



# Reuse and Recycle

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>Did you know that there is more and more garbage in the world with each passing day?</p> <p>The average American produces about 4.4 pounds of garbage a day, totaling 30.8 pounds per week and 1,606 pounds a year.</p> <p>Our trash cans are full.</p> <p>Our streets and roadsides are littered.</p> <p>Our oceans and rivers are <b>polluted</b> with trash.</p>				

PAGE		Count		Analysis of Errors and Self-Corrections	
		E	SC	E MSV	SC MSV
6	<p>Long ago, people did not create much garbage. They repaired and reused most of what they had.</p> <p>Today, machines can make things quickly and cheaply. People often choose to buy something new rather than repair something old.</p>				
7	<p>In recent years, people began producing <b>disposable</b> items. People now buy things like disposable pens, disposable razors, and disposable diapers. This has created even more garbage.</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 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>Today there is a lot of trash in the streets and in the ocean. People reused things long ago. Today, things are cheaper, and so people buy new things and throw out the old things. Trash is disposed in a landfill, but landfills take up space and are quickly filling up. Some countries do not have landfills, so the trash ends up in oceans, rivers, and streets. By recycling, we can help to control the amount of trash that goes into our landfills. <b>(Key Details)</b></p>	<p><i>Why is there more trash today than there was long ago?</i></p> <p><i>What is a landfill?</i></p> <p><i>What is a problem with landfills?</i></p> <p><i>What if some places don't have landfills?</i></p>	0 1 2 3
<p><b>CONNECT AND INFER</b></p> <p>There is too much trash, and it creates pollution. <b>(Infer)</b></p> <p>When something is <i>disposable</i>, you don't use it again but instead throw it out. <i>In my house, I have ____.</i> (Accept any answer that makes sense.) <b>(Vocabulary)</b></p>	<p><i>Why is trash a problem?</i></p> <p><i>The text says that people have been producing disposable items. What does disposable mean?</i></p> <p><i>What is something you have in your house that is disposable?</i></p>	0 1 2 3
<p><b>ANALYZE AND EVALUATE</b></p> <p><i>I can ____.</i> (Accept any answer that makes sense.) <b>(Analyze)</b></p> <p>(Note any additional understandings.)</p>	<p><i>What is something you can do to help reduce trash?</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:		_____

**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	