Trouble for Jasper

Name: _____ Date: _____

Accuracy Rate %: _____ SC Rate 1: _____

Check One ✔ Independent (95–100%) ☐ Instructional (90–94%) ☐ Hard (80–89%)

Analysis
of Errors and
Self-Corrections

Analysis of Errors and Self-Corrections

PAGE		Count		Analysis of Errors and Self-Corrections	
		E	SC	E MSV	SC MSV
2	"Go out and play," Mom said to Jasper and Sweet Face. "Jasper, you look after Sweet Face." Jasper found a spot in the sun and lay down for a nap. The birds were in Mom's bird feeder.				

PAGE		Count		Analysis of Errors and Self-Corrections	
		E	SC	E MSV	SC MSV
	Mom had put some seeds out and the birds were happily eating them. "Cheep, cheep. Cheep, cheep," they sang as Jasper went to sleep.				
4	Suddenly Jasper woke up. He opened his eyes and looked around. What was that noise? "Squawk, squawk," went the birds. Jasper saw Sweet Face. She had a bird feather in her mouth.				

		Count		Analysis of Errors and Self-Corrections	
PAGE		E	SC	E MSV	SC MSV
5	Had Sweet Face eaten a bird? Sweet Face dropped the feather in front of Jasper, as if she were giving him a prize.				
6	Just then the door flew open and Mom ran out. "What's wrong with my birds?" she asked, looking around. The bird feeder was now on the ground and seeds were scattered everywhere.				

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 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 Jasper goes to sleep and wakes up because the birds are squawking. Then the neighbor's dog chases the kitten up a tree. Then the kitten gets stuck in the mud. (**Key Details**)	*What trouble does the kitten get into?* *How does Jasper help the kitten?*	0 1 2 3
CONNECT AND INFER The seeds went all over the place. (**Vocabulary**) There is a feather on the ground. Mom comes out and sees the feather and thinks Jasper hurt the birds. (**Infer**) The kitten gets into a lot of trouble. (**Infer**)	*The seeds scattered everywhere. What does* scattered *mean?* *Why does Mom think that Jasper hurt the birds?* *Why does Jasper think the kitten's name should be Trouble?*	0 1 2 3
ANALYZE AND EVALUATE Jasper feels upset, hurt, sad, and/or surprised when Mom calls him bad. (**Character Analysis**) He does not really hate the kitten because he helps her. (**Analyzing Relationships**) (Note any additional understandings.)	*How does Jasper feel when Mom calls him a bad cat?* *Do you think Jasper really hates the kitten? Why or why not?*	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
	Notices 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	