



# Ice Hockey

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	Ice hockey is a team sport played on ice.  Hockey is popular in places where it is very cold,  with lots of snow and ice.				
6	Ice hockey is played on a hockey rink.  Each team has five players and one goalie  playing on the ice at one time,  The players pass the puck around the rink  using a hockey stick. They try to hit the puck  into the opposite team's goal. The goalie tries  to stop the other team from scoring.				

PAGE		Count		Analysis of Errors and Self-Corrections	
		E	SC	E MSV	SC MSV
7	<p>Long ago, hockey could only be played in the winter on frozen ponds and lakes.</p> <p>Now that there are both outdoor and indoor ice rinks, hockey can be played year-round.</p>				
8	<p>There are some important rules about touching the puck. Players may not hold the puck in their hands. They may not use their hands to pass the puck to their teammates unless they are in the <b>defensive zone</b>.</p> <p>Players may not use their hands or feet to hit the puck into the <b>opponent's</b> goal.</p> <p>Goalies are the only players who can hold the puck with their hands at any time during the game.</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 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	<b>1</b>
Slow reading with a mix of word-by-word and phrased reading Some expression	<b>2</b>
Mostly phrased reading with a moderate pace Mostly appropriate expression	<b>3</b>
Smooth and fast-paced reading Consistent, appropriate expression	<b>4</b>

KEY UNDERSTANDINGS	PROMPTS	SCORE
<p><b>ATTEND AND REMEMBER</b></p> <p>Each team has five players and one goalie. The players pass the puck using a hockey stick. Players cannot use their hands. Goalies are the only players who can hold the puck in their hands; the goalie tries to stop the other team from scoring. There are many different penalties in ice hockey. If a penalty is called on a player, they must come off the ice for a few minutes and the team plays with one less player. Hockey players need to wear protective equipment such as a helmet and pads. (<b>Key Details</b>)</p>	<p><i>What did you learn about the game?</i></p> <p><i>What are some things you learned about a hockey goalie?</i></p> <p><i>What is a penalty? What happens to a player when they get a penalty?</i></p> <p><i>What are some of the equipment hockey players wear?</i></p>	0 1 2 3
<p><b>CONNECT AND INFER</b></p> <p>An opponent is someone on the opposite side of the team. (<b>Vocabulary</b>)</p> <p>Now there are indoor rinks, so hockey can be played year-round anywhere. (<b>Infer</b>)</p>	<p><i>The book says, Players may not use their hands or feet to hit the puck into the opponent's goal. What is an opponent?</i></p> <p><i>How has where hockey can be played changed?</i></p>	0 1 2 3
<p><b>ANALYZE AND EVALUATE</b></p> <p><i>Yes/no, because _____. (Accept any answer that makes sense.)</i> (<b>Evaluate</b>)</p> <p>Hockey is like _____. (Accept any answer that provides an example of something similar.) (<b>Analyze</b>)</p> <p>(Note any additional understandings.)</p>	<p><i>Would you like to play hockey? Why or why not?</i></p> <p><i>How is this sport similar to other sports?</i></p>	0 1 2 3

**COMPREHENSION NONFICTION RUBRIC – TRANSITIONAL (LEVELS J–Q)**

		Score
<b>ATTEND AND REMEMBER</b>	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
<b>CONNECT AND INFER</b>	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
<b>ANALYZE AND EVALUATE</b>	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:		_____

<b>COMPREHENSION SCORING</b>	
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	

