



Anna's Prize

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>Anna stood anxiously in front of the hot black stove with her fingers crossed.</p> <p>"Oh, I hope my pies turned out," she said as she opened the heavy oven door.</p> <p>A warm, sweet aroma filled the kitchen as Anna carefully lifted out a steaming golden-crustied pie and set it on the table. She stood back to admire her creation.</p>				

PAGE		Count		Analysis of Errors and Self-Corrections	
		E	SC	E MSV	SC MSV
3	<p>Aunt Polly came over and inspected the pie.</p> <p>“It looks magnificent,” she said.</p> <p>“Do you think it’s good enough to win a prize?” Anna asked nervously.</p> <p>“It could,” said Aunt Polly.</p> <p>“You crimped the edge of the crust beautifully, and it smells delicious.</p> <p>Blackberries make a really good pie.”</p>				
4	<p>Sophie, Anna’s young cousin, inched closer and gazed admiringly at the pie. “It’s my favorite kind!”</p> <p>“I really want to win a blue ribbon at the county fair tomorrow,” said Anna.</p> <p>Aunt Polly smiled. “Winning is nice,” she said. “But, blue ribbon or not, I know this is one really wonderful pie.”</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	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
<p>ATTEND AND REMEMBER</p> <p>Anna made a pie for the county fair. She wanted to win a blue ribbon. The pie looked magnificent; blackberries make a good pie. It was crimped beautifully and smelled delicious. Anna overcooked a second pie. Sophie ate the good pie and substituted the burned pie in the basket. (Key Details)</p>	<p><i>What did Anna make and why?</i></p> <p><i>Why does Aunt Polly think the pie might win a prize?</i></p>	0 1 2 3
<p>CONNECT AND INFER</p> <p>Anna wanted the pie to be good; she wanted to win a prize. (Infer)</p> <p>Sophie looked at the pie thinking it looked good. (Vocabulary)</p>	<p><i>Why was Anna anxious?</i></p> <p><i>Sophie gazed admiringly at the pie. What does gazed admiringly mean?</i></p>	0 1 2 3
<p>ANALYZE AND EVALUATE</p> <p>Yes, being kind to a young child and forgiving her is more important than winning a prize. (Analyze)</p> <p>(Note any additional understandings.)</p>	<p><i>Do you think the author has a message she wanted us to learn from the story? What was it?</i></p>	0 1 2 3

COMPREHENSION FICTION RUBRIC – TRANSITIONAL (LEVELS J–Q)

		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	