	Scholastic Reading Assessment Levels A-Z										
К	1	2	3	4	5						
RF.K.1a	RF.1.1	RF.2.3a	RF.3.3	RF.4.3	RF.5.3a						
RF.K.1b	RF.1.1k	RF.2.3b	RF.3.3a	RF.4.3a	RF.5.4a						
RF.K.1c	RF.1.2	RF.2.3c	RF.3.3c	RF.4.4	RF,5,4b						
RF.K.1d	RF.1.2a	RF.2.3d	RF.3.4	RF.4.4a	RF.5.4c						
RF.K.2a	RF.1.2b	RF.2,4	RF.3.4a	RF.4.4b	SL.5.2						
RF.K.3a	RF1.2c	RF.2.4a	RF.3.4b	RF4.4c	SL.5.4						
RF.K. 3b	RF.1.3d	RF.2.4b	RF3,4c	SL.4.1c							
RF.K.3c	RF.1.3e	RF.2.4c	RF.3.4b	SL.4.1d							
RF.K.3d	RF.1.4b	SL.2.4	RF3.4c	SL,4,3							
SL.K. 2	RF.1.4c	SL.2.5	SL.3.1.a	SL.4.4							
SL.K. 6	SL.1.1	SL.2.6	SL,3.1c								
	SL.1.2		SL.3.1d								
	SL.1.3		SL,3,2								
	SL.1.6										

LEVEL Informational Text I See Colors

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.

					Cu	es U	sed
Pg #			Errors	sc	М	S	٧
2	I see a blue bird.						
3	I see a red bug.						
4	I see a yellow flower.						
5	l see a green tree.						
6	l see an orange cat.	ł					
7	I see a brown dog.						
8	I see colors.						
Vor	d Count: 33	Total Error	Š			I	I
Note	es and Observations						
	·						

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

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

C

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(4	
· 🖟	LEVEL A: I See Colors
	Assess: Com
3	Directions:
C .	Ask the student or "What else h
.	➤ Then ask the co
Ğ,	Total the Questi Add the retellin
G .	Mad the return.
(;	4 RETELLING
3	Recalls little or r information.
9	♦ Retells basic info
9	♦ Retells importar (main idea/rand
3	♦ Retells importar
3	(main idea <i>and</i>
3	 Retells all important and adds perso
3	
.3	Retelling Note
.3	(,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,
.3	
(3)	
(3)	
3	
3	
3	
	8
	Scoring Dir ➤ Total the numb
	➤ Locate the erro
, 3	the accuracy ra Record the acc
4	fluency rating
	➤ Determine who independent, or
	intersection of
 	score indicates ➤ Consider the s
(()	the student is
(g)	fluency will be

Student	Date

ections:

- 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.

P A		
	RETELLING RUB	RIC

 Recalls little or no information. 	1)
 Retells basic information (one or two facts). 	22
 Retells important information (main idea/random facts). 	3
 Retells important information (main idea and key facts). 	Z
♦ Retells all important informati	on

(3)	COMPREHENSION OUESTIONS	Accept any reasonable answers; samples provided
	COMM MEMBRASION GOESTIGHT	Trecept any reasonable anathronia samples promised

Question Types: KD = key detail; E = evaluate; V = vocabulary

- 1. Tell me some pictures you remember from the book. (KD) bird, bug, flower, tree, cat, dog ... (2+ details = 1 point)
- 2. What is your favorite color? (E) (Accept any color word.)
- 3. Tell me something that is your favorite color. (V) (Accept any answer that matches favorite color.)

Ouestion Score ____

1 .5 (

+ Retelling Rating ___

= Comprehension Score .

Retelling Notes:			

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.

				W ;	Col	Πœ	ĮЬ	Z)				
	Errors	0	1	2	3	4	_5	6	7	8	9	10
	A.R.%	100	97	94	91	88	85	82	79	76	73	70
	8				美麗							
=	7				\$5.00 \$5.00	微微			1		Ŧ.	
Sio	6			學統		(1) (B				21/2		
Comprehension Score	5	400 CV	建定		97.00		<u> </u>		置變		整樣	
npr re	4				\$1.4	6. A			9.347			
Comp Score	3		W.H	4	(4) S	w()			Siz-		4.12	

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

Level A texts are at this student's:

Independent Level ___ Instructional Level ___

Frustrational Level ____



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

A supplied to the control of the contr

LEVEL | Informational Text See the Cat

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.

