Bedtime for Porcupine

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	Porcupine was playing hide and seek with Squirrel and Rabbit. "Time for bed," called his mother. "It's not dark yet," said Porcupine. "It will be dark very soon," said his mother. "Come inside and get ready for bed."				

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1

PAGE		Count		Analysis of Errors and Self-Corrections	
		E	SC	E MSV	SC MSV
4	Porcupine washed his hands and face. Then he brushed his teeth.				
5	"Get into bed," said Mother Porcupine. "It's not dark yet!" said Porcupine. "It will be dark very soon," said his mother.				
6	"Will you read me a story?" Porcupine asked his mother. Mother Porcupine read Porcupine a story about winter in the forest. "Now go to sleep," said his mother.				

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2

PAGE		Count		Analysis of Errors and Self-Correction	
		E	SC	E MSV	SC MSV
7	It's not dark yet!" said Porcupine. "It will be dark very soon," said Mother Porcupine. "Will you read me another story?" Porcupine asked. "All right. One more story," said his mother. She read Porcupine a story about spring in the forest.				
8	"Now go to sleep," said Mother Porcupine. "It's not dark yet!" said Porcupine.				
9	Mother Porcupine looked at her watch. "It will be dark very, very soon," she said.				

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PAGE		Count		Analysis of Errors and Self-Correction	
		E	SC	E MSV	SC MSV
	"Will you read me another story?" asked Porcupine. "All right. One more story," said his mother. She read Porcupine a story about summer in the forest.				
10	Mother Porcupine tucked Porcupine into bed. "I have read three stories," she told him. "Now you must go to sleep!" She turned off the light.				
12	"But I can't go to sleep," said Porcupine. "I'm afraid of the dark!"				

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	6–8	9–10	11–12	13–15	16–17	18–19	20–21	22–24	25 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 Porcupine was playing outside with his friends. His mom said it was bedtime. He told his mom it wasn't dark yet. He brushed his teeth and washed his face. He had his mom read him some stories. At the end, he said he was afraid of the dark. (**Key Details**)	*What does Porcupine do before bed?* *What is the problem at the beginning of the story?* *What is the problem at the end?*	0 1 2 3
CONNECT, INFER, ANALYZE, AND EVALUATE Porcupine thinks it should be dark at bedtime. (**Infer**) *She felt annoyed/amused/upset because _____.* (Accept any answer that makes sense.) (**Character Analysis**) (Note any additional understandings.)	*Why does Porcupine keep saying it isn't dark?* *How do you think Porcupine's mother felt at the end of the story? Why?*	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	