Bella's Big Adventure

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		Analysis of Errors and Self-Corrections	
		E	SC	E MSV	SC MSV
4	Rosie woke up from a nap. She looked around. "Where is Bella?" she wondered. Bella wasn't on her pillow. Rosie went outside. She walked around the yard. When the weather was nice, Bella sometimes liked to sleep in the dirt under a big, shady tree. But Bella wasn't outside.					

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1

		Count		Analysis of Errors and Self-Corrections	
PAGE		E	SC	E MSV	SC MSV
	Rosie went back in the house. She walked into the kitchen to look for Bella. Sometimes, Bella sat and waited for someone to drop something good on the floor. But Bella was not in the kitchen, either.				
6	Rosie walked around the house. She looked in every room. Where was Bella? Finally, Rosie checked the porch. There was Bella, sleeping in a crate. "Why is Bella in the crate?" thought Rosie. Sometimes Mom and Dad put Bella in a crate to keep her out of trouble. Rosie was worried. Could Bella have gotten in trouble while Rosie was napping? "Bella, wake up!" said Rosie. "Why are you in the crate. Were you a bad dog?"				

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			Count		Analysis of Errors and Self-Correction	
PAGE			E	SC	E MSV	SC MSV
	Bella woke up. She stretched and yawned. "No," she said. "I am never a bad dog! Today I was an especially good dog."					
7	Rosie was puzzled. Why would Bella be in the crate if she had been a good dog? Rosie shook her head. "You must have gotten into some kind of trouble, Bella. I know Mom is getting the house ready for a dinner party. Did you eat something Mom was cooking?"					
8	"No, I didn't eat anything," said Bella. "In fact, I'm starving!" "Did you get on Mom's couch when you were dirty?" asked Rosie.					

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	4–6	7–9	10–11	12–14	15 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 Bella tells Rosie about her big adventure. Bella tells Rosie that Jack wanted to play Super Dog, but instead she took a nap. Bella woke and smelled something and followed a porcupine deep into the woods. The porcupine found Bella. Bella got quills stuck in her face. She went to the water to cool off her face and found a boat. Bella climbed in and floated away. Jack went back and got help for Bella. Dad found Bella. Mom took Bella to the vet to get the quills removed. (**Key Details**)	*What happens at the beginning of the story?* *Where do Jack and Bella go?* *What do they find in the woods?* *How does Bella help her face feel better?* *What happens when Bella gets into the boat?* *How does the story end?*	0 1 2 3
CONNECT AND INFER Porcupines are dangerous. They have sharp needles that can hurt a dog. (**Infer**) Anxious means very nervous or worried (**Vocabulary**) Bella thinks she was helpful because she led Dad and Jack home. (**Character Analysis**)	*Why was it bad for Bella to chase the porcupine?* *It says in the story scary animals made Rosie anxious and getting lost also made her anxious. What does anxious mean?* *Why does Bella think she was a good dog?*	0 1 2 3
ANALYZE AND EVALUATE *I think she was/wasn't because _____.* (Accept any answer that makes sense.) (**Evaluate**) Rosie was concerned about why Bella was in the crate. Rosie listened to Bella's story about her adventure. This shows Rosie cared and was concerned about Bella. (**Analyze**) (Note any additional understandings.)	*Do you think Bella was a good dog? Why or why not?* *What type of things make you feel anxious?* *Rosie wondered why Bella was in the crate. What does that tell you about Rosie's personality?*	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	