				Cues Used		
g#		Errors	SC.	M	5	٧
2	See the cat!					
3	See the cat. It has ears.					
4	See the cat. It has eyes.					
5	See the cat. It has a nose.					
6	See the cat. It has a mouth.					
7	See the cat. It has a tail.					
8	See the cats!					
Vor	d Count: 39 Total Erro	ารี			f .	
Note	es and Observations					

Key Recording Conventions

- ➤ Write substituted word cat above correct word: ←ar
- > 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.

C

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 ☐
- 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 B: See the Cat	Student	Da
Assess: Comprehension		•
Directions:		
 Then ask the comprehension questoral the Question Score. The stud Add the retelling rating to the Question 	Say, "Tell me what happened in this book." You may proting does not lower a student's score. Rate the retelling witions; circle 1 for a correct answer, .5 for a partially correlent may look back in the text; record LB next to the queestion Score to get the Comprehension Score.	rith the rubric; circle the score
4 RETELLING RUBRIC	5 COMPREHENSION QUESTIONS Accept any r	easonable answers; samples provid
♦ Recalls little or no	Question Types: KD = key detail; TF = text feature; V = vocabu	lary
information.	1. What are some things that all cats have? (KD)	
♦ Retells basic information (one or two facts).	ears, eyes, nose, mouth, tall (2+ details:	
	2. Look on page 3. Why does this page have two because a cat has two ears	arrows? (TF)
♦ Retells important information (main idea/random facts),		
(main idea/random facts). (F3) Retells important information	3. Name another animal that has a tail. (V) (Accept any reasonable answer.)	
(main idea and key facts).		
♦ Retells all important information		Question Score
and adds personal thinking.		+ Retelling Rating
		= Comprehension Score
Scoring Directions: Total the number of errors from the Locate the error number on the tab the accuracy rate (A.R.), confluency rating (see Fluency Rubric) in Determine whether the text is at the independent, or frustrational level.	ole at right; low it. A.R.% 100 97 99 Brooms 0 1 2 A.R.% 100 97 99 Brooms 0 1 2	
 Total the number of errors from the Locate the error number on the tab the accuracy rate (A.R.) appears belenced the accuracy rate (A.R.), confluency rating (see Fluency Rubric) in Determine whether the text is at the independent, or frustrational level unintersection of the accuracy rate (A. score indicates the level. 	ole at right; low it. Imprehension score, and in the space provided. It is structional, using the table; the instructional and comprehension in the space provided.	2 3 4 5 6 7 8
 Total the number of errors from the Locate the error number on the tab the accuracy rate (A.R.) appears bel Record the accuracy rate (A.R.), con fluency rating (see Fluency Rubric) in Determine whether the text is at the independent, or frustrational level u intersection of the accuracy rate (A. 	ole at right; iow it. Imprehension score, and in the space provided. In the space provided. It is a 3 or above, it is a 2 or below, Is instructional, and comprehension In the space provided. In the space provided prov	2 3 4 5 6 7 8 5 92 90 87 85 82 79

					Reac	ilin	Le	vel.	- 370		-26	
	Errors	0	1	2	3	4	5	6	7	8	9	10
	A.R.%	100	97	95	92	90	87	85	82	79	77	74
	8				48.00	38			(1) E		VAIN.	
=	7				23/2	1888		(27)	÷		-(-1.5)	
l și	6								2.6/16/			
Comprehension Score	5	繼續		A Salar				- 1 TA				i d
투	4	y/Cit-S			7-7-7-			15000	23 g	- A - X4	10 mg/s ²	
<u>88</u>	3											

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

ļ	Ш	Inc	depe	nder	t	Leve	el _
1	127		_				

	Instructional	Level	

Frustrational	l Level	
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		-	-	

Informational Text

_			
Animals	on	the	Farm

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 book <i>Animals on the Farm</i> you will learn what animals do on a farm.
learn what animals do on a farm.

