Reading Record

LEVEL | Informational Text

J | **Frogs and Toads Are Cool Creatures**

Student _____ Date _____

Teacher _____ Grade _____

Assess: Decoding & Fluency

Directions: For parts 1 and 2, use the Quick Reference Guides (pp. 13–15 of the *Assessment Conference Book*). Part 1: Share the book introduction; invite the student to read the text aloud. Record errors and self-corrections. Part 2: Analyze the student's errors and strategy use by answering the questions at right. Part 3: Assess fluency using the rubric; circle the rating. Then flip to the back to complete the assessment.

1 **Book Introduction:** Today you are going to read *Frogs and Toads Are Cool Creatures* to learn some information about these interesting animals.

Pg #		Errors	SC	Cues Used M	S	V
2	Do you want to learn about frogs and toads? Let's jump right in!					
3	Let's start with frogs. Frogs spend some time in water and some time on land. Frogs breathe through their noses. But they also breathe through their skin when they are in the water.					
4	Frogs have big, bulging eyes. Their special eyes help frogs see well when they are in or out of water.					
5	Frogs shoot out their long, sticky tongues to grab food. ZAP! They eat insects, spiders, and little fish.					
6	Webbed feet make frogs excellent swimmers. Frogs can swim away from snakes, birds, and raccoons. Those are creatures that want to eat frogs.					

Word Count: 107   **Total Errors**

Have the student read the rest of the text silently. Begin analyzing the student's errors and strategy use while he or she finishes.

Key Recording Conventions

➤ Write substituted word above correct word: cat / ~~car~~

➤ Write O above omitted word.

➤ Write word with a caret. inserted ∧

➤ Write T for teacher assistance.

➤ Draw an arrow back to where the student reread. ⟵

➤ Write SC for self-corrections. (Self corrections do not count as errors.)

2 **ANALYZE ERRORS AND STRATEGY USE**

Analyze errors and self-corrections to determine whether the student is using meaning cues (M), structure cues (S), or visual cues (V); record the cues the student uses for each error.

What problem-solving strategies does the reader use?

❑ picture clues
❑ rereading
❑ cross-checking
❑ letter-sound clues
❑ no observable strategies

Is the reader self-monitoring?

❑ yes   ❑ sometimes   ❑ no

3 **FLUENCY RUBRIC**

◆ word-by-word reading ◆ no expression
◆ moderately slow reading in two- or three-word phrases ◆ some expression
◆ phrased but some rough spots ◆ appropriate expression most of the time
◆ smooth reading with a few pauses ◆ consistent appropriate expression

Student _____ Date _____

Assess: Comprehension

Directions:

➤ Ask the student to retell the book. Say, "Tell me what happened in this book." You may prompt the student, saying "Tell me more" or "What else happened?" Prompting does not lower a student's score. Rate the retelling with the rubric; circle the score.

➤ Then ask the comprehension questions; circle 1 for a correct answer, .5 for a partially correct answer, and 0 for an incorrect one. Total the Question Score. The student may look back in the text; record LB next to the question if the student looks back.

➤ Add the retelling rating to the Question Score to get the Comprehension Score.

4 RETELLING RUBRIC

◆ Recalls little or no information.	
◆ Retells basic information (one or two facts).	
◆ Retells important information (main idea/random facts).	
◆ Retells important information (main idea *and* key facts).	
◆ Retells all important information and adds personal thinking.	

5 COMPREHENSION QUESTIONS Accept any reasonable answers; samples provided.

Question Types: E = evaluate; I = infer; KD = key detail; V = vocabulary; TF = text feature

1. What did the author want you to learn from reading this book? (E)
   the differences between frogs and toads . . .   1 .5 0

2. Why do some people confuse frogs and toads? (I)
   because they look alike . . .   1 .5 0

3. Where do toads generally live? (KD)
   dry places   1 .5 0

4. What does the word poisonous mean? (V)
   something that can hurt you   1 .5 0

5. [Show reader page 15.] Look at the Venn diagram. How are frogs and toads the same? (TF)
   bulging eyes; hop; eat bugs; sticky tongues; croak   1 .5 0

Question Score _____

+ Retelling Rating _____

= **Comprehension Score** _____

Retelling Notes:

6 Scoring Directions:

➤ Total the number of errors from the first page.

➤ Locate the error number on the table at right; the accuracy rate (A.R.) appears below it.

➤ Record the accuracy rate (A.R.), comprehension score, and fluency rating (see Fluency Rubric) in the space provided.

➤ Determine whether the text is at the student's instructional, independent, or frustrational level using the table; the intersection of the accuracy rate (A.R.) and comprehension score indicates the level.

➤ Consider the student's fluency rating; if it is a 3 or above, the student is fluent at this level. If it is a 2 or below, fluency will be a focus during guided reading.

Reading Level

Errors	0	1	2	3	4	5	6	7–8	9	10	11	12
A.R.%	100	99	98	97	96	95	94	93	92	91	90	89

Comprehension Score:

10												
9												
8												
7												
6												
5												

Accuracy Rate (A.R.) _____

Comprehension Score _____

Fluency Rating _____

Level J texts are at this student's:

☐ Independent Level _____

☐ Instructional Level _____

■ Frustrational Level _____

7 REFLECT What did you learn about this child as a reader?

Reading Record

J | The Lemonade Stand

Student _____ Date _____

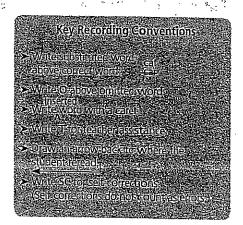Teacher _____ Grade _____

Assess: Decoding & Fluency

Directions: For parts 1 and 2, use the Quick Reference Guides (pp. 13–15 of the *Assessment Conference Book*). Part 1: Share the book introduction; invite the student to read the text aloud. Record errors and self-corrections. Part 2: Analyze the student's errors and strategy use by answering the questions at right. Part 3: Assess fluency using the rubric; circle the rating. Then flip to the back to complete the assessment.

1 **Book Introduction:** In this story, Emma and Matt decide to set up a lemonade stand. Read to find out if they have any customers.

