



# Lending a Hairy Hand

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

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

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

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



**Check One**



Independent (98–100%)



Instructional (95–97%)



Hard (90–94%)



PAGE		Count	
		E	SC
30	<p>Helping other people is super nice—but it's also sometimes selfish. Today at lunch, I may give you a handful of my pretzels, secretly hoping that tomorrow you'll give me a bite of your chocolate bar. Or maybe I'll volunteer to play tuba for the school band, knowing I'll get to go on a cool trip. Helping others out feels great—but would it be as wonderful if it wasn't going to also benefit you?</p> <p>Let's ask the chimps. Chimpanzees are among humans' closest relatives, and they've also been known to help one another.</p> <p>They sometimes hunt together, share food, or groom each other.</p>		

PAGE		Count	
		E	SC
31	<p>But what if the favor wouldn't be returned or—worse yet—there's an actual cost to helping out? Would a chimp still do it?</p> <p>Meet Tai. She's a chimp who lives in a primate research center in Germany. She was trained to help other chimps so researchers could see if those chimps would help her out in return.</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 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 text.* 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	<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>

KEY UNDERSTANDINGS	PROMPTS	SCORE
<p><b>ATTEND AND REMEMBER</b></p> <p>Chimpanzees sometimes hunt together, share food, and groom each other. Chimpanzees are the closest relatives to humans. Researchers studied six different chimpanzees to learn about their interactions and behaviors. <b>(Key Details)</b></p>	<p><i>What are some examples of how chimpanzees help each other?</i></p>	0 1 2 3
<p><b>CONNECT AND INFER</b></p> <p>Since chimps and humans are close relatives, we can learn about human behavior from studying them. <b>(Infer)</b></p> <p><i>Benefit</i> is something that produces a helpful result. <b>(Vocabulary)</b></p>	<p><i>Why do scientists study chimps and how they help others?</i></p> <p><i>The text says, Helping others out feels great—but would it be as wonderful if it wasn't going to also benefit you? What does benefit mean?</i></p>	0 1 2 3
<p><b>ANALYZE AND EVALUATE</b></p> <p>Humans want to help each other to make them feel good about themselves and to receive a benefit in exchange. <b>(Analyze)</b></p> <p>(Note any additional understandings.)</p>	<p><i>Why do you think humans want to help each other?</i></p>	0 1 2 3

**COMPREHENSION NONFICTION RUBRIC – FLUENT**

		Score
<b>ATTEND AND REMEMBER</b>	Does not communicate any important ideas and information explicit in the text.	0
	Communicates only a few (1–3) important ideas and information explicit in the text.	1
	Communicates some important ideas and information explicit in the text.	2
	Communicates most of the important ideas and information explicit in the text.	3
<b>CONNECT AND INFER</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
<b>ANALYZE AND EVALUATE</b>	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:		_____

<b>COMPREHENSION SCORING</b>	
8–9	Proficient
6–7	Approaching Proficiency
4–5	Limited Proficiency
3	Not Proficient