į,	earn what animals do on a farm.		I			
				Cue	es Us	sed
Pg#		Errors	sc	M	S	٧
2	Come see the animals on the farm.	•				
3	The cow is walking in the grass. "Moo!" said the cow.					
4	The horse is running in the pen. "Neigh!" said the horse.					
5	The pig is playing in the mud. "Oink! Oink!" said the pig.					
6	The duck is swimming in the pond. "Quack! Quack!" said the duck.					
7	The mouse is hiding in the hay. "Squeak! Squeak!" said the mouse.					
8	The rooster is standing on the barn. "Cock-a-doodle-do!" said the rooster.					
Word	d Count: 79 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

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

2)

STHOOTH LEGITLING MITTEL LEW hardse	:5
consistent appropriate expression	

Notes and Observations	•		
	•		
			•

LEVEL C: Animals on the Farm	Student	_ Date
Assess: Comprehension		
Directions:		
•• ==	. Say, "Tell me what happened in this book." You may prompt the student, saying	"Tell me r
or "What else happened?" Promp	oting does not lower a student's score. Rate the retelling with the rubric; circle the s	score.
Inen ask the comprehension question. Score The stur	stions; circle 1 for a correct answer, .5 for a partially correct answer, and 0 for an dent may look back in the text; record LB next to the question if the student look	incorrect 's back
 Add the retelling rating to the Qu 	Jestion Score to get the Comprehension Score.	o back.
4 RETELLING RUBRIC	COMPREHENSION QUESTIONS Accept any reasonable answers; samples	provided.
♦ Recalls little or no	Question Types: $KD = \text{key detail}$; $V = \text{vocabulary}$; $E = \text{evaluate}$; $I = \text{infer}$	
information.	1. What are some of the animals on the farm? (KD)	
◆ Retells basic information	cow, horse, pig, duck, mouse, rooster (2+ details = 1 point)	1
(one or two facts).		
♦ Retells important information	fish, frog, turtle	1
(main idea/random facts).		
♦ Retells important information	She showed me pictures; used sound words	1
(main idea and key facts).		1
 Retells all important information and adds personal thinking. 	rooster—helps wake up farmer	1
and adds personal thinking.	Question S	Score
	+ Retelling R	ating
Retelling Notes:	+ Retelling R	_
Retelling Notes:	+ Retelling R = Comprehension	_
Retelling Notes:		_
	= Comprehension.	_
6 Scoring Directions:	= Comprehension. Reading Level	Score
6 Scoring Directions: ➤ Total the number of errors from the total the error number on the error number of	## Comprehension: ### Reading Level ### Errors 0 1 2 3 4 5 6 7 ### A R % 100 99 97 96 95 94 92 93	Score
6 Scoring Directions: ➤ Total the number of errors from the total the error number on the total the accuracy rate (A.R.) appears be	## Comprehension: ### Reading Level ### Errors 0 1 2 3 4 5 6 7 ### A.R.% 100 99 97 96 95 94 92 97 ### below it. ### Decimal comprehension: ### A.R.% 100 99 97 96 95 94 92 97 ### Properties of the comprehension: ### A.R.% 100 99 97 96 95 94 92 97 ### Properties of the comprehension: ### A.R.% 100 99 97 96 95 94 92 97 ### A.R.% 100 99 97 96 95 94 97 ### A.R.% 100 99 97 96 95 94 97 ### A.R.% 100	Score
Scoring Directions: ➤ Total the number of errors from the tactor on the tactor of the accuracy rate (A.R.) appears become the accuracy rate (A.R.), compared to the accuracy rate (A.R.).	## Comprehension ## Com	Score
6 Scoring Directions: ➤ Total the number of errors from the total the error number on the total the accuracy rate (A.R.) appears be	## Comprehension ## Com	5core
Scoring Directions: Total the number of errors from the tent of the accuracy rate (A.R.) appears be Record the accuracy rate (A.R.), of fluency rating (see Fluency Rubric). Determine whether the text is at independent, or frustrational leve	## Comprehension ## Com	Score
6 Scoring Directions: ➤ Total the number of errors from the total the error number on the total the accuracy rate (A.R.) appears be Record the accuracy rate (A.R.), or fluency rating (see Fluency Rubric) Determine whether the text is at independent, or frustrational lever intersection of the accuracy rate (A.R.).	the first page. Table at right; below it. Tomprehension score, and comprehension score, and the student's instructional, the student's instructional, the lusing the table; the	5core
Scoring Directions: ➤ Total the number of errors from the Locate the error number on the tathe accuracy rate (A.R.) appears be Record the accuracy rate (A.R.), or fluency rating (see Fluency Rubric) Determine whether the text is at independent, or frustrational lever intersection of the accuracy rate (score indicates the level.	the first page. Table at right; below it. comprehension score, and comp	8 S 1 90 8
Scoring Directions: ➤ Total the number of errors from the Locate the error number on the tathe accuracy rate (A.R.) appears be Record the accuracy rate (A.R.), or fluency rating (see Fluency Rubric) Determine whether the text is at independent, or frustrational lever intersection of the accuracy rate (score indicates the level.	the first page. Table at right; below it. comprehension score, and c) in the space provided. The student's instructional, el using the table; the (A.R.) and comprehension The first page. Reading Level Errors 0 1 2 3 4 5 6 7 A.R.% 100 99 97 96 95 94 92 90 8 7 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9	8 S 1 90 8
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Scoring Directions: Total the number of errors from the Locate the error number on the tathe accuracy rate (A.R.) appears be Record the accuracy rate (A.R.), of fluency rating (see Fluency Rubric). Determine whether the text is at independent, or frustrational leve intersection of the accuracy rate (score indicates the level. Consider the student's fluency rate the student is fluent at this level.	the first page. Table at right; below it. Tomprehension score, and comprehension The student's instructional, cell using the table; the (A.R.) and comprehension Ting; if it is a 3 or above, If it is a 2 or below, The student's instructional and comprehension The student's instructional and comprehension and comprehension The student's instructional and comprehension and compre	s are at t
Scoring Directions: Total the number of errors from the Locate the error number on the tathe accuracy rate (A.R.) appears be Record the accuracy rate (A.R.), of fluency rating (see Fluency Rubric). Determine whether the text is at independent, or frustrational leve intersection of the accuracy rate (score indicates the level. Consider the student's fluency rate the student is fluent at this level.	the first page. Table at right; below it. Tomprehension score, and the student's instructional, all using the table; the (A.R.) and comprehension ting; if it is a 3 or above, If it is a 2 or below, ided reading. The first page. Reading Level Errors 0 1 2 3 4 5 6 7 A.R.% 100 99 97 96 95 94 92 9 8 7 9 9 97 96 95 94 92 9 8 7 9 9 97 96 95 94 92 9 8 9 9 97 96 95 94 92 9 8 9 9 9 97 96 95 94 92 9 8 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9	8 S 1 90 8 2 S 3 are at t dent Lev