Pg #		Errors	SC	Cues Used M	S	V
2	Emma and Matt were sitting in their backyard under a big lemon tree. It was the hottest day of the summer.					
3	"I'm bored," Matt said. "Me, too," Emma said. "It is too hot to ride bikes. It is too hot to do anything!" "It's not too hot to eat ice cream," said Matt.					
4	Emma nodded. "There's just one problem. Ice cream costs money. And we don't have any." Just then, a lemon fell from the tree and landed in Emma's hand. "Hey!" she said. "I have an idea! I know how we can make some money."					

Word Count: 96   **Total Errors** [ ]

Have the student read the rest of the text silently. Begin analyzing the student's errors and strategy use while he or she finishes.

Key Recording Conventions
- Write substituted word above correct word.
- Write O above omitted word.
- Write word with a caret (inserted).
- Write T for teacher assistance.
- Draw an arrow back to where the student reread.
- Write SC for self-corrections. (Self-corrections do not count as errors.)

2 **ANALYZE ERRORS AND STRATEGY USE**

Analyze errors and self-corrections to determine whether the student is using meaning cues (M), structure cues (S), or visual cues (V); record the cues the student uses for each error.

What problem-solving strategies does the reader use?
- ❑ picture clues
- ❑ rereading
- ❑ cross-checking
- ❑ letter-sound clues
- ❑ no observable strategies

Is the reader self-monitoring?
- ❑ yes   ❑ sometimes   ❑ no

3 **FLUENCY RUBRIC**

◆ word-by-word reading ◆ no expression	**1**
◆ moderately slow reading in two- or three-word phrases ◆ some expression	**2**
◆ phrased but some rough spots ◆ appropriate expression most of the time	**3**
◆ smooth reading with a few pauses ◆ consistent appropriate expression	**4**

Student _____ Date _____

Assess: Comprehension

Directions:
➤ Ask the student to retell the book. Say, "Tell me what happened in this book." You may prompt the student, saying "Tell me more" or "What else happened?" Prompting does not lower a student's score. Rate the retelling with the rubric; circle the score.
➤ Then ask the comprehension questions; circle 1 for a correct answer, .5 for a partially correct answer, and 0 for an incorrect one. Total the Question Score. The student may look back in the text; record LB next to the question if the student looks back.
➤ Add the retelling rating to the Question Score to get the Comprehension Score.

4 RETELLING RUBRIC

◆ Recalls few or no story elements.	**1**
◆ Retells basic story elements (characters).	**2**
◆ Retells important story elements (characters and problem).	**3**
◆ Retells important story elements and events *in sequence* (beginning, middle, end).	**4**
◆ Retells all important story elements and events *in sequence* and adds personal thinking.	**5**

5 COMPREHENSION QUESTIONS Accept any reasonable answers; samples provided.

Question Types: KD = key detail; CA = character analysis; V = vocabulary; I = infer; E = evaluate

1. What happened to give Emma the idea to make lemonade? (KD)
   A lemon fell from the tree.   1   .5   0

2. Look at page 14–15. How do you think Matt and Emma are feeling? How does the author show you that? (CA)
   tired; hot; sad—because they have frowns on their faces; heads lying on table   1   .5   0

3. When they were making lemonade, Matt measured. What does the word measured mean? (V)
   get a specific amount; get just what is needed . . .   1   .5   0

4. What might happen with Emma and Matt the next day? (I)
   People will pay them back; they can buy ice cream; they'll sell more lemonade . . .   1   .5   0

5. Do you think Emma and Matt will sell lemonade again? Why or why not? (E)
   (Accept any reasonable answer.)   1   .5   0

Question Score _____

+ Retelling Rating _____

= **Comprehension Score** _____

Retelling Notes:

6 Scoring Directions:
➤ Total the number of errors from the first page.
➤ Locate the error number on the table at right; the accuracy rate (A.R.) appears below it.
➤ Record the accuracy rate (A.R.), comprehension score, and fluency rating (see Fluency Rubric) in the space provided.
➤ Determine whether the text is at the student's instructional, independent, or frustrational level using the table; the intersection of the accuracy rate (A.R.) and comprehension score indicates the level.
➤ Consider the student's fluency rating; if it is a 3 or above, the student is fluent at this level. If it is a 2 or below, fluency will be a focus during guided reading.

Reading Level

Errors	0	1	2	3	4	5	6	7	8	9	10	11
A.R.%	100	99	98	97	96	95	94	93	92	91	90	89
Comprehension Score 10												
9												
8												
7												
6												
5												

Accuracy Rate (A.R.) _____
Comprehension Score _____
Fluency Rating _____

Level J texts are at this student's:
☐ Independent Level _____
▨ Instructional Level _____
■ Frustrational Level _____

7 REFLECT What did you learn about this child as a reader?

Reading Record

LEVEL | Informational Text

K | Up, Up, and Away in a Hot Air Balloon!

Student _____ Date _____

Teacher _____ Grade _____

Assess: Decoding & Fluency

Directions: For parts 1 and 2, use the Quick Reference Guides (pp. 13–15 of the *Assessment Conference Book*). Part 1: Share the book introduction; invite the student to read the text aloud. Record errors and self-corrections. Part 2: Analyze the student's errors and strategy use by answering the questions at right. Part 3: Assess fluency using the rubric; circle the rating. Then flip to the back to complete the assessment.

1 **Book Introduction:** Today you're going to read a book about the history of hot air balloons.

Pg #		Errors	SC	Cues Used M	S	V
3	**How Does a Hot Air Balloon Work?** You have probably seen hot air balloons before. They are big and beautiful and bright. They drift slowly through the air. But how *do* these giant balloons work?					
4	First, a flame is used to heat the air inside the balloon. Hot air rises. The hotter the air gets, the higher the balloon goes. Hot air balloons have huge baskets. These are for people like you to ride in!					
5	There's no way to steer a hot air balloon. The balloon goes wherever the wind blows it. Whoosh!					
6	When riders are ready to come down, they turn down the flame.					

Word Count: 105   **Total Errors** [ ]

Have the student read the rest of the text silently. Begin analyzing the student's errors and strategy use while he or she finishes.

