



Jack and the Fox

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 | <p>Daisy ran to the door</p> <p>and looked outside.</p> <p>"Come on!" she called to Jack.</p> <p>"Let's go outside and play."</p> <p>Jack ran out the door, past Daisy,</p> <p>and down the steps.</p> <p>He was wearing his Super Dog cape.</p> | | |

Analysis of Errors
and Self-Corrections

| E MSV | SC MSV |
|----------|-----------|
| | |

| PAGE | | Count | | Analysis of Errors and Self-Corrections | |
|------|--|-------|----|---|-----------|
| | | E | SC | E MSV | SC MSV |
| | <p>"I'm faster than a speeding bullet,"</p> <p>he said. "Try to catch me!"</p> | | | | |
| 4 | <p>Bella stood in the doorway.</p> <p>She watched the two little dogs</p> <p>playing in the yard.</p> <p>"Look out for foxes," she called.</p> <p>"Foxes like to chase little dogs."</p> | | | | |
| 5 | <p>Jack looked around.</p> <p>"Daisy, do you know</p> <p>what a fox is?" he asked.</p> <p>"Don't worry," said Daisy.</p> <p>"A fox cannot catch Super Dog."</p> | | | | |

| PAGE | | Count | | Analysis of Errors and Self-Correction | |
|------|---|-------|----|--|-----------|
| | | E | SC | E MSV | SC MSV |
| 6 | <p>Daisy ran around the yard.</p> <p>She started sniffing.</p> <p>"I'm looking for foxes," she told Jack.</p> <p>"Do you smell a fox?" asked Jack.</p> | | | | |
| 8 | <p>Jack looked around the yard.</p> <p>He was worried. He started to shake.</p> <p>"Do you smell a fox?"</p> <p>Jack asked Daisy again.</p> <p>"Is there a fox hiding in the bushes?"</p> <p>Daisy went on sniffing.</p> <p>"Oh, you worry too much,"</p> <p>she said. "Is Super Dog afraid?"</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 | 16–17 | 18 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 you learned from this book.* 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 and Daisy go outside to play. Jack is wearing his Super Dog cape. Bella tells him to watch out for foxes. When Daisy starts sniffing, he thinks she smells a fox. (Key Details) | <i>Which dogs went outside to play?</i> <i>Why does Jack think there might be a fox in the yard? What did he do?</i> | 0 1 2 3 |
| CONNECT, INFER, ANALYZE, AND EVALUATE Jack feels brave and confident because he is wearing his red cape. (Character Analysis) No, Bella is trying to scare Jack (or any answer that makes sense). (Infer) Daisy tells Jack that foxes like to chase little dogs, and this makes him afraid of foxes. (Infer) (Note any additional understandings.) | <i>How does Jack feel at the beginning of the story? Why?</i> <i>Do you think Bella really thinks there are foxes outside? Why or why not?</i> <i>Why is Jack afraid of foxes?</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 | |