



Cricket the Dog

Name: _____

Date: _____

Accuracy Rate %: _____

SC Rate 1: _____



Check One



Independent (98-100%)



Instructional (95-97%)



Hard (90-94%)

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
4	<p>Here is Cricket.</p> <p>Cricket is an Australian Shepherd.</p> <p>She is only one day old.</p> <p>She cannot see or hear</p> <p>because her eyes and ears are closed.</p>				
6	<p>After Cricket is born, her mother begins to lick her. Cricket is in a small, greenish sack. The licking opens up the sack.</p> <p>Cricket begins to breathe on her own.</p> <p>Soon, Cricket begins to squirm and cry.</p>				

PAGE		Count		Analysis of Errors and Self-Corrections	
		E	SC	E MSV	SC MSV
7	Cricket is very tired. Being born is hard work! For the first few days, Cricket sleeps a lot.				
8	Here is Cricket's mother. Cricket's mother knows how to track people. She can run through obstacle courses, jump over fences, and run through tunnels.				
10	Here is Cricket's father. He is a champion working dog. He knows how to help the farmer bring the sheep, cattle, and ducks to the pasture or the barn. He lives on a sheep farm in Montana.				

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 or more
Percentage of Accuracy	100%	99%	98%	97%	96%	95%	94% 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 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
<p>ATTEND AND REMEMBER</p> <p>Cricket can't see or hear when she is born. Her mother licks Cricket to open the green sack the puppy is born in so she can breathe. Cricket's mother knows how to track missing people and can do lots of things like jump over fences. Cricket's father works on a farm. Puppies like to sleep a lot and often in a pile to help keep them warm. The mother nurses the puppies for about three weeks until they are ready for puppy food. When puppies are about seven weeks old, they are ready for visitors and by nine weeks they are ready for their new home. (Key Details)</p>	<p><i>Why does the mother lick Cricket when she is born?</i> <i>What did you learn about Cricket's mother and father?</i></p> <p><i>How does the mother continue to take care of the puppies?</i></p> <p><i>When are puppies ready for their new home?</i></p>	0 1 2 3
<p>CONNECT AND INFER</p> <p>An obstacle is something that's in the way of something else. (Vocabulary)</p> <p>Cricket is getting used to her new environment after being born. (Infer)</p> <p>The puppies are excited when they visit the children in the classroom. They take the puppies around children to get them use to being around other people before going to their new home. (Infer)</p>	<p><i>Cricket's mother runs through an obstacle course. What does obstacle mean?</i></p> <p><i>Why do you think Cricket is really tired?</i></p> <p><i>Why do you think the puppies are taken to the kindergarten classroom?</i></p>	0 1 2 3
<p>ANALYZE AND EVALUATE</p> <p><i>Yes/no, because _____. (Accept any answer that they can justify.)</i> (Evaluate)</p> <p><i>Yes/no, because _____. (Accept any answer that they can justify.)</i> (Evaluate)</p> <p>(Note any additional understandings.)</p>	<p><i>Do you think Cricket will be a good dog for someone to own? Why or why not?</i></p> <p><i>Would you like to have a puppy? Why or Why not?</i></p>	0 1 2 3

COMPREHENSION NONFICTION RUBRIC – TRANSITIONAL (LEVELS J–Q)

		Score
ATTEND AND REMEMBER	Does not communicate any important ideas and information explicit in the text.	0
	Communicates only a few (1–3) important ideas and information explicit in the text.	1
	Communicates some important ideas and information explicit in the text.	2
	Communicates most of the important ideas and information explicit in the text.	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
4–5	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	