Key Recording Conventions

➤ Write substituted word above correct word: cat / ~~cat~~
➤ Write O above omitted word.
➤ Write word with a caret. inserted / ∧
➤ Write T for teacher assistance.
➤ Draw an arrow back to where the student reread. ◄——
➤ Write SC for self-corrections. (Self corrections do not count as errors.)

2 **ANALYZE ERRORS AND STRATEGY USE**

Analyze errors and self-corrections to determine whether the student is using meaning cues (M), structure cues (S), or visual cues (V); record the cues the student uses for each error.

What problem-solving strategies does the reader use?
❑ picture clues
❑ rereading
❑ cross-checking
❑ letter-sound clues
❑ no observable strategies

Is the reader self-monitoring?
❑ yes   ❑ sometimes   ❑ no

3 **FLUENCY RUBRIC**

◆ word-by-word reading ◆ no expression	**1**
◆ moderately slow reading in two- or three-word phrases ◆ some expression	**2**
◆ phrased but some rough spots ◆ appropriate expression most of the time	**3**
◆ smooth reading with a few pauses ◆ consistent appropriate expression	**4**

Student _____ Date _____

Assess: Comprehension

Directions:
➤ Ask the student to retell the book. Say, "Tell me what happened in this book." You may prompt the student, saying "Tell me more" or "What else happened?" Prompting does not lower a student's score. Rate the retelling with the rubric; circle the score.
➤ Then ask the comprehension questions; circle 1 for a correct answer, .5 for a partially correct answer, and 0 for an incorrect one. Total the Question Score. The student may look back in the text; record LB next to the question if the student looks back.
➤ Add the retelling rating to the Question Score to get the Comprehension Score.

4 RETELLING RUBRIC

◆ Recalls little or no information.	**1**
◆ Retells basic information (one or two facts).	**2**
◆ Retells important information (main idea/random facts).	**3**
◆ Retells important information (main idea *and* key facts).	**4**
◆ Retells all important information and adds personal thinking.	**5**

5 COMPREHENSION QUESTIONS Accept any reasonable answers; samples provided.

Question Types: I = infer; KD = key detail; E = evaluate; V = vocabulary; TF = text feature

1. Why do you think the first balloons were sent up without people? (I)
People weren't sure if the balloons were safe . . .   **1   .5   0**

2. What makes a balloon come down from the sky? (KD)
The flame is turned down; cooler air . . .   **1   .5   0**

3. Why do you think the author wrote this book? (E)
to teach people about hot air balloons . . .   **1   .5   0**

4. [Show reader page 7.] Here the word <u>signals</u> is bold. Can you show me a place in the book where you can find the meaning of this word? (V)
(Child goes to glossary on page 17.)   **1   .5   0**

5. Show me the place in the book where a reader can find out on what page each section begins. (TF)
(Child turns to table of contents on page 2.)   **1   .5   0**

Question Score _____

+ Retelling Rating _____

= **Comprehension Score** _____

Retelling Notes:

6 Scoring Directions:
➤ Total the number of errors from the first page.
➤ Locate the error number on the table at right; the accuracy rate (A.R.) appears below it.
➤ Record the accuracy rate (A.R.), comprehension score, and fluency rating (see Fluency Rubric) in the space provided.
➤ Determine whether the text is at the student's instructional, independent, or frustrational level using the table; the intersection of the accuracy rate (A.R.) and comprehension score indicates the level.
➤ Consider the student's fluency rating; if it is a 3 or above, the student is fluent at this level. If it is a 2 or below, fluency will be a focus during guided reading.

Reading Level

Errors	0	1	2	3	4	5	6	7	8	9	10–11	12
A.R.%	100	99	98	97	96	95	94	93	92	91	90	89

Comprehension Score

10												
9												
8												
7												
6												
5												

Accuracy Rate (A.R.) _____
Comprehension Score _____
Fluency Rating _____

Level K texts are at this student's:
☐ Independent Level _____
▦ Instructional Level _____
■ Frustrational Level _____

7 REFLECT What did you learn about this child as a reader?

Next Step Guided Reading Assessment, Grades K–2 © 2013, Scholastic Inc. • 125

Reading Record

K | Ming's First Day

Student _____ Date _____

Teacher _____ Grade _____

Assess: Decoding & Fluency

Directions: For parts 1 and 2, use the Quick Reference Guides (pp. 13–15 of the *Assessment Conference Book*). Part 1: Share the book introduction; invite the student to read the text aloud. Record errors and self-corrections. Part 2: Analyze the student's errors and strategy use by answering the questions at right. Part 3: Assess fluency using the rubric; circle the rating. Then flip to the back to complete the assessment.

1 **Book Introduction:** Ming has just moved from China to America. Read to find out what happens on her first day of school.

Pg #		Errors	SC	M	S	V
2	Ming had butterflies in her stomach. Today was her first day at her new school in America. She and her family had just moved to America from China.					
4	Ming's mother sat down beside her. "Why don't you take Lin-Lin to school with you? She'll keep you company until you make some friends." "That's a terrible idea," Ming said. "The kids will make fun of me." But at the last minute, she changed her mind. "Well, maybe it's not SUCH a terrible idea," she said. She ran back and grabbed Lin-Lin and tucked her treasured beanbag panda in her backpack pocket.					

Word Count: 100   **Total Errors** | |

Have the student read the rest of the text silently. Begin analyzing the student's errors and strategy use while he or she finishes.

Key Recording Conventions

➤ Write substituted word above correct word: cat / ~~cat~~

➤ Write O above omitted word.

➤ Write word with a caret. inserted ∧

➤ Write T for teacher assistance.

➤ Draw an arrow back to where the student reread.

➤ Write SC for self-corrections. (Self corrections do not count as errors.)

2 **ANALYZE ERRORS AND STRATEGY USE**

Analyze errors and self-corrections to determine whether the student is using meaning cues (M), structure cues (S), or visual cues (V); record the cues the student uses for each error.

What problem-solving strategies does the reader use?

❑ picture clues
❑ rereading
❑ cross-checking
❑ letter-sound clues
❑ no observable strategies

Is the reader self-monitoring?

