



Ida Takes a Stand

Name: _____

Date: _____

Accuracy Rate %: _____

SC Rate 1: _____



Check One



Independent (98-100%)



Instructional (95-97%)



Hard (90-94%)

Analysis
of Errors and
Self-Corrections

PAGE		Count		Analysis of Errors and Self-Corrections	
		E	SC	E MSV	SC MSV
16	In 1882, Ida B. Wells moved from the country to the city. Her aunt Fannie had invited 19-year-old Ida and her younger sisters to live with her in Memphis. Ida found a teaching job in a town outside of Memphis. She did not enjoy being a teacher, but it was one of the few jobs open to women at that time. She				

		Count		Analysis of Errors and Self-Corrections	
PAGE		E	SC	E MSV	SC MSV
	<p>worked hard at the job. During summer breaks, she took college courses to study for her teacher's exam.</p>				
17	<p>In those days, the train was the only way to travel from her home in the city to the school. She rode the train every day, sitting in the "ladies' car." At that time, many laws kept African Americans separated from whites, including on trains. One day, the conductor refused to let Ida sit in the ladies' car. He told her to go to the smoking car instead. Ida did not move. The conductor grabbed her arm to force her out, and Ida bit the back of his hand. She held on to her seat and refused to budge.</p> <p>It took the conductor and two other men to drag Ida out of the ladies' car.</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
ATTEND AND REMEMBER Ida went to live with her aunt in Memphis. She got a teaching job. A teacher was one of the few jobs women could have during that time period. She rode the train back and forth to get to school. They kept white and black people separated. The conductor tried to force Ida to move to the smoking car. Ida hired a lawyer to sue the railroad, but the railroad bribed the lawyer to lose on purpose. She didn't give up and hired another lawyer and won her case and was able to appeal to the Tennessee Supreme Court. She lost her case in the supreme court, but became a well-respected figure in the black community. Later, she became a successful journalist and civil rights advocate. (Key Details)	Why did Ida become a teacher? What happened? What happened on her train ride to school? What did she do to fight the railroad company?	0 1 2 3
CONNECT AND INFER Ida's life changed by riding the train because she learned to stand up for herself and the rights of other black people. She fought for all to be treated equally. She also found a new career path as a journalist and advocate for fair treatment. (Infer) She refused to move. (Vocabulary)	How did Ida's life change by her getting a job as a teacher and having to ride a train to work? The text says, She held on to her seat and refused to budge. What does budge mean?	0 1 2 3
ANALYZE AND EVALUATE Ida was determined and didn't give up even though she lost her case. She continued to be active in her community and met with many important people in the city. (Analyze) I think the author wanted us to know how Ida worked to make things better for black people. (Accept any answer that makes sense.) (Evaluate) (Note any additional understandings.)	What is a good word to describe Ida's personality? Why? Do you think it is a good idea for authors to write stories like this one? Why or why not?	0 1 2 3

COMPREHENSION NONFICTION RUBRIC – FLUENT (LEVELS O–Z)

		Score
ATTEND AND REMEMBER	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
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
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)	
	Takes apart multisyllabic words on the run and demonstrates flexibility when word solving	
	Uses more complex punctuation to regulate phrasing and fluency	
	Uses a variety of vocabulary strategies to determine the meaning of unknown words	
	Demonstrates an understanding of domain specific and usual words	
	Demonstrates strong literal and deeper understanding of the text	