# No Cookies Before Dinner

Name: _____     Date: _____

Accuracy Rate %: _____     SC Rate 1: _____

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

Analysis
of Errors and
Self-Corrections

**Analysis of Errors and Self-Corrections**

| PAGE | | Count | | E MSV | SC MSV |
|---|---|---|---|---|---|
| | | E | SC | | |
| 2 | "I'm hungry," said Luis.<br><br>He took a cookie<br><br>out of the cookie jar. | | | | |
| 3 | "Luis," said Mom.<br><br>"I am making dinner.<br><br>No cookies before dinner." | | | | |

| | | Count | | Analysis of Errors and Self-Corrections | |
|---|---|---|---|---|---|
| PAGE | | E | SC | E MSV | SC MSV |
| 4 | "But, Mom, I am<br><br>so hungry," said Luis.<br><br>"Too bad," said Mom. | | | | |
| 5 | Luis looked<br><br>at the cookie.<br><br>Then he put the cookie<br><br>back in the cookie jar. | | | | |
| 6 | Roberto came<br><br>into the kitchen.<br><br>"I'm hungry," he said.<br><br>He took a cookie<br><br>out of the cookie jar.<br><br>"Roberto, I am<br><br>making dinner.<br><br>No cookies!" said Mom. | | | | |

| | | Count | | Analysis of Errors and Self-Corrections | |
|---|---|---|---|---|---|
| PAGE | | E | SC | E MSV | SC MSV |
| 8 | "I am very hungry," said Roberto. "Have a carrot," said Mom. | | | | |
| 9 | Dad came into the kitchen. "I'm hungry," he said. He took a cookie out of the cookie jar. | | | | |
| 10 | "No cookies before dinner!" said Luis and Roberto. "But I will eat all of my dinner," said Dad. | | | | |

## 1. ACCURACY RATE

Directions:

Count the number of miscues that are not self-corrected. Circle the percentage of accuracy based on the number of miscues. If the student's score falls in the shaded area (Hard), STOP! Reassess with a lower-level text.

| | INDEPENDENT | | | | | | INSTRUCTIONAL | | | | | HARD |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Number of Miscues | 0 | 1 | 2–3 | 4 | 5 | 6 | 7–8 | 9 | 10 | 11 | 12–13 | 14 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 guided reading 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<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>Luis is hungry and wants to eat a cookie. Mom tells him he can't eat a cookie before dinner. Then Roberto wants a cookie. His mom tells him to eat a carrot instead. Then Dad wants a cookie. Everyone tells him no cookie before dinner. (**Key Details**) | *What happens at the beginning of the story?*<br>*What does Mom tell Roberto to eat instead of a cookie?*<br>*Who tries to take a cookie from the cookie jar?* | 0  1  2  3 |
| **CONNECT, INFER, ANALYZE, AND EVALUATE**<br><br>Mom is afraid it will spoil their dinner and they will not be hungry; it is an unhealthy snack. (**Infer**)<br><br>Mom thinks a carrot is healthier than cookies and won't fill him up so he doesn't eat his dinner. (**Infer**)<br><br>I think _____. (Accept any answer they can justify.) (**Evaluate**)<br><br>(Note any additional understandings.) | *Why do you think Mom won't let the boys and their father have a cookie before dinner?*<br>*Why does Mom suggest a carrot instead of a cookie?*<br><br>*Do you think they should get to eat a cookie? Why or why not?* | 0  1  2  3 |

| COMPREHENSION FICTION RUBRIC – EARLY (LEVELS D–I) | | |
|---|---|---|
| | | 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, INFER, ANALYZE, AND EVALUATE** | 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 |
| | Total Comprehension Score: | _____ |

| COMPREHENSION SCORING | |
|---|---|
| 5-6 | Proficient |
| 4 | Approaching Proficiency |
| 3 | Limited Proficiency |
| 0–2 | Not Proficient |

4. **OBSERVE READING BEHAVIORS**

Directions:

Record what reading behaviors the student exhibited during the assessment, and note any additional observations in the space provided.

| √ | READING BEHAVIORS | NOTES |
|---|---|---|
| | Notices errors (self-monitors); cross-checks multiple sources of information to make self-corrections | |
| | Uses knowledge of letter-sound relationships to initiate an action at the point of difficulty | |
| | Searches through unknown words in a left-to-right sequence; blends letters into sounds | |
| | Takes words apart using blends, digraphs, inflectional endings, and known word parts | |
| | Reads high-frequency words quickly, fluently, and automatically | |

PIONEER VALLEY BOOKS • 2020 • LITERACYFOOTPRINTS.COM
This page may be downloaded and printed for educational and noncommercial use only.

5