Are

Reading Record

LEVEL | Informational Text

 miorinadorial text
Frogs and Toads
Cool Creatures

Student	Date
Teacher	Grada

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.

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

	•			Cue	es U	sed
Pg #	ŧ	Errors	sc	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.	4		144		
5	Frogs shoot out their long, sticky tongues to grab food. ZAP! They eat insects, spiders, and little fish.			A de la constanta de la consta	A CONTRACTOR OF THE CONTRACTOR	
6	Webbed feet make frogs excellent swimmers. Frogs can swim away from snakes, birds, and raccoons. Those are creatures that want to eat frogs.					

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

Total Errors

Key Recording Conventions

- ➤ Write substituted word cat above correct word:
- > Write O above omitted word.
- inserted ➤ Write 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.)

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?

- ☐ ves □ sometimes
- 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

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EVEL J: Frogs and Toads Are Cool Creatures	Student	_ Date
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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.

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.

A	COMPDEHENCION (OHECTIONS	Accept any reasonable answers; samples provided
w	COMPREHENSION	QUE2110N2	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 ...
- 2. Why do some people confuse frogs and toads? (I) because they look alike ...
- 3. Where do toads generally live? (KD) dry places
- 4. What does the word poisonous mean? (V) something that can hurt you
- 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

Question Score _____

1 .5 0

+ 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.

				R	leac	ling	Le	vel					
	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
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	9												- 11
oisi	8										•		
-Per	7						<u> </u>	11.				-20	
Comprehension	6	1.15											
Comp Score	5						s= - - 						

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

Level J texts are at this student's:

- Independent Level ___ Instructional Level ____

Frustrational Level ___

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LEVEL | Literary Text

	_	
_	8	
- 1		

The Lemonade Stand

Student	Date
Teacher	Grade

Assess: Decoding & Fluency

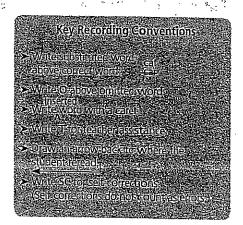
Directions: For parts 1 and 2, use the Quick Reference Guides (pp. 13-15 of the Assessment Conference Book). Part 1: Share the book introduction; invite the student to read the text aloud. Record errors and self-corrections. Part 2: Analyze the student's errors and strategy use by answering the questions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

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

				Cu	es U	sed
Pg#		Errors	SC	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.		With an and the state of the st	The state of the s		
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."			To find a constraint of the co	- 1-4	3 A STATE OF THE S
Word	Count: 96 Total Errors		<u>-</u> 1.		1	

Have the student read the rest of the text silently. Begin analyzing the student's

errors and strategy use while he or she finishes.



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
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- 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

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ı	F V F I	J: Ine	l emonade Stand

-,t <u>.</u>	D-4-	
Student	Date .	

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.

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.

6	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.
- 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
- 3. When they were making lemonade, Matt measured. What does the word measured mean? (V) get a specific amount; get just what is needed ...
- 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 ...
- 5. Do you think Emma and Matt will sell lemonade again? Why or why not? (E) (Accept any reasonable answer.)

Question Score ___

.5 0

+ 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.

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	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
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Accui	acy Ra	rte (A.R.)=	
Comp	rehen	sion	Score	:
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Fluency Rating

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student's:			

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24	Frustrational Level	
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LEVEL	Informa
K	Up,

ational Text

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.

				Cue	es Us	sed
Pg #		Errors	sc	M	S	٧
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?	1 - Constanting of the Constanti				
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!	And the state of t				
5	There's no way to steer a hot air balloon. The balloon goes wherever the wind blows it. Whoosh!				The state of the s	
6	When riders are ready to come down, they turn down the flame.					

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

Total Errors

Key Recording Conventions

- ➤ Write substituted word cat above correct word:
- ➤ Write O above omitted word.
- inserted

 Write 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.)

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?