LEVEL	Informational Text
	Who Is Hiding?

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.

Pg # Errors SC M S Look at the snow. The snow is cold and white. Who is hiding there? It is a white rabbit! The rabbit has a pink nose. Look at the grass. The grass is tall and green. Who is hiding there? It is a green frog. The frog has black spots. Look at the flower. The flower is pretty and yellow. Who is hiding there? It is a yellow spider! It has eight legs. Look at the tree. The tree is tall and old. Who is hiding there? It is a family of	U	there are a lot of animals hiding in the pictures. Read W					
Look at the snow. The snow is cold and white. Who is hiding there? It is a white rabbit! The rabbit has a pink nose. Look at the grass. The grass is tall and green. Who is hiding there? It is a green frog. The frog has black spots. Look at the flower. The flower is pretty and yellow. Who is hiding there? It is a yellow spider! It has eight legs. Look at the tree. The tree is tall and old. Who is hiding there? It is a family of		to look and find out who is hiding there.				·	
The snow is cold and white. Who is hiding there? It is a white rabbit! The rabbit has a pink nose. Look at the grass. The grass is tall and green. Who is hiding there? It is a green frog. The frog has black spots. Look at the flower. The flower is pretty and yellow. Who is hiding there? It is a yellow spider! It has eight legs. Look at the tree. The tree is tall and old. Who is hiding there? It is a family of	Pg	¥	Errors	SC	M	S	V
The rabbit has a pink nose. Look at the grass. The grass is tall and green. Who is hiding there? It is a green frog. The frog has black spots. Look at the flower. The flower is pretty and yellow. Who is hiding there? It is a yellow spider! It has eight legs. Look at the tree. The tree is tall and old. Who is hiding there? It is a family of	2	The snow is cold and white.					
The grass is tall and green. Who is hiding there? It is a green frog. The frog has black spots. Look at the flower. The flower is pretty and yellow. Who is hiding there? It is a yellow spider! It has eight legs. Look at the tree. The tree is tall and old. Who is hiding there? It is a family of	3	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,					
Look at the flower. The flower is pretty and yellow. Who is hiding there? It is a yellow spider! It has eight legs. Look at the tree. The tree is tall and old. Who is hiding there? It is a family of	4	The grass is tall and green.			To the state of th		
Look at the flower. The flower is pretty and yellow. Who is hiding there? It is a yellow spider! It has eight legs. Look at the tree. The tree is tall and old. Who is hiding there? It is a family of	5	It is a green frog. The frog has black spots.					
Look at the tree. The tree is tall and old. 8 Who is hiding there? It is a family of	6	Look at the flower. The flower is pretty and yellow.	TOTAL TANKAHAMAN TANKA			·	
8 Who is hiding there? It is a family of	7	It is a yellow spider! It has eight legs.					
	8		į				

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?

