



Lending a Hairy Hand

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
30	<p>Helping other people is super nice—but it's also sometimes selfish. Today at lunch, I may give you a handful of my pretzels, secretly hoping that tomorrow you'll give me a bite of your chocolate bar. Or maybe I'll volunteer to play tuba for the school band, knowing I'll get to go on a cool trip. Helping others out feels great—but would it be as wonderful if it wasn't going to also benefit you?</p> <p>Let's ask the chimps. Chimpanzees are among humans' closest relatives, and they've also been known to help one another. They sometimes hunt together, share food, or groom each other.</p>				

PAGE		Count		Analysis of Errors and Self-Corrections	
		E	SC	E MSV	SC MSV
31	<p>But what if the favor wouldn't be returned or—worse yet—there's an actual cost to helping out? Would a chimp still do it?</p> <p>Meet Tai. She's a chimp who lives in a primate research center in Germany. She was trained to help other chimps so researchers could see if those chimps would help her out in return.</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 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 Chimpanzees sometimes hunt together, share food, and groom each other. Chimpanzees are the closest relatives to humans. Researchers studied six different chimpanzees to learn about their interactions and behaviors. (Key Details)	<i>What are some examples of how chimpanzees help each other?</i>	0 1 2 3
CONNECT AND INFER Since chimps and humans are close relatives, we can learn about human behavior from studying them. (Infer) <i>Benefit</i> is something that produces a helpful result. (Vocabulary)	<i>Why do scientists study chimps and how they help others?</i> <i>The text says, Helping others out feels great—but would it be as wonderful if it wasn't going to also benefit you? What does benefit mean?</i>	0 1 2 3
ANALYZE AND EVALUATE Humans want to help each other to make them feel good about themselves and to receive a benefit in exchange. (Analyze) (Note any additional understandings.)	<i>Why do you think humans want to help each other?</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
	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	