- ves
- □ 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

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EVEL K: Up, Up, and Away in a Hot Air Ballo	oon! Student D	ate		_
Assess: Comprehension				
irections: Ask the student to retell the book. So or "What else happened?" Prompting Then ask the comprehension question for the Students of	Say, "Tell me what happened in this book." You may prompt the student, saying "Telling does not lower a student's score. Rate the retelling with the rubric; circle the scortions; circle 1 for a correct answer, .5 for a partially correct answer, and 0 for an increase may look back in the text; record LB next to the question if the student looks bestion Score to get the Comprehension Score.	orrec		
4 RETELLING RUBRIC	5 COMPREHENSION QUESTIONS Accept any reasonable answers; samples pro	ided.		
Recalls little or no information.	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	(
Retells basic information (one or two facts).	2. What makes a balloon come down from the sky? (KD)		_	
Retells important information (main idea/random facts).	The flame is turned down; cooler air 3. Why do you think the author wrote this book? (E) to teach people about hot air balloons	1	.5 .5	•
Retells important information (main idea <i>and</i> key facts).	 4. [Show reader page 7.] Here the word signals is bold. Can you show me a place in the book where you can find the meaning of this word? (V) 	1	د.	•
Retells all important information and adds personal thinking.	(Child goes to glossary on page 17.) 5. Show me the place in the book where a reader can find out on what	1	.5	
	page each section begins. (TF) (Child turns to table of contents on page 2.)	. 1	.5	
	Question Sc	ore		_
Retelling Notes:	+ Retelling Rat			
,	= Comprehension So	ore _		
6 Scoring Directions: Total the number of errors from the base on the transfer of transfer on the transfer of transfer on the transfer of transfer of transfer or	the first page. Reading Level	9 91	10–11 90	1
 ▶ Total the number of errors from the Locate the error number on the total the accuracy rate (A.R.) appears the Record the accuracy rate (A.R.), of fluency rating (see Fluency Rubrics ▶ Determine whether the text is at 	the first page. Errors 0 1 2 3 4 5 6 7 8 table at right; below it. 10 99 98 97 96 95 94 93 92			
 Total the number of errors from the Locate the error number on the tathe accuracy rate (A.R.) appears to Record the accuracy rate (A.R.), of fluency rating (see Fluency Rubric 	the first page. table at right; below it. comprehension score, and c) in the space provided. It the student's instructional, rel using the table; the (A.R.) and comprehension Accuracy Rate (A.R.) Errors 0 1 2 3 4 5 6 7 8 A.R.% 100 99 98 97 96 95 94 93 92 8 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9	91	90	

STEP 4: Reading Record

LEVEL	Literary Text	
	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.

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

				Cue	es U	sed
Pg#	•	Errors	sc	M	5	٧
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.					
	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	The state of the s				
4	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.		The state of the s			

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

Total Errors

Key Recording Conventions

- ➤ Write substituted word cat above correct word:
- > Write O above omitted word.
- inserted ➤ Write 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.)

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?

- ves
- □ sometimes

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

ı	FVFL	K:	Ming's	First	Day
L	. L. Y L. L	11.	TYTHING 3	11111	Day

Student		Date	

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.



Ф	Recalls few or no story elements.	
49	Retells basic story elements (characters).	2
0	Retells important story elemen (characters and problem).	ts
*	Retells important story elemen and events <i>in sequence</i> (beginning, middle, end).	ts ZE
\$	Retells all important story elements and events in sequen	ce

and adds personal thinking.

(3)	COMPREHENSION	QUESTIONS	Accept any reasonable answers; samples p	orovide
	COMPREHENSION	QUESTIONS	Accept any reasonable answers; samples p	ı

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? (1)

 worried	

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

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 \cdots 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	٠.>	U
Question Score	ı		

Retelling Notes:

question secte	
+ Retelling Rating	
Comprehension Score	

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.
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	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							1.15			i.,		*
Comprehension	9												57
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Comp Score	5												

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

Level K texts are at this student's:

Independent Level ____ Instructional Level _____

Frustrational Level



LEVEL	Literary	Tex
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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.

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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.

5	tory is called <i>The Perfect Gift</i> .	Cues Used				
Pg #	•	Errors	sc	M	S	٧
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

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

Total Errors

Key Recording Conventions

- ➤ Write substituted word above correct word:
- Write O above omitted word.
- inserted

 Write 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.)

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 no

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



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LEVEL	L: The	Perfect	Gift
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Student	Data
Diddelli	Date

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.

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.

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)

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 . . .

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 . . .

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

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

1 .5 0

.5 0

Question Score ___

+ Retelling Rating ___

= Comprehension Score



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.