- □ yes □ s
- □ sometimes
- 🗆 no

D.

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

Word Count: 92

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(5)
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EVEL D: Who Is Hiding?	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.

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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.

0	COMPREHENSION	QUESTIONS	Accept any reasonable answers; samples provided.
---	---------------	-----------	--

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

- 1. Who did you see hiding in the pictures? (KD) rabbit, frog, spider, raccoons (2+ details = 1 point)
- 2. Why do you think a green frog hides in the grass? (I) because it blends in with the green grass...
- 3. The raccoons were hiding in a tree. What other animals live in trees? (V) birds, squirrels...
- 4. What was the author trying help you learn in this book? (E) that animals hide; where animals hide...
- 5. Why do you think the author used close-ups? (TF) to show the animal in more detail; to help me see the animal better...

Question Score _____

1 .5 0

1 ,5 0

1 ,5 0

.5 0

1 .5 0

+ Retelling Rating ____

= Comprehension Score _



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.

				Ī	eau	line	ΙĐ	vel		7	<u>.</u>	
	Errors	0	1	2.	3	4	5	6	7	8	9	10
	A.R.%	100	99	98	97	96	95	93	92	91	90	89
	10							740	488	W.	34191	Ť
	9							1		Positive Contract of the Contr	NW.	51,150g 23,150g
ısio	8							HW.	多数		大型 大型 大型 大型 大型 大型 大型 大型 大型 大型	
	7						-	No.	188		3.9	
omprehension core	6		1910°		il and in the second	Wiles	Wasa.					
Comp	5			O.	223	NAME OF THE PERSON NAMED IN	T in					

Accuracy Rate (A.R.) _____*

Comprehension Score ____

Fluency Rating ____

Level D texts are at this student's:

- ☐ Independent Level _
- Instructional Level _____
- Frustrational Level ___



LEV	EL	l Ir
		1

4

nformational Text

Growing	a	Pumpkin
---------	---	---------

Student		Date
Toochor	-	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.

0	Book Introduction: In this book <i>Growing a Pumpkin</i> , you will learn how to grow your own pumpkin. Read to find out what happens									
	after you plant the little seed.			Cue	es U	sed				
Pg	<u> </u>	Errors	sc	M	S	٧				
2	Here is a big orange pumpkin. This book will tell you how to grow your own pumpkin.									

In the spring, you plant a little seed. 3 The sun shines on the seed.

The plant grows and grows. It grows a flower. 5 The flower is yellow and pretty.

Rain falls on the plant. Then the plant grows.

A little plant grows out of the seed.

The flower turns into a pumpkin. The new pumpkin is little and green. 6

Then the pumpkin grows.

- The pumpkin grows and grows and grows. 7 It gets bigger and bigger. It turns orange.
- In the fall, the pumpkin is ready to pick. 8 Hooray!

Wor	d Co	oun	t: 1	05

Total Errors

Notes and Observations	•
•	
The Fat Dealing in the in-	

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?

- □ yes
 - □ sometimes

FLUENCY RUBRIC

□ no

- 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

(g)

E.

LEVEL	E:	Growing	a	Pumpkin
-------	----	---------	---	---------

4	Date .	
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.

74

3

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

0	COMPREHENSION OUESTIONS	Accept any reasonable answers; samples provided.
	COMM MENTINGM GOESTIONS	Accept any reasonable answers samples browners

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

- 1. Why do you think spring is a good time to plant a pumpkin? (I) sunny; rainy; warmer weather . . .
- 2. What part of the plant turns into a pumpkin? (KD)
- 3. Can you name other plants that grow from seeds? (V) (Accept any reasonable answer.)
- 4. What is the author trying to teach you in this book? (E) about pumpkins; how pumpkins grow ...
- 5. Look at page 3. [point to label] Why do you think the author wrote the word seed here? (TF) so that I know that it is a seed; to show me the seed ...

_		
Question	Score	

.5 0

.5 0

.5 0

+ Retelling	Rating	
-------------	--------	--

= Comprehension Score

Retelling Notes:

5 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.

