



# The Big Rescue

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
2	<p>“Hurry up,” called Harry.</p> <p>He turned around and waved</p> <p>a piece of paper at Anna and Sophie.</p> <p>“Mama’s waiting for these things from the store.”</p> <p>Anna and Sophie lingered behind,</p> <p>their steps dragging in the heavy heat.</p> <p>“Come on, Sophie,” Anna said</p> <p>to her little cousin.</p> <p>“Let’s catch up with Harry.”</p>				

PAGE		Count		Analysis of Errors and Self-Corrections	
		E	SC	E MSV	SC MSV
3	<p>“Wait,” said Sophie, putting her hand on Anna’s arm. “What’s that?”</p> <p>Anna stopped and listened.</p> <p>She heard a rustling sound.</p> <p>Then the patch of weeds by her feet started to shake. “What could it be?”</p> <p>Her throat tightened.</p>				
4	<p>Suddenly, a little white face appeared among the leaves. “Oh!” laughed Anna, putting her hand on her chest.</p> <p>“It’s just Ghost.” She scooped up the white cat, and the two girls ran to catch up with Harry.</p> <p>“Ghost wants to come to town with us,” said Anna.</p> <p>She took Harry’s empty basket and put Ghost in it.</p> <p>Then the children and cat continued down the dirt road toward Deer River.</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 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	<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>Anna, Sophie, and Harry were going to the store. Anna was frightened by a sound that turned out to be a white cat. It was the family cat named Ghost. On the way back home, it got dark and windy. The cat ran out into the middle of the brook and got stuck. Anna used a log to get the cat. (<b>Key Details</b>)</p>	<p><i>Where were the children going? What happened on the way?</i></p> <p><i>What happened as they went home?</i></p>	0 1 2 3
<p><b>CONNECT AND INFER</b></p> <p>They were hot and tired from walking outside. (<b>Infer</b>)</p> <p>To <i>linger</i> is to take longer than necessary. (<b>Vocabulary</b>)</p>	<p><i>Why did Anna's and Sophie's steps drag in the heavy heat?</i></p> <p><i>Anna and Sophie lingered behind. What does lingered mean?</i></p>	0 1 2 3
<p><b>ANALYZE AND EVALUATE</b></p> <p>Anna was frightened and about to cry. She was afraid of everything in the beginning, but then, in order to save the cat, she forgot about being afraid. (<b>Character Analysis</b>)</p> <p>(Note any additional understandings.)</p>	<p><i>Why did Anna's throat tighten when she heard something rustling in the weeds? How did Anna change in the story? What events led to the change in Anna?</i></p>	0 1 2 3

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

<b>ATTEND AND REMEMBER</b>		Score
	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
<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
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	