					(3-1	Hic	Ιđ	Œ					
	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							. • ;			24, 2	1.	1904
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ehei	7												
Comprehension	6			. :			• ,		變	4		議談	
522	5										2.5		

Accuracy Rate (A.R.) ___ Comprehension Score _____

Fluency Rating ____

Level L texts are at this student's:

Independent Level ____ Instructional Level ____

Frustrational Level ____



LEVEL | Informational Text

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.

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.

٧	woman doctor in the United States.		Cues Used			
Pg #	•	Errors	sc	M	\$	٧
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:
- > Write O above omitted word.
- inserted >- Write 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.)

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

LEVEL M: The First Woman Doctor	Student D	ate	
or "What else happened?" Promptir ➤ Then ask the comprehension questi Total the Ouestion Score. The stude	ay, "Tell me what happened in this book." You may prompt the student, saying "Te ng does not lower a student's score. Rate the retelling with the rubric; circle the scor ons; circle 1 for a correct answer, .5 for a partially correct answer, and 0 for an ind nt may look back in the text; record LB next to the question if the student looks b tion Score to get the Comprehension Score.	re. corre	ect o
RETELLING RUBRIC	5 COMPREHENSION QUESTIONS Accept any reasonable answers; samples prov	/ided.	•
 Recalls little or no information. Retells basic information 	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
(one or two facts). ◆ Retells important information (main idea/random facts).	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
♦ Retells important information (main idea <i>and</i> key facts).	3. Why do you think the author wrote this book? (E) to teach about the first woman doctor	1	.5
♦ Retells all important information and adds personal thinking.	 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.) 5. Can you show me a single place in the book that shows the sequence of events in Elizabeth Blackwell's life? (TF) 	1	.5
	(Reader points to timeline on page 16.)	1	.5
	Question Sco + Retelling Rati		
Retelling Notes:	= Comprehension Sco		
 Scoring Directions: ➤ Total the number of errors from the Locate the error number on the tabe the accuracy rate (A.R.) appears below. ➤ Record the accuracy rate (A.R.), confluency rating (see Fluency Rubric) i ➤ Determine whether the text is at the independent, or frustrational levelor intersection of the accuracy rate (Ascore indicates the level. ➤ Consider the student's fluency rating the student is fluent at this level. If fluency will be a focus during guide 	le at right; ow it. In prehension score, and in the space provided. In the space provided. It is a 3 or above, it is a 2 or below, A.R.% 100 99 98 97 96 95 94 93 A.R.% 100 99 98 97 97 96 95 94 98 A.R.% 100 90 98 98 97 96 95 94 98 A.R.% 100 90 98 98 97 97 96 95 94 98 A.R.% 100 90 9	are a	evel .

LEVEL | Literary Text

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.

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

The Best Place for a Medal.			Cues Used			
Pg#	Pg #		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."					

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

Total Errors

Key Recording Conventions

- ➤ Write substituted word cat above correct word:
- > Write O above omitted word.
- inserted ➤ Write 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.)

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?

- u yes
- □ sometimes

FLUENCY RUBRIC

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



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LEVEL M: The Best Place for a Medal	Student	Date

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.

0	RETELLING RUBRIC	
. 0-	II- farmar no story	

- 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.

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COMPREHENSION QUESTIONS Accept any reasonable answers; samples provided.

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

- How do the children find the medal in the bird's nest? (KD)
 Spot barke; Spote 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)
- 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...
- 3. Do you think Jake's friends Matt and Leesha are good friends? Why or why not? (E)
 Yee—because they helped him find his medal...
- 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...

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 ciues to find things; who solves problems ...

	_	
Question	Score	

1 .5 0

1 .5 0

1 .5 0

1 ,5 0

.5 0

+ Retelling Rating _

= Comprehension Score

.

Scoring Directions:

Retelling Notes:

- > 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.

