



A Long, Hard March

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
31	Every time an African American citizen votes in an election, Joanne Bland and Lynda Lowery have a reason to smile. In large part, it's thanks to them and the many thousands of other people who marched for equal voting rights in the 1960s that African Americans can vote freely today.				

PAGE		Count		Analysis of Errors and Self-Corrections	
		E	SC	E MSV	SC MSV
	<p>Joanne and Lynda are sisters</p> <p>from Selma, Alabama. When</p> <p>they were young girls, African</p> <p>Americans living in the South</p> <p>were frequently prevented from</p> <p>voting. The Alabama governor at</p> <p>the time opposed desegregation,</p> <p>and the local county sheriff led a</p> <p>relentless opposition to voter</p> <p>registration drives. African</p> <p>Americans were beaten, forced to</p> <p>take difficult tests, and made to</p> <p>pay fees when they tried to vote.</p> <p>Only 2 percent of Selma's eligible</p> <p>black voters managed to register</p> <p>to vote. This violated the 15th</p> <p>Amendment to the Constitution,</p>				

PAGE		Count		Analysis of Errors and Self-Correction	
		E	SC	E MSV	SC MSV
	<p>which states that a person cannot</p> <p>be denied the right to vote because</p> <p>of the color of their skin. During</p> <p>the 1960s, many Americans</p> <p>protested the violation of African</p> <p>Americans' rights.</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 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 Before the 1960s, African Americans did not have equal rights to vote as freely as they do today. We have many to thank for this because they marched for equal rights. Prior to the marches, African Americans were beaten, forced to take difficult tests, and made to pay fees when they tried to vote. Two young girls, Lynda and Joanne, marched with 600 people from Selma to Montgomery. They were faced with attacks by police officers. They were injured. Martin Luther King Jr. led the march, and they were protected by the National Guard. Many more people joined the march. (Key Details)	<i>What are some examples of how African Americans were prevented from voting?</i> <i>What did some people do to try to get equal rights?</i> <i>Who led the marches?</i>	0 1 2 3
CONNECT AND INFER They had worked hard and participated in protests and marches to ensure African Americans could vote. (Infer) <i>Relentless</i> means they kept going and continued without stopping. (Vocabulary)	<i>Why do Joanne Bland and Lynda Lowery smile every time an African American votes?</i> <i>The text says, The Alabama governor at the time opposed desegregation, and the local county sheriff led a relentless opposition to voter registration drives. What does relentless mean?</i>	0 1 2 3
ANALYZE AND EVALUATE Being able to vote gives a variety of candidates a chance of being elected for a particular office and helps every citizen to have a voice in elections. (Analyze) (Note any additional understandings.)	<i>Why is it important that every citizen has a right to vote?</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	