Help for Rosie

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	"Help!" cried Rosie. "Help!" Bella ran to Rosie. "What's the matter, Rosie?" asked Bella.				
4	Rosie started to shake. "Mom is taking me to the vet for a shot!"				

PAGE		E	SC		E MSV	SC MSV
		Count			**Analysis of Errors and Self-Corrections**	
	"A shot!" said Bella. "Oh, no! Is she taking me, too?" Rosie shook her head. "No," she said. "Just me!"					
6	"Come on," said Bella. "You can hide." Bella ran up the stairs. "Come on and hide upstairs," she called.					
7	Rosie looked up at Bella. "I can't go up the stairs," said Rosie. "I'm afraid of the stairs!"					

		Count		Analysis of Errors and Self-Correction	
PAGE		E	SC	E MSV	SC MSV
8	Bella ran to the couch. She crawled under the couch and looked up at Rosie. "Come on! You can hide under here," she said. "That won't work," said Rosie. "Mom will see me!"				
10	"I have an idea," said Rosie. "You can pretend to be me! You can put on my sweater!" She pushed her pink sweater to Bella. "Oh, no! Forget that idea," said Bella and she pushed the sweater back to Rosie.				

3

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	17 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 Mom is taking Rosie to the vet for a shot. Bella tells her to hide upstairs under the couch. Then Bella tells Rosie to put on her pink sweater and pretend to be her. In the end, Rosie hides under the chair. (**Key Details**)	*What is the problem in the story?* *What ideas does Bella have to try to help Rosie?* *What does Rosie do at the end of the story?*	0 1 2 3
CONNECT, INFER, ANALYZE, AND EVALUATE Rosie is afraid of getting a shot. (**Infer**) What might have happened if Rosie put on Bella's sweater and pretended to be Bella? (**Infer**) (Note any additional understandings.)	*Why is Rosie shaking when Bella finds her at the beginning of the story?* *If Bella put on Rosie's sweater, and pretended to be Rosie, Mom may not have noticed. Then she could have taken the wrong dog to the vet to get a shot.*	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	