❑ yes   ❑ sometimes   ❑ no

3 **FLUENCY RUBRIC**

✦ word-by-word reading ✦ no expression	1
✦ moderately slow reading in two- or three-word phrases ✦ some expression	2
✦ phrased but some rough spots ✦ appropriate expression most of the time	3
✦ smooth reading with a few pauses ✦ consistent appropriate expression	4

Assess: Comprehension

Directions:

➤ Ask the student to retell the book. Say, "Tell me what happened in this book." You may prompt the student, saying "Tell me more" or "What else happened?" Prompting does not lower a student's score. Rate the retelling with the rubric; circle the score.

➤ Then ask the comprehension questions; circle 1 for a correct answer, .5 for a partially correct answer, and 0 for an incorrect one. Total the Question Score. The student may look back in the text; record LB next to the question if the student looks back.

➤ Add the retelling rating to the Question Score to get the Comprehension Score.

④ RETELLING RUBRIC

✦ Recalls few or no story elements.	1
✦ Retells basic story elements (characters).	2
✦ Retells important story elements (characters and problem).	3
✦ Retells important story elements and events *in sequence* (beginning, middle, end).	4
✦ Retells all important story elements and events *in sequence* and adds personal thinking.	5

⑤ COMPREHENSION QUESTIONS Accept any reasonable answers; samples provided.

Question Types: I = infer; KD = key detail; E = evaluate; CA = character analysis; V = vocabulary

1. Look at page 9. How do you think Ming is feeling after she leaves Lin-Lin on the bus? (I)
   sad; upset; worried . . .   **1   .5   0**

2. What does Ming's teacher, Ms. Jones, do to make Ming feel welcome? (KD)
   smiles; shows her to her seat; writes, "Welcome Ming!" on the board (2+ details = 1 point)   **1   .5   0**

3. Why do you think the author wrote this story? (E)
   to make kids more comfortable about going to school . . .   **1   .5   0**

4. What happened to make Ming's feelings change at the end of the story? (CA)
   She got Lin-Lin back; her teacher asked her to be the panda expert . . .   **1   .5   0**

5. What does the author mean when she says, "Ming had butterflies in her stomach"? (V)
   She was nervous, scared, worried . . .   **1   .5   0**

Question Score _____

+ Retelling Rating _____

= **Comprehension Score** _____

Retelling Notes:

---

⑥ Scoring Directions:

➤ Total the number of errors from the first page.

➤ Locate the error number on the table at right; the accuracy rate (A.R.) appears below it.

➤ Record the accuracy rate (A.R.), comprehension score, and fluency rating (see Fluency Rubric) in the space provided.

➤ Determine whether the text is at the student's instructional, independent, or frustrational level using the table; the intersection of the accuracy rate (A.R.) and comprehension score indicates the level.

➤ Consider the student's fluency rating; if it is a 3 or above, the student is fluent at this level. If it is a 2 or below, fluency will be a focus during guided reading.

Reading Level

Errors	0	1	2	3	4	5	6	7	8	9	10	11
A.R.%	100	99	98	97	96	95	94	93	92	91	90	89
Comprehension Score 10												
9												
8												
7												
6												
5												

Accuracy Rate (A.R.) _____

Comprehension Score _____

Fluency Rating _____

Level K texts are at this student's:

☐ Independent Level _____

☐ Instructional Level _____

◼ Frustrational Level _____

⑦ REFLECT What did you learn about this child as a reader?

Reading Record

L | The Perfect Gift

Student _____ Date _____

Teacher _____ Grade _____

Assess: Decoding & Fluency

Directions: For parts 1 and 2, use the Quick Reference Guides (pp. 13–15 of the *Assessment Conference Book*). Part 1: Share the book introduction; invite the student to read the text aloud. Record errors and self-corrections. Part 2: Analyze the student's errors and strategy use by answering the questions at right. Part 3: Assess fluency using the rubric; circle the rating. Then flip to the back to complete the assessment.

1 Book Introduction: This is a story about a boy named Justin who is trying to find a gift for his grandma. Read to find out why this story is called *The Perfect Gift*.

Pg #		Errors	SC	M	S	V
				Cues Used		
2	Justin was very excited. Today was his grandmother's birthday. Justin loved his grandmother and thought she was the greatest. She was fun and kind and never, ever yelled. Not even when Justin's yo-yo flew out of his hand and smashed a glass of juice. Justin wanted to give her a present she would love. He had just one problem. He didn't know what it should be.					
4	He sat down and thought. He knew his grandmother loved to take trips. "I know!" thought Justin. "I'll give her a trip to Florida!" Then he realized he probably didn't have enough money for a trip to Florida.					

Word Count: 104

Total Errors ☐

Have the student read the rest of the text silently. Begin analyzing the student's errors and strategy use while he or she finishes.

Key Recording Conventions

➤ Write substituted word above correct word: cat / ~~cat~~

➤ Write O above omitted word.

➤ Write word with a caret. inserted ∧

➤ Write T for teacher assistance.

➤ Draw an arrow back to where the student reread. ⟵

➤ Write SC for self-corrections. (Self corrections do not count as errors.)

2 ANALYZE ERRORS AND STRATEGY USE

Analyze errors and self-corrections to determine whether the student is using meaning cues (M), structure cues (S), or visual cues (V); record the cues the student uses for each error.

What problem-solving strategies does the reader use?

☐ picture clues
☐ rereading
☐ cross-checking
☐ letter-sound clues
☐ no observable strategies

Is the reader self-monitoring?

☐ yes   ☐ sometimes   ☐ no

3 FLUENCY RUBRIC

❖ word-by-word reading ❖ no expression
❖ moderately slow reading in two- or three-word phrases ❖ some expression
❖ phrased but some rough spots ❖ appropriate expression most of the time
❖ smooth reading with a few pauses ❖ consistent appropriate expression

Assess: Comprehension

Directions:

➤ Ask the student to retell the book. Say, "Tell me what happened in this book." You may prompt the student, saying "Tell me more" or "What else happened?" Prompting does not lower a student's score. Rate the retelling with the rubric; circle the score.