				Ğ	(eac	inc	J Le	vel.		S OF		-65	
	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							***	100	色数		1888	
<u>_</u>	9							30 King 1 King		3,2	警察	理學	
oisi	8								繼續	激制		NAME OF THE PERSON OF THE PERS	(A)
shei	7						Ī	160	NA BY	裁談	200		
Comprehension Score	6		8W		1400	Wall:	100	2 (9 To 17)			7.67		10 m
SS	5	9700070											

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

Level E texts are at this student's:

Independent Level ____ Instructional Level ____

Frustrational Level ____



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S. Vars.	

How to Make Pizza

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: Do you like to eat pizza? In this book, How to Make Pizza, a man will show you how pizza is made.

	,			Cue	s U	ed
Pg#		Errors	sc	M	S	V
2	Do you want to know how to make pizza? This pizza man will show you.					
3	The man rolls out the dough with a rolling pin.					
4	The man tosses the dough up in the air. Look at it spin!					
5	The man puts sauce on top of the dough.					
6	The man puts on some cheese. He uses a lot!					
7	The man puts on some peppers. , They are green.					
8	Then the man puts on some meat. It goes on top!					
9	The man puts on some spices. Now the pizza is ready to go in the oven.					
10	The man puts the pizza in the oven. It will bake in the oven.					
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 cat above correct word:
- Write O above omitted word. inserted
- 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

3 FLUENCY RUBRIC

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

	LEVEL	F:	How	to	Make	Pizza
--	-------	----	-----	----	------	-------

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.

5)

7

4 RETELLING RUBRIC

Recalls little or no information.

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€,

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3

- 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.

(3)	COMPREHENSION QUESTIONS	Accept any reasonable answers; samples provided

Question Types: I = infer; V = vocabulary; KD = key detail; AR = analyze relationship; E = evaluate

- 1. Why do you think the man tosses the pizza in the air? (I) to make the dough bigger/flatter/rounder; to apread it out . . .
- 2. What other things are made out of dough? (V) bread; cookies; pasta...
- 3. What are some of the things the man puts on the pizza? (KD)

 sauce; peppers; meat; cheese (2+ details = 1 point)

 1 .5 0
- 4. How does the man know the pizza is ready to eat? (AR)

 brown dough; hot cheese

 1 .5 0
- Look at the last page. How does the picture show you how the family is feeling? (E)
 They are smiling; they look excited . . .

Question Score _____

+ Retelling Rating _____

.5 0

= 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.

				in I	Real	line	, 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
	10							建業	10,24°	3000	(10.9)	變度	17/67
Comprehension Score	9							場實	(Sale)		154	Sign	
	8					Ī	Ī —	漢語		XXXX			
ehe	7								70.0	74V.	15284	1832	
효합	6	in the second	- 30%		1888 1888	iller:	1986	100	13 E	1	188 A		
Score	5				17570)			S407	(V)			4:10 Q	

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

Level F texts are at this student's:

- Independent Level ____
- Frustrational Level ___



LEVEL	Literary Tex
-	



Miss Blake and the Pet Snake

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.

0	Book Introduction: As you can see from the cover, this takes place in a school. Read to find out why this story i							
	Miss Blake and the Pet Snake.							
Pg #	•	Errors	sc	Ν	S	V		
2	"Good morning, class," said Miss Blake. "Good morning," said the class.							
3	"Can we get a class pet?" asked Dan. "I'm not sure," said Miss Blake. "Please, please, please!" said the children.							
4	"We can talk about it," said Miss Blake. "What animal would make a good class pet?"							
5	Dan raised his hand. "Can we get a little dog?" asked Dan. "Dogs are too furry and they make me sneeze," said Miss Blake. "In fact, just the thought of them makes me sneeze. Ah-choo!"							

Word Count: 103 **Total Errors**

furry. And they make me sneeze."

"Can we get a pretty cat?" asked Cam.

"Ah-choo!" said Miss Blake, "Cats are too

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 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?

