



A Wild Animal

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	Dr. Butler watched the little fawn trotting around the yard after Goldie. Goldie barked happily, and the little fawn tossed his head and did a small dance.		

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 think it’s time for us</p> <p>to take the fawn</p> <p>to someone who can help him</p> <p>learn to live in the wild,”</p> <p>said the veterinarian.</p>				
3	<p>Kelsey and her dog Goldie</p> <p>had been taking care</p> <p>of the little fawn</p> <p>ever since they had found him</p> <p>under the porch of Kelsey’s house.</p> <p>“No!” said Kelsey. “No!</p> <p>He’s too little to live in the woods</p> <p>by himself.”</p>				

PAGE		Count		Analysis of Errors and Self-Correction	
		E	SC	E MSV	SC MSV
4	<p>“He is growing up. You know that,”</p> <p>said Kelsey’s father.</p> <p>“He needs more room.</p> <p>He can’t live in the house</p> <p>with us!”</p> <p>“We could make him a barn</p> <p>or something,” said Kelsey.</p> <p>She pointed to the yard.</p> <p>“We have a huge yard.</p> <p>There’s plenty of room!”</p>				
5	<p>“But that wouldn’t be fair to him.</p> <p>He should be in the wild</p> <p>with other deer,”</p> <p>said Dr. Butler.</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 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 The fawn is growing up. He is getting too big to live in the house. It is time for him to live in the wild. Kelsey wants to build him a barn, but it is best for the fawn to live in the wild. Mrs. Martin will help the fawn learn to take care of himself. At the end of the story, the fawn has matured into a full grown deer. He comes back to visit Goldie and Kelsey. (Key Details)	<i>What happens at the beginning of the story? Why does the fawn have to leave the house?</i> <i>Who is going to help the fawn?</i> <i>What happens at the end of the story?</i>	0 1 2 3
CONNECT AND INFER <i>Nuzzled</i> means to rub against gently, usually in the neck area. (Vocabulary) Goldie did not want to leave the fawn. (Infer)	<i>It says in the story that Goldie nuzzled at the fawn's neck. What do you think nuzzled means? (Use the picture on page 11 if needed.)</i> <i>Why does Kelsey's dad have to pull Goldie back into the van when they leave the fawn with Ms. Martin?</i>	0 1 2 3
ANALYZE AND EVALUATE At the end of the story, Kelsey and Goldie are happy to see the fawn all grown up. (Analyze) <i>I think it is/isn't a good title because _____. (Accept any answer that makes sense.)</i> (Evaluate) (Note any additional understandings.)	<i>How do Kelsey and Goldie feel at the end of the story? Why?</i> <i>Do you think this is a good title for the story? Why or why not?</i>	0 1 2 3

COMPREHENSION FICTION RUBRIC – TRANSITIONAL (LEVELS J–P)

		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 AND INFER	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
ANALYZE AND EVALUATE	Shows no analysis or evaluation of the text.	0
	Shows limited analysis or evaluation of the text.	1
	Shows some analysis or evaluation of the text.	2
	Demonstrates the ability to analyze and evaluate the text.	3
Total Comprehension Score:		_____

COMPREHENSION SCORING

8–9	Proficient
6–7	Approaching Proficiency
5–4	Limited Proficiency
3	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 and orchestrates multiple sources of information (meaning, structure, and visual information)	
	Reads text with greater accuracy and more efficient self-correction	
	Takes apart multisyllabic words; uses word parts (prefixes, suffixes, and compound parts)	
	Uses more complex punctuation to regulate phrasing and fluency	
	Uses a variety of vocabulary strategies to determine the meaning of unknown words	
	Demonstrates both a literal and deeper understanding of the text	