Gateway to America

Name: _____   Date: _____

Accuracy Rate %: _____   SC Rate 1: _____

Check One   ☑ Independent (98-100%)   ☐ Instructional (95-97%)   ☐ Hard (90-94%)

| | | Count | |
PAGE		E	SC
32	"As the steamship navigated up New York Bay, 16-year-old William Cline stood at the ship's rail, watching the most beautiful sight of the New World pass into view. This stern-looking guardian of New York Harbor was known as Lady Liberty, Liberty Enlightening the World, and the Statue of Liberty. But to this young Hungarian immigrant in 1902, a hint of		

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PAGE		E	SC
	kindness in the face of the copper-clad		
	statue reminded him of the mother he		
	had lost in Europe. To him, the uplifted		
	torch in one hand and the book engraved		
	with July 4, 1776, in the other symbolized		
	the lighting of a path to a new life and the		
	hope of an independence he had not		
	known in his homeland.		
33	William felt relieved that the long trip was		
	close to being over. Everyone on the ship		
	seemed to speak a different language, so		
	communication was difficult. William had		
	comforted himself by thinking about		
	America and all the		
	opportunities that awaited		
	him. In America, he would		
	have plenty of food to eat		
	and a good job.		

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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 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
ATTEND AND REMEMBER William was an immigrant from Hungary. He saw the Statue of Liberty as the ship sailed into the harbor, and her kind face reminded him of his mother. In America, he would have plenty of food to eat and a good job. (**Key Details**)	*Where did William come from?* *What did the Statue of Liberty remind him of?* *Which sentence best describes why William came to America?*	0 1 2 3
CONNECT AND INFER William felt lonely because everyone spoke a different language, and it was difficult to communicate. (**Infer**) *Independence* is freedom from outside control or support. (**Vocabulary**)	*How do you think William felt on the steamship to America?* *The text says,* To him, the uplifted torch in one hand and the book engraved with July 4, 1776, in the other symbolized the lighting of a path to a new life and the hope of an independence he had not known in his homeland. *What does* independence *mean?*	0 1 2 3
ANALYZE AND EVALUATE I think the author wanted us to know how it felt for people to come to America as immigrants. (Accept any answer that makes sense.) (**Analyze**) (Note any additional understandings.)	*Why do you think the author decided to tell the story of William?*	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