➤ Then ask the comprehension questions; circle 1 for a correct answer, .5 for a partially correct answer, and 0 for an incorrect one. Total the Question Score. The student may look back in the text; record LB next to the question if the student looks back.

➤ Add the retelling rating to the Question Score to get the Comprehension Score.

④ RETELLING RUBRIC

❖ Recalls few or no story elements.
❖ Retells basic story elements (characters).
❖ Retells important story elements (characters and problem).
❖ Retells important story elements and events *in sequence* (beginning, middle, end).
❖ Retells all important story elements and events *in sequence* and adds personal thinking.

⑤ COMPREHENSION QUESTIONS Accept any reasonable answers; samples provided.

Question Types: KD = key detail; V = vocabulary; CA = character analysis; I = infer; E = evaluate

1. What were some of the things Justin was thinking of giving his grandma? (KD)
   trip to Florida; his toy robot; flowers; cake; mystery story; picture (2+ details = 1 point)   **1 .5 0**

2. When he was thinking of writing a mystery story, Justin didn't have an idea for the plot. What is the plot of a story? (V)
   the order of events in a book . . .   **1 .5 0**

3. Why do you think that Justin's grandma said his gift was her favorite gift of all? (CA)
   because he made it himself; he made it for her . . .   **1 .5 0**

4. What do you think Grandma will do with the picture? (I)
   put it on her refrigerator; frame it . . .   **1 .5 0**

5. What does this story teach you about giving gifts? (E)
   Handmade gifts are the best; think about what the person likes . . .   **1 .5 0**

Question Score _____

+ Retelling Rating _____

= **Comprehension Score** _____

Retelling Notes:

---

⑥ Scoring Directions:

➤ Total the number of errors from the first page.

➤ Locate the error number on the table at right; the accuracy rate (A.R.) appears below it.

➤ Record the accuracy rate (A.R.), comprehension score, and fluency rating (see Fluency Rubric) in the space provided.

➤ Determine whether the text is at the student's instructional, independent, or frustrational level using the table; the intersection of the accuracy rate (A.R.) and comprehension score indicates the level.

➤ Consider the student's fluency rating; if it is a 3 or above, the student is fluent at this level. If it is a 2 or below, fluency will be a focus during guided reading.

Reading Level

Errors	0	1	2	3	4	5	6	7	8	9	10	11
A.R.%	100	99	98	97	96	95	94	93	92	91	90	89

Comprehension Score												
10												
9												
8												
7												
6												
5												

Accuracy Rate (A.R.) _____
Comprehension Score _____
Fluency Rating _____

Level L texts are at this student's:
☐ Independent Level _____
☐ Instructional Level _____
▓ Frustrational Level _____

⑦ REFLECT What did you learn about this child as a reader?

Reading Record

LEVEL Informational Text

M | The First Woman Doctor

Student _____ Date _____

Teacher _____ Grade _____

Assess: Decoding & Fluency

Directions: For parts 1 and 2, use the Quick Reference Guides (pp. 13–15 of the *Assessment Conference Book*). Part 1: Share the book introduction; invite the student to read the text aloud. Record errors and self-corrections. Part 2: Analyze the student's errors and strategy use by answering the questions at right. Part 3: Assess fluency using the rubric; circle the rating. Then flip to the back to complete the assessment.

1 **Book Introduction:** Read *The First Woman Doctor* to learn about the challenges Elizabeth Blackwell overcame to become the first woman doctor in the United States.

Pg #		Errors	SC	Cues Used M	S	V
3	**No School for Girls!** Today, if a girl wants to become a doctor, she can. But in the 1800s life was very different. Back then, many people thought girls should not receive an education. Elizabeth Blackwell's parents did not agree. The Blackwells had nine children, and they believed girls should be treated the same as boys. They believed in equality for all people.					
4	Elizabeth was born in England in 1821. Her father owned a sugar factory. He was a fair man and gave his workers good pay. He made sure they got breaks to rest.					

Word Count: 95   **Total Errors** ▢

Have the student read the rest of the text silently. Begin analyzing the student's errors and strategy use while he or she finishes.

Key Recording Conventions

➤ Write substituted word above correct word: cat / ~~cat~~

➤ Write O above omitted word.

➤ Write inserted word with a caret. ∧

➤ Write T for teacher assistance.

➤ Draw an arrow back to where the student reread. ⟵

➤ Write SC for self-corrections. (Self corrections do not count as errors.)

2 **ANALYZE ERRORS AND STRATEGY USE**

Analyze errors and self-corrections to determine whether the student is using meaning cues (M), structure cues (S), or visual cues (V); record the cues the student uses for each error.

What problem-solving strategies does the reader use?

❏ picture clues

❏ rereading

❏ cross-checking

❏ letter-sound clues

❏ no observable strategies

Is the reader self-monitoring?

❏ yes   ❏ sometimes   ❏ no

3 **FLUENCY RUBRIC**

❖ word-by-word reading ❖ no expression
❖ moderately slow reading in two- or three-word phrases ❖ some expression
❖ phrased but some rough spots ❖ appropriate expression most of the time
❖ smooth reading with a few pauses ❖ consistent appropriate expression

Student _____ Date _____

Assess: Comprehension

Directions:
➤ Ask the student to retell the book. Say, "Tell me what happened in this book." You may prompt the student, saying "Tell me more" or "What else happened?" Prompting does not lower a student's score. Rate the retelling with the rubric; circle the score.
➤ Then ask the comprehension questions; circle 1 for a correct answer, .5 for a partially correct answer, and 0 for an incorrect one. Total the Question Score. The student may look back in the text; record LB next to the question if the student looks back.
➤ Add the retelling rating to the Question Score to get the Comprehension Score.

4 RETELLING RUBRIC

✦ Recalls little or no information.
✦ Retells basic information (one or two facts).
✦ Retells important information (main idea/random facts).
✦ Retells important information (main idea *and* key facts).
✦ Retells all important information and adds personal thinking.

