



A Shark at the Beach

Name: _____

Date: _____

Accuracy Rate %: _____

SC Rate 1: _____



Check One



Independent (95-100%)



Instructional (90-94%)



Hard (80-89%)

Analysis
of Errors and
Self-Corrections

PAGE		Count		Analysis of Errors and Self-Corrections	
		E	SC	E MSV	SC MSV
2	<p>It was a hot and sunny day.</p> <p>"It's a good day to go to the beach," said Marvin Pig.</p> <p>"Yes!" said Princess Pig.</p> <p>"We can ride our bikes," said Tina Turtle.</p>				

PAGE		Count		Analysis of Errors and Self-Corrections	
		E	SC	E MSV	SC MSV
3	Marvin, Princess, and Tina got on their bikes and rode to the beach.				
4	When they got to the beach, Princess said, "I'm going swimming." "I'm going to make a sand castle," said Marvin. "I'll help you make it," said Tina.				
5	Tina and Marvin made a big sand castle. Then they made a moat around the castle. "I'll get some water for the moat," Marvin told Tina.				

PAGE		Count		Analysis of Errors and Self-Correction	
		E	SC	E MSV	SC MSV
6	<p>Marvin saw Princess</p> <p>swimming in the waves.</p> <p>Something was swimming</p> <p>next to Princess. What was it?</p> <p>“Shark!” yelled Marvin.</p> <p>“He waved his hands at her.</p> <p>“Shark!” he yelled again.</p>				
7	<p>Princess waved back at Marvin.</p> <p>“Come for a swim!” she called.</p>				
8	<p>Tina ran to the water.</p> <p>She waved her arms</p> <p>and yelled, “Shark! There’s a shark</p> <p>in the water!”</p>				
9	<p>Princess waved back at Tina.</p> <p>“Come for a swim,” she called.</p>				

PAGE		Count		Analysis of Errors and Self-Correction	
		E	SC	E MSV	SC MSV
10	<p>Marvin and Tina yelled again,</p> <p>“Shark! Shark! There’s a shark in the water!”</p> <p>Oliver Otter stood up in the water.</p> <p>He was wearing swim goggles and a hat with a fin on top.</p>				
12	<p>“What is all the yelling about?”</p> <p>Oliver asked.</p>				

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	1–3	4–5	6–7	8–9	10–11	12–13	14–15	16–17	18–19	20–21	22 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:

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 Marvin, Princess, and Tina rode their bikes to the beach. Princess went swimming, and Marvin and Tina made a sand castle. Marvin thought he saw a shark and waved at Princess. It was Oliver Otter wearing a fin on his hat. (Key Details)	<i>Who went to the beach?</i> <i>What did they do at the beach?</i> <i>What was the problem in the story?</i>	0 1 2 3
CONNECT, INFER, ANALYZE, AND EVALUATE Oliver had a fin on his hat, and sharks have fins. (Infer) <i>Marvin felt relieved/silly/glad because _____. (Accept any answer that makes sense.) (Character Analysis)</i> (Note any additional understandings.)	<i>Why did Marvin think there was a shark in the water?</i> <i>How do you think Marvin felt at the end of the story? Why?</i>	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	