



Quack and the Worm

Name: _____

Date: _____

Accuracy Rate %: _____

SC Rate 1: _____



Check One



Independent (98-100%)



Instructional (95-97%)



Hard (90-94%)

Analysis
of Errors and
Self-Corrections

PAGE		Count	
		E	SC
2	<p>Quack woke up and listened.</p> <p>"Do you hear that?"</p> <p>he said to his brother and sister.</p> <p>He ran to the window and looked out.</p> <p>Outside the day was gray and rainy.</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
3	<p>“Yippee!” he shouted. “Yippee! It’s raining!”</p> <p>Quack began to jump up and down</p> <p>with happiness. Wet days were absolutely</p> <p>the most wonderfully perfect kind of days.</p> <p>They were absolutely wonderfully perfect</p> <p>because he could splash around</p> <p>in his favorite red rubber boots.</p>				
4	<p>Quack put on his red rubber boots</p> <p>and his yellow rain slicker.</p> <p>“Time to get up!” he called. “Who’s coming</p> <p>out to play in the rain with me?”</p> <p>“Not me,” yawned his sister.</p> <p>“Today I’m staying inside</p> <p>where it is warm and dry.”</p>				

PAGE		Count		Analysis of Errors and Self-Correction	
		E	SC	E MSV	SC MSV
5	<p>“Not me,” yawned his brother.</p> <p>“Today I’m staying inside, too, where it is warm and dry.”</p> <p>“Well, you are both just going to miss the best, most fun, day ever,” said Quack.</p>				
6	<p>Outside, Quack ran to a big puddle and jumped in with both feet. Splat!</p> <p>The mud sprayed everywhere. Quack laughed.</p> <p>“Hey, watch it!” said a voice.</p> <p>Quack looked around. “Who’s there?” he asked.</p> <p>A small head popped up out of the mud.</p> <p>“Me,” said the voice.</p>				
7	<p>“You’re a worm!” said Quack.</p> <p>“Right,” said the worm.</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	1–3	4–5	6–7	8–9	10–11	12 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 story.* 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 Quack woke up to a rainy day. He was so happy it was raining because he loves to wear his boots and splash in the rain. While outside playing in the mud, Quack met a worm. He played with the worm. Then a bird wanted to eat the worm so Quack hid the worm in his pocket. (Key Details)	<i>Why is Quack so excited at the beginning of the story?</i> <i>Who does Quack meet?</i> <i>What is the problem in the story?</i> <i>How does Quack save the worm?</i>	0 1 2 3
CONNECT AND INFER Quack's brother and sister want to stay inside where it's warm and dry; Quack is excited and wants to play outside in the rain. (Infer) <i>Wiggled</i> means to move by twisting and turning. (Vocabulary)	<i>How do Quack's sister and brother feel about the rainy day? How does Quack feel about the rainy day?</i> <i>It says in the story the worm wiggled into Quack's pocket. What does wiggled mean?</i>	0 1 2 3
ANALYZE AND EVALUATE Helpful and caring would be good words to describe Quack because he was a good friend to the worm and took care of him when he was worried about the bird eating him. (Analyze) <i>I did/didn't because _____. (Accept any answer that makes sense.) (Evaluate)</i> (Note any additional understandings.)	<i>What would be a good word(s) to describe Quack?</i> <i>Did you like 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	