



Rusty's Big Move

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 morning, Dad came home with a big truck. "Anthony! Jada!" called Dad. "It's time to help load the truck with all your things!"		
3	"Rusty, we're moving to a new house," said Mom. "You can help us!" "Beep! Beep!" said Rusty.		

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>Rusty liked helping.</p> <p>He carried boxes</p> <p>to the truck.</p> <p>Next he helped Dad and Mom</p> <p>carry the couch to the truck.</p>				
5	<p>Then he helped Anthony and Jada</p> <p>carry their toys to the truck.</p>				
6	<p>Soon the truck was full.</p> <p>“Come on,” said Dad. “Let’s drive</p> <p>these things to the new house.</p> <p>Then we’ll come back for more.”</p>				
8	<p>Dad and Rusty drove the truck</p> <p>to the new house. Mom, Anthony,</p> <p>and Jada followed in the car.</p> <p>“We need to unload the truck</p>				

PAGE		Count		Analysis of Errors and Self-Correction	
		E	SC	E MSV	SC MSV
	and take everything into the new house," said Mom.				
9	"But I'm tired," said Anthony. "I'm tired too," said Jada. "We want to play!" Rusty carried a box into the house. "Look at Rusty," said Dad. "He's a great helper. He is good at moving things. I'm so glad he's not tired."				
10	Rusty helped Mom and Dad unload the truck. When the truck was empty, Dad said, "Let's go back and get more of our things."				

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	17–18	19–20	21 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 The family is moving to a new house. Rusty helps carry things to the truck and then helps the family unload everything at the new house. Jada and Anthony are tired and want to play. At the end of the story, they are all tired, except for Rusty. He even moves Mom to the couch. (Key Details)	<i>Where is the family going? How does Rusty help?</i> <i>What do Jada and Anthony do while Rusty is helping with the move?</i> <i>What happens at the end of the story?</i>	0 1 2 3
CONNECT, INFER, ANALYZE, AND EVALUATE Rusty doesn't get tired because he is a robot and his body is different than a human body. (Accept any answer that makes sense.) (Infer) Rusty likes helping. He says, "Beep! Beep!" and keeps helping, even when the kids stop. (Character Analysis) <i>Next, the family will _____. (Accept any answer that makes sense.) (Evaluate)</i> (Note any additional understandings.)	<i>Rusty doesn't get tired like the rest of his family. Why doesn't Rusty get tired?</i> <i>How does Rusty feel about helping? How do you know?</i> <i>What do you think will happen next?</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
	Notifies 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	