- yes □ sometimes □ 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

Assess: Comprehension Directions: Ask the student to retell the book. Soor "What else happened?" Prompting		
➤ Then ask the comprehension questi Total the Question Score. The stude ➤ Add the retelling rating to the Question	ons; circle 1 for a correct ar nt may look back in the tex	nswer, .5 for a pa t; record LB next
4 RETELLING RUBRIC	COMPREHENSION Question Types: KD = key de	
♦ Recalls few or no story elements.	1. What different kinds class pets? (KD)	
◆ Retells basic story elements (characters).	dog, cat, bunny, har	
• Retells important story elements (characters and problem).	2. Do you think a pony Nobecause it is t	
♦ Retells important story elements	3. Why do you think the	
and events <i>in sequence</i> (beginning, middle, end).	4. What is a word that	déscribes Dan? (
♦ Retells all important story elements and events in sequence and adds personal thinking.	naughty; troublema 5. Can you think of and	
and adds personal thinking.	for Miss Blake? (V) figh; turtle; lizard	•
Retelling Notes:		
Retelling Notes:		
6 Scoring Directions:		
Scoring Directions: Total the number of errors from the Locate the error number on the tak	ole at right;	
Scoring Directions: ➤ Total the number of errors from the ➤ Locate the error number on the tak the accuracy rate (A.R.) appears be ➤ Record the accuracy rate (A.R.), col	ole at right; low it. mprehension score, and	A.R.% 100
G Scoring Directions: ➤ Total the number of errors from the ➤ Locate the error number on the tak the accuracy rate (A.R.) appears be ➤ Record the accuracy rate (A.R.), con fluency rating (see Fluency Rubric) ➤ Determine whether the text is at the	ole at right; low it. mprehension score, and in the space provided. ne student's instructional,	A.R.% 100
Scoring Directions: ➤ Total the number of errors from the ➤ Locate the error number on the tak the accuracy rate (A.R.) appears be ➤ Record the accuracy rate (A.R.), col	ole at right; low it. mprehension score, and in the space provided. ne student's instructional, using the table; the	A.R.% 100 10 9 8
G Scoring Directions: ➤ Total the number of errors from the ➤ Locate the error number on the tak the accuracy rate (A.R.) appears be ➤ Record the accuracy rate (A.R.), col fluency ràting (see Fluency Rubric) ➤ Determine whether the text is at the independent, or frustrational level intersection of the accuracy rate (A score indicates the level.	ole at right; low it. Imprehension score, and in the space provided. In structional, using the table; the in the same comprehension in the student's instructional, using the table; the in the interest in th	A.R.% 100 10 9 8 77 6 5 5 Accuracy
Scoring Directions: ➤ Total the number of errors from the Locate the error number on the take the accuracy rate (A.R.) appears be ➤ Record the accuracy rate (A.R.), confluency 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 rating	ole at right; low it. mprehension score, and in the space provided. he student's instructional, using the table; the h.R.) and comprehension hig; if it is a 3 or above, it is a 2 or below,	A.R.% 100
G Scoring Directions: ➤ Total the number of errors from the Locate the error number on the take the accuracy rate (A.R.) appears be ➤ Record the accuracy rate (A.R.), confluency 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 rating the student is fluent at this level.	ole at right; low it. Imprehension score, and in the space provided. In a student's instructional, using the table; the a.R.) and comprehension in the ing; if it is a 3 or above, it is a 2 or below, ed reading.	A.R.% 100 10 9 8 7 6 5 Accuracy Compreh Fluency F

Student		Date
Student		Date

- nat happened in this book." You may prompt the student, saying "Tell me more" wer a student's score. Rate the retelling with the rubric; circle the score.
- or a correct answer, .5 for a partially correct answer, and 0 for an incorrect one. ack in the text; record LB next to the question if the student looks back.
- get the Comprehension Score.

PREHENSION QUESTIONS Accept any reasonable answers; samples provided.

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

ferent kinds of animals do the students suggest as s? (KD)

, bunny, hamster, mouse, pony (2+ details = 1 point)

- think a pony is a good class pet? Why or why not? (E) cause it is too big; too hard to take care of . . .
- you think the furry animals make Miss Blake sneeze? (I) she is allergic to fur ...
- ; troublemaker; mischievous; likes dogs . . .
 - think of another animal that would make a good class pet Blake? (V) tle; lizard . . .

1 .5 0 Ouestion Score _____

1 .5 0

1 .5 0

1 ,5 0

1 .5 0

+ Retelling Rating _____

Comprehension Score ___

- core, and ovided.
- structional, e; the rehension
- r above, ow,

								vel.				er en	
	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							100mm 100mm		200			
=	9							100	器器	級家	1		- 8 35
ısio	8							800	1000	A Val		源	97 K
aper Eperatura	7										YUS.	Will.	Ď.,94
Comprehension Score	6	6.00 6.00 6.00 6.00 6.00 6.00 6.00 6.00		ide 海拔 第四次		37		F-100	7	9960°41			2000 1000 1000 1000 1000 1000 1000 1000
SS	5												(A) (A)

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

Level G texts are at this student's:

- Independent Level ____ Instructional Level ____
- Frustrational Level ____

Informational Text **Pond Life**

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.

