Quack and the Big Fish

Name: _____   Date: _____

Accuracy Rate %: _____   SC Rate 1: _____

Check One   ✓ Independent (95-100%)   ☐ Instructional (90-94%)   ☐ Hard (80-89%)

Analysis
of Errors and
Self-Corrections

		Count		Analysis of Errors and Self-Corrections	
PAGE		E	SC	E MSV	SC MSV
2	Quack and Grandpa Duck went fishing. They sat in the boat and looked in the water. They looked for some fish.				
4	"Here you go, Quack," said Grandpa. "Here is your net."				

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

1

PAGE		Count		Analysis of Errors and Self-Corrections	
		E	SC	E MSV	SC MSV
	"I'm going to get a fish today," said Quack. "We will have fish for dinner!"				
6	"Look, Grandpa!" shouted Quack. "Can you see the little fish? I am going to scoop up a fish in my net."				
8	"Oh no!" said Quack. "The fish are swimming away."				
10	Quack looked down at the water. He looked for the little fish. "Where are the little fish?" he said. "Will they come back?"				
12	"Look, Grandpa!" shouted Quack. "Here comes a big fish. Can you see it?"				

PAGE		E	SC	E MSV	SC MSV
14	"Shhh! Shhh!" said Grandpa. "Yes, I can see the big fish. You can get it."				
16	"Grandpa, look!" shouted Quack. "I got the big fish in my net!" "Yes," said Grandpa, "and we can have fish for dinner!"				

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	15	16 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.

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

3. ASSESS COMPREHENSION

Directions:

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.

KEY UNDERSTANDINGS	PROMPTS	SCORE
ATTEND AND REMEMBER Quack went fishing with his grandpa. They were going to catch fish for dinner. He saw some little fish, but they swam away. Then Quack saw a big fish, and he caught it with his net. (**Key Details**)	*What were Quack and his grandpa planning to do with the fish they caught?* *Who caught the big fish, and how did he catch it?*	0 1 2 3
CONNECT, INFER, ANALYZE, AND EVALUATE Quack was scaring away the fish because he was talking. (**Infer**) Quack felt happy and proud. (**Character Analysis**) (Note any additional understandings.)	*Why did Grandpa say, "Shhh!"?* *How do you think Quack felt about catching the big fish? What makes you think that?*	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