



# The Gold Locket

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
2	Clara stared at the poster plastered on the side of the building:  Enrico Caruso in  <i>Carmen</i>  San Francisco Opera  April 17, 1906  <i>Why, the performance is tonight,</i> Clara realized. If only she could go! But, of course, that was out of the question.  She knew her parents couldn't afford luxuries such as				

		Count		Analysis of Errors and Self-Corrections	
PAGE		E	SC	E MSV	SC MSV
	<p>opera tickets. Clara sighed. One day, she promised herself, she would go to the opera, but not as a member of the audience. It would be her name on the poster, she would be the one onstage, and audiences would flock to hear her sing.</p>				
3	<p>But how would her dream ever come true? She knew she had a good voice, and she was always given a solo in the church choir. But to become a truly great singer she would need special training, and her parents didn't have money for voice lessons.</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 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	<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
<b>ATTEND AND REMEMBER</b>  Young Clara dreams of becoming an opera singer. She has a good voice, but needs voice lessons for her dream to come true. Her family doesn't have the money for lessons. They all work hard in their store. One day while she was working at the store, she noticed her mama's locket, which was given to her mama from her grandmother. She wondered why it was at the store. That night an earthquake shook their home. They had some damage, but many others had even more damage than Clara's family. Their city was on fire, and that is where the family store was located. They hurried to the store to save their merchandise. Clara looked for her mama's locket, but couldn't find it in the store. They saved two wagonloads of merchandise. Clara asked her mama about the locket, and mama said she had sold it for voice lessons for Clara. <b>(Key Details)</b>	What does Clara want to do? Why can't she do it? What does she find in the family store? What happens while Clara is sleeping? Why do they go to their store during the night? How does the story end?	0 1 2 3
<b>CONNECT AND INFER</b>  <i>Flock</i> means to gather in large numbers. <b>(Vocabulary)</b>  Clara thought Frankie took the locket because she thought he was a nuisance and often made fun of her singing. He was still in the store after he saw her holding the locket. She misjudged him, and in the end, she realized he was a hard worker. <b>(Infer)</b>	The text says, It would be her name on the poster, she would be the one onstage, and audiences would flock to hear her sing. <i>What does flock mean?</i>  Why did Clara think Frankie took the locket? In the end, what did she learn about Frankie?	0 1 2 3
<b>ANALYZE AND EVALUATE</b>  You shouldn't judge people too quickly, or sometimes you need to take a risk to help. (Accept any answer that makes sense.) <b>(Analyze)</b>  The gold locket symbolized love. Love from her grandmother as a gift to her mother and sacrifice as her mama was willing to sell it to pay for Clara's voice lessons. <b>(Evaluate)</b> (Note any additional understandings.)	What is the message the author wanted us to get from the story?  What did the gold locket symbolize in the story?	0 1 2 3

# COMPREHENSION FICTION RUBRIC – FLUENT (LEVELS Q–Z)

		Score
<b>ATTEND AND REMEMBER</b>	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
<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
	Notifies 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	