TRANSITIONAL

| | | 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 AND INFER** | 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 |
| **ANALYZE AND EVALUATE** | Shows no analysis or evaluation of the text. | 0 |
| | Shows limited analysis or evaluation of the text. | 1 |
| | Shows some analysis or evaluation of the text. | 2 |
| | Demonstrates the ability to analyze and evaluate the text. | 3 |
| | Total Comprehension Score: | _____ |

## COMPREHENSION SCORING

| | |
|---|---|
| 8–9 | Proficient |
| 6–7 | Approaching Proficiency |
| 5–4 | Limited Proficiency |
| 3 | Not Proficient |