A New Friend 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	It was a sunny morning. Bella and Rosie were at the beach. They were sitting under an umbrella.				
3	"Look!" said Bella. "Look at that big dog digging in the sand!"				

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1

		Count		Analysis of Errors and Self-Corrections	
PAGE		E	SC	E MSV	SC MSV
4	"Maybe there are bones in the sand," said Bella. "I like bones!" "Me, too!" said Rosie. "Let's dig for bones!" Bella and Rosie began to dig in the sand. They made a big hole.				
5	"Can you see a bone in the hole?" asked Bella. "No," said Rosie. "Keep on digging," Bella told Rosie.				

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2

		Count			Analysis of Errors and Self-Corrections	
PAGE		E	SC		E MSV	SC MSV
6	"Look!" said Rosie. "There is something in the hole!" "Is it a bone?" asked Bella. "No," said Rosie. "It doesn't look like a bone at all."					
7	The big dog came over and looked in Bella and Rosie's hole in the sand. "My name is Olive," said the dog.					

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 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 Bella and Rosie are at the beach and see a big dog digging in the sand. They think there might be a bone there. They find a clam. The dog's name is Olive, and she takes them home to try clam chowder. (**Key Details**)	*Where does the story take place? What do Bella and Rosie think is in the sand? Why? What did they find?* *What happened next?*	0 1 2 3
CONNECT, INFER, ANALYZE, AND EVALUATE Dogs bury bones and then like to dig them up. (**Connect**) Bella liked the clam chowder, but Rosie liked bones better. (**Character Analysis**) *Next, the dogs will _____.* (Accept any answer that makes sense.) (**Evaluate**) (Note any additional understandings.)	*Why do Bella and Rosie think the dog is digging for bones?* *How do Bella and Rosie each feel about the clam chowder?* *What do you think will happen next?*	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	