				Ī	CE	Tit	IG	vel					
	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												
ısio	8										•		
hei	7												
comprehension core	6										- 4		
Comp Score	5												

Accuracy Rate (A.R.) _____ Comprehension Score _____ Level M texts are at this student's:

Fluency Rating ____ Independent Level ___

Instructional Level _____



LEVEL Informational Text 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.

	why people think it is an interesting place to visit.			Cue	es U	sed	> Write substituted word above correct word:
g #		Errors	sc	M	S	٧	> Write O above omitted word.
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!						 Write 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.)
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.						ANALYZE ERRORS AND STRATEGY USE Analyze errors and self-corrections to determin 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
	A River Runs Through It						□ cross-checking □ letter-sound clues
5	As the Earth gets older, levels of rock are formed on top of each other, like a big layer cake.						□ no observable strategies Is the reader self-monitoring? □ yes □ sometimes □ no

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

♦ 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

LEVEL N: Grand Canyon	
Assess: Comprehension	
Directions: - Ask the student to retell the book. So or "What else happened?" Prompties Then ask the comprehension quest Total the Question Score. The studes Add the retelling rating to the Que	ng does not lower a studen ions; circle 1 for a correct a ent may look back in the te
RETELLING RUBRIC	5 COMPREHENSIO
Recalls little or no	Question Types: I = infer; K
information.	1. Why is the Grand Ca It ie so big it can b
Retells basic information (one or two facts).	forces—water and
Retells important information (main idea/random facts).	2. How do scientists kr They found pleces
* Retells important information (main idea <i>and</i> key facts).	3. What does the auth what it looks like; hills today
Retells all important information and adds personal thinking.	4. Look at page 5. Hen word means? Can y the definition of this a wide, flat-topped
	5. Look at page 16. Ho It tells where in the
Retelling Notes:	
6 Scoring Directions:	
Total the number of errors from the	
Locate the error number on the tal	
the accuracy rate (A.R.) appears be	
	mprehension score, and
 Record the accuracy rate (A.R.), co fluency rating (see Fluency Rubric) 	mprehension score, and in the space provided.
 Record the accuracy rate (A.R.), co fluency rating (see Fluency Rubric) Determine whether the text is at the independent, or frustrational level 	mprehension score, and in the space provided. ne student's instructional, using the table; the
 Record the accuracy rate (A.R.), co fluency rating (see Fluency Rubric) Determine whether the text is at the independent, or frustrational level intersection of the accuracy rate (A 	mprehension score, and in the space provided. ne student's instructional, using the table; the
 Record the accuracy rate (A.R.), co fluency rating (see Fluency Rubric) Determine whether the text is at the independent, or frustrational level intersection of the accuracy rate (Ascore-indicates-the-level. 	mprehension score, and in the space provided. ne student's instructional, using the table; the M.R.) and comprehension
 Record the accuracy rate (A.R.), co fluency rating (see Fluency Rubric) Determine whether the text is at the independent, or frustrational level intersection of the accuracy rate (Ascore indicates the level. Consider the student's fluency ration the student is fluent at this level. If 	mprehension score, and in the space provided. The student's instructional, using the table; the standard comprehension and comprehension are; if it is a 3 or above, it is a 2 or below,
 Record the accuracy rate (A.R.), co fluency rating (see Fluency Rubric) Determine whether the text is at the independent, or frustrational level intersection of the accuracy rate (Ascore-indicates the level: Consider the student's fluency rational rati	mprehension score, and in the space provided. The student's instructional, using the table; the standard comprehension and comprehension are; if it is a 3 or above, it is a 2 or below,
 Record the accuracy rate (A.R.), co fluency rating (see Fluency Rubric) Determine whether the text is at the independent, or frustrational level intersection of the accuracy rate (Ascore-indicates the level. Consider the student's fluency ration the student is fluent at this level. If 	mprehension score, and in the space provided. The student's instructional, using the table; the standard comprehension and comprehension are; if it is a 3 or above, it is a 2 or below,
Record the accuracy rate (A.R.), co fluency rating (see Fluency Rubric) Determine whether the text is at the independent, or frustrational level intersection of the accuracy rate (Ascore-indicates the level. Consider the student's fluency rational the student is fluent at this level. If fluency will be a focus during guid	mprehension score, and in the space provided. The student's instructional, using the table; the standard comprehension and comprehension are; if it is a 3 or above, it is a 2 or below,
 Record the accuracy rate (A.R.), co fluency rating (see Fluency Rubric) Determine whether the text is at the independent, or frustrational level intersection of the accuracy rate (A-score-indicates the level. Consider the student's fluency rational the student is fluent at this level. If fluency will be a focus during guid 	mprehension score, and in the space provided. ne student's instructional, using the table; the a.R.) and comprehension ng; if it is a 3 or above, it is a 2 or below, ed reading.

