



# Storm Chaser

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

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

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

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



**Check One**



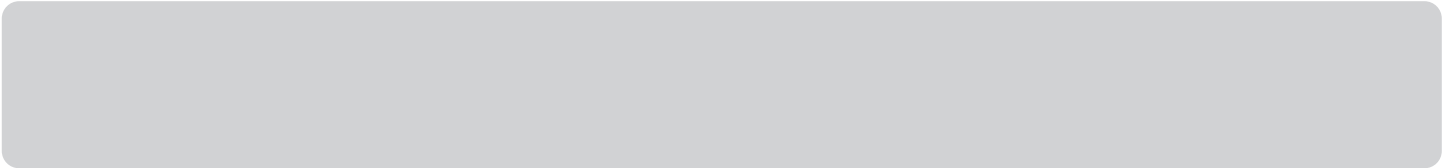
Independent (98-100%)



Instructional (95-97%)



Hard (90-94%)



PAGE		Count	
		E	SC
2	<p>“See that, Emily?” Dad opens his window and points to a monster cloud. “That’s a tornado forming.”</p> <p>“Really?” I gulp. I should be used to the <i>T</i> word by now. Dad and I have been looking for tornadoes all week, but now I can’t stop looking at that cloud.</p>		

PAGE		Count	
		E	SC
3	<p>Dad opens his window and hangs his head out.</p> <p>He searches the sky. Then he points to a field.</p> <p>I know that tornadoes—or twisters—are just fast, funnel-shaped gusts of air. But I also know that they can be really destructive. I’ve seen pictures of the damage tornadoes can do once they hit the ground.</p> <p>But Dad loves tornadoes. He studies the weather for a living. Each June he heads out, searching for the kinds of storms that make tornadoes.</p>		
4	<p>“The most important part of chasing a funnel cloud,” Dad yells, “is making sure that you don’t get caught in it.”</p> <p>I nod and swallow hard.</p> <p>Dad sees the fear in my eyes and grins. “It’s OK, Emily. We’ll just put the probes in place, snap some pictures, and be on our way.”</p> <p><i>Yeah, Dad. Sure . . .</i></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 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	<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>Emily's dad sees a tornado forming. Every June, her dad goes looking for tornadoes. Emily goes with him. Their van gets stuck. Emily thinks of the rules when you come across a tornado, which are to leave your vehicle, find a low spot, and seek shelter. They run to a barn. After, they go and get the probes. <b>(Key Details)</b></p>	<p><i>What is the problem in the story?</i></p> <p><i>What are the rules if you see a tornado?</i></p> <p><i>Where do they go?</i></p> <p><i>How does the story end?</i></p>	0 1 2 3
<p><b>CONNECT AND INFER</b></p> <p><i>Quiver</i> means her hands were shaking. <b>(Vocabulary)</b></p> <p>He is curious; they are exciting. (Accept any answer that makes sense.) <b>(Infer)</b></p>	<p><i>In the text, Emily's hands quiver as she takes the photos. What does quiver mean?</i></p> <p><i>Why do you think Emily's father likes tornadoes?</i></p>	0 1 2 3
<p><b>ANALYZE AND EVALUATE</b></p> <p>Emily is nervous and fearful, and her dad is excited. <b>(Character Analysis)</b></p> <p>The author wants the reader to know how to stay safe during a tornado. <b>(Evaluate)</b></p> <p>(Note any additional understandings.)</p>	<p><i>What are some differences between how Emily feels about chasing tornadoes and how her dad feels?</i></p> <p><i>What lesson does the author want you to learn?</i></p>	0 1 2 3

## COMPREHENSION FICTION RUBRIC – TRANSITIONAL

		Score
<b>ATTEND AND REMEMBER</b>	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
<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:		_____

### COMPREHENSION SCORING

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