



# A World of Spies

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	Take a look around you. What do you see?  Is that pen just an ordinary pen?  Or is it filled with invisible ink?  Maybe it was used to send a <b>coded</b> letter  to someone on the other side of the world.				
3	Is that rock over there really a rock?  Or does it have a hidden <b>compartment</b> ?  Maybe there's a piece of <b>evidence</b>  or a key to a secret building  tucked somewhere inside it.				

PAGE		Count		Analysis of Errors and Self-Corrections	
		E	SC	E MSV	SC MSV
4	<p>Is that coat just a regular raincoat?</p> <p>Or could its buttons hold a tiny camera?</p> <p>Maybe a switch in the pockets can be clicked to snap pictures of something very far away.</p>				
5	<p>Look closely at the world around you.</p> <p>There could be spies anywhere.</p>				
6	<p>A spy is someone who tries to discover secret information.</p> <p>A lot of information can be found by searching in a library or on the Internet for a few minutes.</p> <p>But some information is kept hidden, and only a few people know about it.</p> <p>A spy is an expert at getting this kind of information without being found out.</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 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>Spies use pens, rocks, and coat pockets to gather information. A spy tries to discover secret information. They are experts at getting hidden information. There have been many famous people who have been spies. There are four different types of spies: ninja, cloak, shadow, and dagger. Even pigeons were used as spies during wartime. <b>(Key Details)</b></p>	<p><i>What are some ordinary things that spies might use to gather information?</i></p> <p><i>What is a spy?</i></p> <p><i>What are the different types of spies?</i></p> <p><i>What animal was used during wartime as a spy?</i></p>	0 1 2 3
<p><b>CONNECT AND INFER</b></p> <p>To carefully look and notice things. <b>(Vocabulary)</b></p> <p>They would get in trouble with the law or another country. <b>(Infer)</b></p> <p>Different types of spies are needed to do different types of jobs. The type of spy depends on the information they are gathering. <b>(Infer)</b></p>	<p><i>One of the most important spy skills is observation. What does observation mean?</i></p> <p><i>What would happen if a spy was caught?</i></p> <p><i>Why are there different types of spies?</i></p>	0 1 2 3
<p><b>ANALYZE AND EVALUATE</b></p> <p>Governments need spies to gather information about what other countries are doing. (Accept any answer that makes sense.) <b>(Analyze)</b></p> <p>Pigeons were used as spies because they could fly over areas with cameras attached to them and gather information that a person would not be able to get from the ground. Additionally, small messages could be carried by the pigeon to soldiers. <b>(Analyze)</b></p> <p>(Note any additional understandings.)</p>	<p><i>Why do you think governments use spies?</i></p> <p><i>Did pigeons make good spies? Why or why not?</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	