



Paco Saves the Day

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>Mrs. García wrapped three warm tacos in foil and placed them in a brown paper bag.</p> <p>“Miguel, your papá’s lunch is ready,” she called.</p> <p>“No, Abuelita!” groaned Miguel. “It’s Saturday. I just want to watch this baseball game. I’ll go later.”</p> <p>“I’ll take it,” said Sofia, Miguel’s eight-year-old sister.</p> <p>“I don’t want you walking all that way alone,” said Mrs. García to Sofia. She walked into the living</p>				

PAGE		Count		Analysis of Errors and Self-Corrections	
		E	SC	E MSV	SC MSV
	room and turned off the TV. "Miguel, your father will be hungry. Take your sister and bring him his lunch."				
4	<p>"OK, OK," sighed Miguel. He knew better than to argue with his grandmother.</p> <p>Miguel grabbed the lunch bag. "Hurry up, Sofía," he said. "I want to get back to my game."</p> <p>Sofía followed her brother out of the apartment and scurried onto the street.</p> <p>It was a typical October day in their desert town in New Mexico, and the air was just starting to warm up. It felt good to be outside.</p> <p>Miguel didn't seem to notice the weather.</p> <p>He turned and walked so rapidly down the street that Sofia found herself sprinting to keep up with his fast gait.</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	11 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>The kids take lunch to their father. A stray dog follows them. The dog saves Sofia from getting bit by a snake. Paco was bitten by the snake, and Miguel knew he had to help Paco. Miguel picked up Paco, and they ran to where their father was working and yelled for help. They took Paco to a clinic to be seen by a vet. Miguel and Sofia decided they would both beg to keep Paco as their pet dog. (Key Details)</p>	<p><i>Where were the children going and why?</i></p> <p><i>What did the dog do that helped the children?</i></p> <p><i>What happened to Paco while he was saving Sofia from the rattlesnake?</i></p> <p><i>What did the children do to help the dog?</i></p> <p><i>What happened at the end of the story?</i></p>	0 1 2 3
<p>CONNECT AND INFER</p> <p>Miguel knew she would win the argument; a child should not argue with their grandmother. (Infer)</p> <p>Miguel may have suggested a shortcut because he was in a hurry to complete the errand. Also, when Sophia stopped to embrace Paco, it slowed them down a bit. (Analyze)</p> <p>A <i>gait</i> is a way of walking. (Vocabulary)</p>	<p><i>Why do you think Miguel knew better than to argue with his grandmother?</i></p> <p><i>Why do you think Miguel suggested a shortcut?</i></p> <p><i>In the story, Sofia had to sprint to keep up with Miguel's fast gait. What does gait mean?</i></p>	0 1 2 3
<p>ANALYZE AND EVALUATE</p> <p><i>I think it is/isn't because _____. (Accept any answer that makes sense.)</i> (Evaluate)</p> <p>In the beginning, Miguel was annoyed because he didn't want to take the time out of his day to bring his papá lunch. In the middle of the story, Miguel wasn't thrilled about Sofia wanting to bring Paco along with them to take Papá his lunch. At the end of the story, Miguel was proud to have helped save Paco and was in agreement with Sofia that they should keep the dog. (Analyze)</p> <p>(Note any additional understandings.)</p>	<p><i>Is Paco Saves the Day a good title for the story? Why or why not?</i></p> <p><i>What were the events in the story that changed how Miguel was feeling at the beginning of the story to the end of the story?</i></p>	0 1 2 3

COMPREHENSION FICTION RUBRIC – TRANSITIONAL (LEVELS J–Q)

ATTEND AND REMEMBER		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
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	