



Beetle Blisters

Name: _____

Date: _____

Accuracy Rate %: _____

SC Rate 1: _____



Check One



Independent (98-100%)



Instructional (95-97%)



Hard (90-94%)



PAGE		Count	
		E	SC
10	<p>Last summer,</p> <p>I had to get my warts frozen.</p> <p>“It won’t hurt a bit,” the nurse at the clinic said as he dabbed a colorless liquid on my warts that bubbled and hissed. “It’s nitrogen,” he said, “a gas so cold it boils at room temperature.</p> <p>Your warts will vanish in no time!”</p> <p>But it did hurt. A lot. And my warts didn’t vanish. For three days,</p>		

Count

PAGE		E	SC
	<p>my hand ached terribly—I couldn't write, I couldn't paint, and I couldn't sword fight with Trish. Trish was my very best friend, and we did everything together. Unfortunately, Trish was also the one who had given me the warts on my right hand. And now I would have to make new friends because we were moving, and I wasn't happy about it.</p> <p>The warts didn't go anywhere, but we were too busy moving for Mom to notice. By the time she did, school had already started in our new town.</p> <p>"We'll get them treated again by our new doctor," she said. "Don't worry."</p> <p>"I will not get my warts frozen again," I said. "It was really painful, and it didn't do anything at all."</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 or more
Percentage of Accuracy	100%	99%	98%	97%	96%	95%	94% 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 text during their small-group lesson, you will be assessing their understanding of the whole text 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>Lou had warts on her hand. It hurt when the nurse tried to remove them. She couldn't paint or sword fight, and her hand ached. She hid her hand so the kids at school wouldn't see her warts. She did a presentation about warts for school. A few of her classmates giggled at her during the presentation, and one girl, Mary Kay, was particularly mean to her. Jason, a boy in the class, encouraged her to show her warts exposing the newest wart remedy: the powdered wing casings of a blister beetle. This was interesting to the other classmates (except Mary Kay), and the rest of her presentation went well. Jason and Lou became good friends. (Key Details)</p>	<p><i>Why was it so difficult for Lou when she had her warts frozen?</i></p> <p><i>Who was Lou's friend? How did he help her feel more comfortable about her warts?</i></p>	0 1 2 3
<p>CONNECT AND INFER</p> <p><i>Vanish</i> means to disappear. (Vocabulary)</p> <p>Lou is worried about moving and making new friends. She enjoys painting and sword fighting. She is embarrassed by the warts. (Character Analysis)</p>	<p><i>In the story, it says, "Your warts will vanish in no time!" What does vanish mean?</i></p> <p><i>What did you learn about the character?</i></p>	0 1 2 3
<p>ANALYZE AND EVALUATE</p> <p>Lou was embarrassed by her warts, but she used them to do a presentation at school. (Analyze)</p> <p>(Note any additional understandings.)</p>	<p><i>How did Lou change her problem into a solution?</i></p>	0 1 2 3

COMPREHENSION FICTION RUBRIC – FLUENT

		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
4–5	Limited Proficiency
3	Not Proficient