



Smooth Sailing

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
22	<p>"Prepare to come about!"</p> <p>Sean turned to look at his father, who was standing confidently at the helm of his new sailboat. His dad had named it <i>Smooth Sailing</i>, which was painted in white lettering on the back of the boat.</p> <p>Sean hated that he couldn't remember all the sailing terms his dad had tried to teach him. He was afraid to ask, anticipating his father's reaction, but pushed himself to speak up anyway. "Which way are we turning?"</p> <p>He saw his father frown. "We're coming about," his father said sternly.</p> <p>After a pause, he continued, "That means we are turning into the wind. That way." His father's frown deepened.</p>				

PAGE		Count		Analysis of Errors and Self-Corrections	
		E	SC	E MSV	SC MSV
23	<p>Sean tried to think of a way to remember this so he would not</p> <p>disappoint his father next time. Like the way he remembered the</p> <p>difference between the port side and starboard side of the boat.</p> <p>Port had four letters and so did left, so it was easy to remember</p> <p>that port was the left side. But he could think of no easy way to</p> <p>remember coming about.</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 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 Sean is sailing with his father. He had trouble remembering all the sailing terms his father tried to teach him. (Key Details)	<i>What are Sean and his father doing? What does Sean try to remember?</i>	0 1 2 3
CONNECT AND INFER <i>Confidently</i> means being sure of oneself. (Vocabulary) He wants Sean to be as interested in sailing as he is and thinks Sean isn't paying attention. (Infer)	<i>The text says, Sean turned to look at his father, who was standing confidently at the helm of his new sailboat. What does confidently mean?</i> <i>Why do you think Sean's father frowns and speaks sternly to Sean?</i>	0 1 2 3
ANALYZE AND EVALUATE <i>Yes/no, because ____.</i> (Accept any answer they can justify.) (Evaluate) He is anxious—he doesn't want to disappoint his father by not remembering sailing terms. (Analyze) (Note any additional understandings.)	<i>Do you think the title is a good title for the story? Why or why not?</i> <i>How does Sean feel at the beginning of the story and why?</i>	0 1 2 3

COMPREHENSION FICTION RUBRIC – FLUENT (LEVELS Q–Z)

		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
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	