Student	D	ate _		<u>-</u>
t's score. Rate the retelling nswer, .5 for a partially co	brompt the student, saying "Te with the rubric; circle the sco brrect answer, and 0 for an ind uestion if the student looks b	re. correc		
N QUESTIONS Accept ar	ny reasonable answers; samples prov	/ided.		
) = key detail; E = evaluate; V = inyon called a "natural v e seen from space; It w wind, changes in Earth	vonder"? (I) as formed by natural	1	.5	0
ow Native Americans live	ed in the Grand Canyon? (K clay pots. (both = 1 point)	(D)		0
or want you to learn abo ow it was formed; who	out the Grand Canyon? (E) lived there; what it's	•		
e the word <u>plateau</u> is bol ou show me a place in th word? (V)	d. Do you know what this ne book where you can find	1	.5	0
mountain; (Child goes	to glossary on page 16.)	1	.5	0
w does the index help you book I can find apacific		1	.5	0
	Question Sco	re		
	+ Retelling Ration	ng		
	■ Comprehension Sco			

5

Errors

A.R.%

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100 99

96 94 93

8

92 91

Reading Level

95

3

98 97

Accuracy Rate _ Comprehension Score _____

Fluency Rating ____

student's: Independent Level

Level N texts are at this

10 9

11

90

Instructional Level _

Frustrational Level _

ider?

LEVEL	Literary Text

Things Couldn't Get Worse

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.

	Book Introduction: This story is about a camping trip I his dad go on together. Read to find out why the title is		Яш				Key Recording Conventions
	Things Couldn't Get Worse.			Cu	es U	sed	➤ Write substituted word cat above correct word: ←ar
Pg#	<u> </u>	Errors	sc	М	S	V	➤ Write O above omitted word.
	The day of our backpacking trip had finally						inserted Write word with a caret.
	arrived! My dad and I were going hiking						> Write T for teacher assistance.
2							Draw an arrow back to where the student reread.
	at Eagle Lake. My sister Lena couldn't go,	-					➤ Write SC for self-corrections.
	though. She had a soccer game.						(Self corrections do not count as errors.)
	"Next time!" Dad promised.						2 ANALYZE ERRORS AND
3	Lena frowned. She loves soccer, but she loves						STRATEGY USE
	·						Analyze errors and self-corrections to determine
	camping more.						whether the student is using meaning cues (M), structure cues (S), or visual cues (V); record the
	NAME						cues the student uses for each error.
	When we started walking, the sky was clear	and the state of t	ĺ				What problem-solving strategies
4	and sunny. An hour later, the sky turned						does the reader use? ☐ picture clues
	black. Huge raindrops splattered on our faces		j				☐ picture clues ☐ rereading
	and clothes.		!				□ cross-checking
		1					☐ letter-sound clues
	"Marco!" Dad shouted. "Do you want to go						☐ no observable strategies
	back to the car?"						Is the reader self-monitoring?
							☐ yes ☐ sometimes ☐ no
5	"No way," ! thought. I had looked forward						
	-to this trip for too long, so I shook my head.						3 FLUENCY RUBRIC
	It was just a little storm. I didn't think things						⇒ word-by-word reading
ORGAN USAN AND AND AND AND AND AND AND AND AND A	could get any worse until	# ####################################	~		***************************************		◆ no expression
Word	d Count: 115 Total Errors						 moderately slow reading in two- or three-word phrases
							* some expression
	the student read the rest of the text silently. Begin ana	lyzing t	:he st	:uder	ıt's		phrased but some rough spots appropriate expression most

of the time

smooth reading with a few pauses
 consistent appropriate expression

LEVEL N: Things	Couldn't Get Worse
-----------------	--------------------

Student Date

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.

î.

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.

(B)	COMPREHENSION QUES	STIONS	Accept any reasonable answers; samples provide
	COMPREHENSION QUES	HOME	Accept any reasonable answers, samples pro

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

Question Score _____

1 .5 0

1 .5 0

1 .5 0

1 .5 0

+ 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.

					G	G =(Lev	rel					
		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
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	_	9												
	sion	- 8									1	•		ê ê
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		6						:						
	Compr Score	5	É		Ġ,				ā.ģ		ěs.			

Accuracy Rate ____ Comprehension Score ____ Fluency Rating ____

Level N texts are at this student's:

- Independent Level ____ Instructional Level ____
- Frustrational Level ___