5 COMPREHENSION QUESTIONS Accept any reasonable answers; samples provided.

Question Types: KD = key detail; I = infer; E = evaluate; V = vocabulary; TF = text feature

1. Why did Elizabeth Blackwell want to become a doctor? (KD)
because her friend told her she wanted a woman doctor; because there were no women doctors . . .   **1 .5 0**

2. Why was it difficult for Elizabeth Blackwell to become a doctor in the 1800s? (I)
No other women had done it; no schools would let her in . . .   **1 .5 0**

3. Why do you think the author wrote this book? (E)
to teach about the first woman doctor . . .   **1 .5 0**

4. [Show page 3.] Here the word equality is bold. Do you know what this word means? Can you show me a place in the book where you can find the definition of this word? (V)
(Child goes to glossary on page 17.)   **1 .5 0**

5. Can you show me a single place in the book that shows the sequence of events in Elizabeth Blackwell's life? (TF)
(Reader points to timeline on page 16.)   **1 .5 0**

Question Score _____

+ Retelling Rating _____

= **Comprehension Score** _____

Retelling Notes:

6 Scoring Directions:
➤ Total the number of errors from the first page.
➤ Locate the error number on the table at right; the accuracy rate (A.R.) appears below it.
➤ Record the accuracy rate (A.R.), comprehension score, and fluency rating (see Fluency Rubric) in the space provided.
➤ Determine whether the text is at the student's instructional, independent, or frustrational level using the table; the intersection of the accuracy rate (A.R.) and comprehension score indicates the level.
➤ Consider the student's fluency rating; if it is a 3 or above, the student is fluent at this level. If it is a 2 or below, fluency will be a focus during guided reading.

Reading Level

Errors	0	1	2	3	4	5	6	7	8	9	10
A.R.%	100	99	98	97	96	95	94	93	92	91	89

Comprehension Score											
10											
9											
8											
7											
6											
5											

Accuracy Rate (A.R.) _____
Comprehension Score _____
Fluency Rating _____

Level M texts are at this student's:
☐ Independent Level _____
☐ Instructional Level _____
■ Frustrational Level _____

7 REFLECT What did you learn about this child as a reader?

Reading Record

LEVEL | Literary Text

M | The Best Place for a Medal

Student _____ Date _____

Teacher _____ Grade _____

Assess: Decoding & Fluency

Directions: For parts 1 and 2, use the Quick Reference Guides (pp. 13–15 of the *Assessment Conference Book*). Part 1: Share the book introduction; invite the student to read the text aloud. Record errors and self-corrections. Part 2: Analyze the student's errors and strategy use by answering the questions at right. Part 3: Assess fluency using the rubric; circle the rating. Then flip to the back to complete the assessment.

1 Book Introduction: This story is about a boy named Jake who loses his swimming medal. Read to find out why it is called *The Best Place for a Medal*.

Pg #		Errors	SC	M	S	V
2	Jake dug into his backpack when he got home, but there was no medal. He dumped everything on the table. Where could his swimming medal be?					
3	"What's wrong?" asked his mom. "I can't find my swimming medal," said Jake. "I wore it to school today." "When did you see it last?" Mom asked.					
4	Jake thought and said, "Matt and I walked by the park. We stopped to play soccer, and I put the medal on the bench." He added, "Maybe that wasn't the best place to put it." Mom said, "Don't worry. Let's go to the park and look."					

Cues Used

Word Count: 99 **Total Errors** [ ]

Have the student read the rest of the text silently. Begin analyzing the student's errors and strategy use while he or she finishes.

Key Recording Conventions

➤ Write substituted word above correct word: cat / ~~cat~~

➤ Write O above omitted word.

➤ Write word with a caret. inserted ∧

➤ Write T for teacher assistance.

➤ Draw an arrow back to where the student reread. ←

➤ Write SC for self-corrections. (Self corrections do not count as errors.)

2 ANALYZE ERRORS AND STRATEGY USE

Analyze errors and self-corrections to determine whether the student is using meaning cues (M), structure cues (S), or visual cues (V); record the cues the student uses for each error.

What problem-solving strategies does the reader use?
❑ picture clues
❑ rereading
❑ cross-checking
❑ letter-sound clues
❑ no observable strategies

Is the reader self-monitoring?
❑ yes ❑ sometimes ❑ no

3 FLUENCY RUBRIC

✦ word-by-word reading ✦ no expression	1
✦ moderately slow reading in two- or three-word phrases ✦ some expression	2
✦ phrased but some rough spots ✦ appropriate expression most of the time	3
✦ smooth reading with a few pauses ✦ consistent appropriate expression	4

STEP 4: Reading Record   *Next Step Guided Reading Assessment, Grades K–2* © 2013, Scholastic Inc. • 130

Assess: Comprehension

Directions:

➢ Ask the student to retell the book. Say, "Tell me what happened in this book." You may prompt the student, saying "Tell me more" or "What else happened?" Prompting does not lower a student's score. Rate the retelling with the rubric; circle the score.

➢ Then ask the comprehension questions; circle 1 for a correct answer, .5 for a partially correct answer, and 0 for an incorrect one. Total the Question Score. The student may look back in the text; record LB next to the question if the student looks back.

➢ Add the retelling rating to the Question Score to get the Comprehension Score.

4 RETELLING RUBRIC

❖ Recalls few or no story elements.
❖ Retells basic story elements (characters).
❖ Retells important story elements (characters and problem).
❖ Retells important story elements and events *in sequence* (beginning, middle, end).
❖ Retells all important story elements and events *in sequence* and adds personal thinking.

5 COMPREHENSION QUESTIONS Accept any reasonable answers; samples provided.

Question Types: KD = key detail; I = infer; E = evaluate; CA = character analysis; V = vocabulary

1. How do the children find the medal in the bird's nest? (KD)
   Spot barks; Spots points them to the tree; bird's cry makes them look up; they see the red ribbon; they see something shiny (2+ details = 1 point)   **1   .5   0**

2. Why do you think Leesha says the park is a good place to lose things? (I)
   It is big; there are many places things can hide . . .   **1   .5   0**

3. Do you think Jake's friends Matt and Leesha are good friends? Why or why not? (E)
   Yes—because they helped him find his medal . . .   **1   .5   0**

4. Jake decides to wait to get his medal. What does this tell you about him? (CA)
   He is patient; cares about animals; is considerate . . .   **1   .5   0**

5. In the story Leesha says she's a good <u>detective</u>. What does the word <u>detective</u> mean? (V)
   a person who uses clues to find things; who solves problems . . . **1   .5   0**

Question Score _____

+ Retelling Rating _____

= **Comprehension Score** _____

Retelling Notes:

---

6 Scoring Directions:

➢ Total the number of errors from the first page.

