



The Super Dog Club

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	
		E	SC
2	<p>"Hi, Jack," said Churchill.</p> <p>"Come out and play.</p> <p>I have my Super Dog cape on.</p> <p>We can be Super Dogs today."</p>		
4	<p>"OK," said Jack.</p> <p>"That will be fun!</p> <p>I like playing Super Dog!"</p>		

Analysis of Errors
and Self-Corrections

E MSV	SC MSV

		Count		Analysis of Errors and Self-Corrections	
PAGE		E	SC	E MSV	SC MSV
	Jack put on his Super Dog cape and went outside.				
6	Churchill ran up the street. Jack ran after him. “Let’s start a club,” said Churchill. “We can be the Super Dog Club.” “Who will be in our club?” said Jack.				
8	“Here is Midnight’s house,” said Churchill. “Let’s see if Midnight will be in our club.”				
9	“Hi, Midnight,” said Jack. “Do you want to be in our Super Dog Club?”				

PAGE		Count		Analysis of Errors and Self-Correction	
		E	SC	E MSV	SC MSV
	<p>“No! I don’t want to be</p> <p>in your Super Dog Club,”</p> <p>said Midnight. “I’m a cat!”</p>				
10	<p>“Who will be in our club?”</p> <p>said Churchill.</p> <p>“Yes, who will be in our club?”</p> <p>said Jack.</p> <p>Jack and Churchill walked</p> <p>down the street.</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	1–2	3	4	5–6	7	8–9	10	11–12	13	14	15 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 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 Churchill wants to play Super Dogs. Jack thinks that will be fun. Churchill wants to start the Super Dog Club, and they look for other animals to join them. A big dog named Dan wants to be in the club. (Key Details)	<i>What do the dogs want to play?</i> <i>How does Jack feel about playing?</i> <i>Who did they find to join the club?</i>	0 1 2 3
CONNECT, INFER, ANALYZE, AND EVALUATE Midnight is a cat, but the club is for dogs, so she doesn't want to join. (Infer) Dan is a dog, he can run fast, and he has a red cape. (Infer) (Note any additional understandings.)	<i>Why won't Midnight join the Super Dog Club?</i> <i>Why was Dan a good member for the club?</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	