



Under Siege

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	
		E	SC
26	Imagine this: All day and all night, you huddle with your family in a ten-foot-deep dirt cellar in your backyard. The simple shelter has a wood-beam roof covered with a piece of tin and dirt. It's tremendously hot and stuffy inside. You hear earsplitting booms and crashes, so you know cannon shells are exploding close by. You're terrified. You're hungry too. All you've had to eat are biscuits and some beans, washed down with so-called coffee made from toasted rye grain. For ten-year-old Carrie Berry, that's what life may have been like during the siege of Atlanta.		

Analysis of Errors
and Self-Corrections

E MSV	SC MSV

		Count		Analysis of Errors and Self-Corrections	
PAGE		E	SC	E MSV	SC MSV
	<p>Carrie lived in Atlanta with her parents and younger sister, Zuie.</p> <p>We know her story because she started a diary in August 1864. The city had become a disturbing, unfamiliar place. Once-green city parks were crowded with hospital tents full of wounded Confederate soldiers. Frightened women, children, and elderly men poured into the city by the wagonload. Some made the journey because they were forced from their homes by the Union army. Others fled to stay out of harm's way as armies from both sides maneuvered around Atlanta.</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 book.* 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 Carrie lived in Atlanta with her family. She started a diary about a time during the Civil War when people went to the city because the Union army forced them to leave their homes. Then the Union army moved into the city and people left, but her family stayed. By the time the Union soldiers left, many homes and buildings had been destroyed. (Key Details)	<i>Where is the setting of this story?</i> <i>What happened to Carrie and her family?</i> <i>What happened when the Union soldiers left?</i>	0 1 2 3
CONNECT AND INFER Carrie kept a diary to remember events and because she was stuck inside with little to do. (Infer) <i>A siege</i> is a military blockade. (Vocabulary)	<i>Why do you think Carrie kept a diary?</i> <i>The text says, For ten-year-old Carrie Berry, that's what life may have been like during the siege of Atlanta. What does siege mean?</i>	0 1 2 3
ANALYZE AND EVALUATE The author wrote the story to personalize what it was like to live in Atlanta when it was attacked by the Union army. (Accept any answer that makes sense.) (Analyze) (Note any additional understandings.)	<i>What was the author's purpose for this article?</i>	0 1 2 3

COMPREHENSION NONFICTION RUBRIC – FLUENT (LEVELS Q–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	