➢ Locate the error number on the table at right; the accuracy rate (A.R.) appears below it.

➢ Record the accuracy rate (A.R.), comprehension score, and fluency rating (see Fluency Rubric) in the space provided.

➢ Determine whether the text is at the student's instructional, independent, or frustrational level using the table; the intersection of the accuracy rate (A.R.) and comprehension score indicates the level.

➢ Consider the student's fluency rating; if it is a 3 or above, the student is fluent at this level. If it is a 2 or below, fluency will be a focus during guided reading.

Reading Level

Errors	0	1	2	3	4	5	6	7	8	9	10	11
A.R.%	100	99	98	97	96	95	94	93	92	91	90	89
10												
9												
8												
7												
6												
5												

(left side label: Comprehension Score)

Accuracy Rate (A.R.) _____

Comprehension Score _____

Fluency Rating _____

Level M texts are at this student's:

☐ Independent Level _____

☐ Instructional Level _____

▓ Frustrational Level _____

7 REFLECT What did you learn about this child as a reader?

Reading Record

LEVEL | Informational Text

N | Grand Canyon

Student _____ Date _____

Teacher _____ Grade _____

Assess: Decoding & Fluency

Directions: For parts 1 and 2, use the Quick Reference Guides (pp. 13–15 of the *Assessment Conference Book*). Part 1: Share the book introduction; invite the student to read the text aloud. Record errors and self-corrections. Part 2: Analyze the student's errors and strategy use by answering the questions at right. Part 3: Assess fluency using the rubric; circle the rating. Then flip to the back to complete the assessment.

1 **Book Introduction:** Read this book to discover more about the Grand Canyon. You'll learn how it was formed and why people think it is an interesting place to visit.

Pg #		Errors	SC	Cues Used M	S	V
3	**A Natural Wonder** The Grand Canyon is one of the biggest and most beautiful places in the United States. It is very deep and very wide. The canyon is so huge, in fact, that it can even be seen from outer space!					
4	Millions of tourists come to the state of Arizona to visit the Grand Canyon every year. How did this wide and deep gap in the land come to be there? The answer is all the way down at the bottom of the canyon.					
5	**A River Runs Through It** As the Earth gets older, levels of rock are formed on top of each other, like a big layer cake.					

Word Count: 110   **Total Errors**

Have the student read the rest of the text silently. Begin analyzing the student's errors and strategy use while he or she finishes.

Key Recording Conventions

➤ Write substituted word above correct word: cat ~~car~~

➤ Write O above omitted word.

➤ Write word with a caret. ^inserted

➤ Write T for teacher assistance.

➤ Draw an arrow back to where the student reread.

➤ Write SC for self-corrections. (Self corrections do not count as errors.)

2 **ANALYZE ERRORS AND STRATEGY USE**

Analyze errors and self-corrections to determine whether the student is using meaning cues (M), structure cues (S), or visual cues (V); record the cues the student uses for each error.

What problem-solving strategies does the reader use?

❑ picture clues
❑ rereading
❑ cross-checking
❑ letter-sound clues
❑ no observable strategies

Is the reader self-monitoring?

❑ yes   ❑ sometimes   ❑ no

3 **FLUENCY RUBRIC**

❖ word-by-word reading ❖ no expression	1
❖ moderately slow reading in two- or three-word phrases ❖ some expression	2
❖ phrased but some rough spots ❖ appropriate expression most of the time	3
❖ smooth reading with a few pauses ❖ consistent appropriate expression	4

Student _____ Date _____

Assess: Comprehension

Directions:
➤ Ask the student to retell the book. Say, "Tell me what happened in this book." You may prompt the student, saying "Tell me more" or "What else happened?" Prompting does not lower a student's score. Rate the retelling with the rubric; circle the score.
➤ Then ask the comprehension questions; circle 1 for a correct answer, .5 for a partially correct answer, and 0 for an incorrect one. Total the Question Score. The student may look back in the text; record LB next to the question if the student looks back.
➤ Add the retelling rating to the Question Score to get the Comprehension Score.

④ RETELLING RUBRIC

◆ Recalls little or no information.	1
◆ Retells basic information (one or two facts).	2
◆ Retells important information (main idea/random facts).	3
◆ Retells important information (main idea *and* key facts).	4
◆ Retells all important information and adds personal thinking.	5

⑤ COMPREHENSION QUESTIONS Accept any reasonable answers; samples provided.

Question Types: I = infer; KD = key detail; E = evaluate; V = vocabulary; TF = text feature

1. Why is the Grand Canyon called a "natural wonder"? (I)
   It is so big it can be seen from space; it was formed by natural forces—water and wind, changes in Earth's crust . . .   1 .5 0

2. How do scientists know Native Americans lived in the Grand Canyon? (KD)
   They found pieces of stone buildings and clay pots. (both = 1 point)   1 .5 0

3. What does the author want you to learn about the Grand Canyon? (E)
   what it looks like; how it was formed; who lived there; what it's like today . . .   1 .5 0

4. Look at page 5. Here the word plateau is bold. Do you know what this word means? Can you show me a place in the book where you can find the definition of this word? (V)
   a wide, flat-topped mountain; (Child goes to glossary on page 16.)   1 .5 0

5. Look at page 16. How does the index help you as a reader? (TF)
   It tells where in the book I can find specific information . . .   1 .5 0

Question Score _____

+ Retelling Rating _____

= **Comprehension Score** _____

Retelling Notes:

⑥ Scoring Directions:
➤ Total the number of errors from the first page.
➤ Locate the error number on the table at right; the accuracy rate (A.R.) appears below it.
➤ Record the accuracy rate (A.R.), comprehension score, and fluency rating (see Fluency Rubric) in the space provided.
➤ Determine whether the text is at the student's instructional, independent, or frustrational level using the table; the intersection of the accuracy rate (A.R.) and comprehension score indicates the level.
➤ Consider the student's fluency rating; if it is a 3 or above, the student is fluent at this level. If it is a 2 or below, fluency will be a focus during guided reading.

