



The Sleepover

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	One day Jack put on his Super Dog cape and went out the door. “Where are you going?” asked Bella. “I am going out to play with my Super Dog friends,” said Jack.		

Analysis of Errors
and Self-Corrections

E MSV	SC MSV

PAGE		Count		Analysis of Errors and Self-Corrections	
		E	SC	E MSV	SC MSV
4	<p>Jack went up the street</p> <p>to his friend Churchill's house.</p> <p>Jack scratched at Churchill's door.</p> <p>"Please come out and play with me,"</p> <p>called Jack.</p> <p>Churchill came to the door</p> <p>and looked out.</p> <p>"OK," said Churchill.</p> <p>"I will put on</p> <p>my Super Dog cape."</p>				
5	<p>Churchill put on his Super Dog cape.</p> <p>"OK," he said. "Let's go play!"</p>				

PAGE		Count		Analysis of Errors and Self-Correction	
		E	SC	E MSV	SC MSV
6	<p>“Let’s go find Dan,” said Jack.</p> <p>“Maybe he will want to play Super Dogs with us too.”</p> <p>Jack and Churchill went to Dan’s house.</p> <p>They scratched at Dan’s door.</p> <p>Dan came to the door and looked out.</p> <p>“Please come out and play with us,” said Jack.</p>				
7	<p>“OK,” said Dan.</p> <p>“I will put on my Super Dog cape.”</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	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.

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 Jack puts on his Super Dog cape and goes out to get Churchill and Dan to play. They decide to have a sleepover in a tent. There are strange noises. Jack decides to go home. (Key Details)	<i>What did Jack want to play? Who did he play with?</i> <i>What did they decide to do when they got sleepy? What happened at the end of the story?</i>	0 1 2 3
CONNECT, INFER, ANALYZE, AND EVALUATE Jack feels brave. He thinks the cape makes him fast and strong. (Infer) Jack became nervous and scared. (Character Analysis) Jack is afraid of snakes. (Infer) (Note any additional understandings.)	<i>How does Jack feel when he wears his Super Dog cape? Why do you think he feels that way?</i> <i>How did Jack act differently during the sleepover than when they were playing during the day?</i> <i>Why does Jack leave the sleepover?</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	