Reading Level

Errors	0	1	2	3	4	5–6	7	8	9	10	11	12
A.R.%	100	99	98	97	96	95	94	93	92	91	90	89
10												
9												
8												
7												
6												
5												

(Comprehension Score)

Accuracy Rate _____
Comprehension Score _____
Fluency Rating _____

Level N texts are at this student's:
☐ Independent Level _____
☐ Instructional Level _____
■ Frustrational Level _____

⑦ REFLECT What did you learn about this child as a reader?

Reading Record

Student _____ Date _____

Teacher _____ Grade _____

Assess: Decoding & Fluency

Directions: For parts 1 and 2, use the Quick Reference Guides (pp. 13–15 of the *Assessment Conference Book*). Part 1: Share the book introduction; invite the student to read the text aloud. Record errors and self-corrections. Part 2: Analyze the student's errors and strategy use by answering the questions at right. Part 3: Assess fluency using the rubric; circle the rating. Then flip to the back to complete the assessment.

1 Book Introduction: This story is about a camping trip Marco and his dad go on together. Read to find out why the title is *Things Couldn't Get Worse*.

Pg #		Errors	SC	M	S	V
				Cues Used		
2	The day of our backpacking trip had finally arrived! My dad and I were going hiking at Eagle Lake. My sister Lena couldn't go, though. She had a soccer game.					
3	"Next time!" Dad promised. Lena frowned. She loves soccer, but she loves camping more.					
4	When we started walking, the sky was clear and sunny. An hour later, the sky turned black. Huge raindrops splattered on our faces and clothes.					
5	"Marco!" Dad shouted. "Do you want to go back to the car?" "No way," I thought. I had looked forward to this trip for too long, so I shook my head. It was just a little storm. I didn't think things could get any worse until . . .					

Word Count: 115   **Total Errors** [ ]

Have the student read the rest of the text silently. Begin analyzing the student's errors and strategy use while he or she finishes.

Key Recording Conventions

➤ Write substituted word above correct word: ~~car~~ cat

➤ Write O above omitted word.

➤ Write word with a caret. ^inserted

➤ Write T for teacher assistance.

➤ Draw an arrow back to where the student reread. ←

➤ Write SC for self-corrections. (Self corrections do not count as errors.)

2 ANALYZE ERRORS AND STRATEGY USE

Analyze errors and self-corrections to determine whether the student is using meaning cues (M), structure cues (S), or visual cues (V); record the cues the student uses for each error.

What problem-solving strategies does the reader use?

❑ picture clues

❑ rereading

❑ cross-checking

❑ letter-sound clues

❑ no observable strategies

Is the reader self-monitoring?

❑ yes   ❑ sometimes   ❑ no

3 FLUENCY RUBRIC

◆ word-by-word reading
◆ no expression
◆ moderately slow reading in two- or three-word phrases ◆ some expression
◆ phrased but some rough spots ◆ appropriate expression most of the time
◆ smooth reading with a few pauses ◆ consistent appropriate expression

Student _____ Date _____

Assess: Comprehension

Directions:

➤ Ask the student to retell the book. Say, "Tell me what happened in this book." You may prompt the student, saying "Tell me more" or "What else happened?" Prompting does not lower a student's score. Rate the retelling with the rubric; circle the score.

➤ Then ask the comprehension questions; circle 1 for a correct answer, .5 for a partially correct answer, and 0 for an incorrect one. Total the Question Score. The student may look back in the text; record LB next to the question if the student looks back.

➤ Add the retelling rating to the Question Score to get the Comprehension Score.

4 RETELLING RUBRIC

❖ Recalls few or no story elements.	1
❖ Retells basic story elements (characters).	2
❖ Retells important story elements (characters and problem).	3
❖ Retells important story elements and events *in sequence* (beginning, middle, end).	4
❖ Retells all important story elements and events *in sequence* and adds personal thinking.	5

5 COMPREHENSION QUESTIONS   Accept any reasonable answers; samples provided.

Question Types: CA = character analysis; KD = key detail; I = infer; V = vocabulary; E = evaluate

1. What do all the family members have in common? (CA)
   they love camping; love being together . . .   1   .5   0

2. What events could have spoiled the camping trip? (KD)
   rain; Dad falling in water; wet clothes/tent; soggy food; no fire . . .
   (2+ details = 1 point)   1   .5   0

3. Why does Marco say at the end, "it's the best camping trip ever"? (I)
   The family is together; Mom and Lena came with dry supplies
   and food . . .   1   .5   0

4. When dad lost his balance, his arms flailed in the air. What does the word flailed mean? (V)
   (child says or shows) to wave or move wildly . . .   1   .5   0

5. Why do you think the title of this story is *Things Couldn't Get Worse*? (E)
   (Accept any reasonable answer.)   1   .5   0

Question Score _____

+ Retelling Rating _____

= **Comprehension Score** _____

Retelling Notes:

6 Scoring Directions:

➤ Total the number of errors from the first page.

➤ Locate the error number on the table at right; the accuracy rate (A.R.) appears below it.

➤ Record the accuracy rate (A.R.), comprehension score, and fluency rating (see Fluency Rubric) in the space provided.

➤ Determine whether the text is at the student's instructional, independent, or frustrational level using the table; the intersection of the accuracy rate (A.R.) and comprehension score indicates the level.

➤ Consider the student's fluency rating; if it is a 3 or above, the student is fluent at this level. If it is a 2 or below, fluency will be a focus during guided reading.

Reading Level

Errors	0	1	2	3–4	5	6	7	8	9	10	11–12	13
A.R.%	100	99	98	97	96	95	94	93	92	91	90	89
Comprehension Score 10												
9												
8												
7												
6												
5												

Accuracy Rate _____

Comprehension Score _____

Fluency Rating _____

Level N texts are at this student's:

☐ Independent Level _____

☐ Instructional Level _____

■ Frustrational Level _____

7 REFLECT   What did you learn about this child as a reader?