Pg # 2	This is a pond. A pond is bigger than a puddle and smaller than a lake.	Errors	sc	M	S	٧
2						
3	A pond is a great place for all kinds of animals. Let's take a look around.					
4	Some animals live near a pond. This deer has come to take a drink.					
5	This raccoon has come to catch food. Fish is one of its favorite meals.					
6	Some animals live in the pond. , This turtle is sunning itself on a log.	the state of the s				
7	This frog is using its long tongue to catch a fly for dinner.					
8	This beaver is taking a cool swim.					
9	Beavers build their homes in ponds. They use sticks and mud.					

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 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?

- ☐ yes
- □ sometimes

J

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 H: Pond Life	Student	_ Date
Assess: Comprehension Directions: Ask the student to reteil the book.	. Say, "Tell me what happened in this book." You may prompt the student, saying	"Tell r
or "What else happened?" Promp ➤ Then ask the comprehension que Total the Question Score. The stud	pating does not lower a student's score. Rate the retelling with the rubric; circle the estions; circle 1 for a correct answer, .5 for a partially correct answer, and 0 for an dent may look back in the text; record LB next to the question if the student look lestion Score to get the Comprehension Score.	score. Lincorr
4 RETELLING RUBRIC	5 COMPREHENSION QUESTIONS Accept any reasonable answers; samples	provide
• Recalls little or no information.	-	
 Retells basic information (one or two facts). 	Lots of animals live near ponds 2. Why is a pond a great place for all kinds of animals? (KD)	-
♦ Retells important information (main idea/random facts).	gives animals food; drink; places to rest; homes	
♦ Retells important information (main idea and key facts).	3. Why can't some pond animals live underwater? (I)	
 Retells all important information and adds personal thinking. 	4. [Show reader page 5.] Look at the photograph here. How does the raccoon catch the fish? (TF) with its claws	
	5. The book says, "These snails are <u>creeping</u> across the bottom of the po What does <u>creeping</u> mean? (V)	— · ond."
	moving slowly Question 9	
Retelling Notes:	+ Retelling R	
	= Comprehension.	score .
6 Scoring Directions: ➤ Total the number of errors from the state of the state		9
➤ Locate the error number on the ta the accuracy rate (A.R.) appears b	pelow it. A.R. 76 100 99 98 97 96 95 94 93 92 94 93 94 95 94 95 94 95 95 95	2 91
Record the accuracy rate (A.R.), co fluency rating (see Fluency Rubric)	omprehension score, and) in the space provided.	3 (80%) 3 (1879) Fib.
➤ Determine whether the text is at t independent, or frustrational level	the student's instructional,	
intersection of the accuracy rate (A.R.) and comprehension	
score indicates the level.		C 250 2
Consider the student's fluency rat	If it is a 2 or below, Comprehension Scare student's:	s ale a
➤ Consider the student's fluency rat the student is fluent at this level. I		
Consider the student's fluency rat the student is fluent at this level. I fluency will be a focus during guid	ded reading. Fluency Rating Independent	
the student is fluent at this level. I	dod ropeling	onal Le

LEVEL | Literary Text

Time to Hibernate

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.

U	but they are too busy getting ready to hibernate. Read 7	iis frier ime to	nds			
	Hibernate to find out what happens to Bear.	Cues Used				
Pg :	‡	Errors	sc	M	S	V
2	Bear was hungry. He ate lots of purple berries. He ate lots of sweet honey. Then he rubbed his big belly. Bear was VERY full.					
4	He saw Raccoon run by. "Hello!" said Bear. "Sorry," said Raccoon. "I can't stop to talk. Winter is almost here! I must get back to my hole in the tree. I need to sleep for the winter."	70				
6	He saw Chipmunk rush by. "Hi!" said Bear. "Sorry," said Chipmunk. "I can't stop to talk. Do you feel that cold wind blowing? I'm					

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

going to my tunnel under the ground. I need

to sleep for the winter."

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

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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2)

Ξ

Word Count: 100

LEVICE	I. Time to	Hibernate
LEVEL	i: Time to	Hipernate

Student	Date
Jeducii	Date.

Directions:

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€,

- > 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.

i.

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.

vided
١.

Question Types: i = infer; KD = key detail; CA = character analysis; E = evaluate; V = vocabulary1. How did Bear know it was time to hibernate? (I)

- He saw what the other animals were doing; he was tired 2. How do you know that Bear woke up in the spring? (KD)
- snow melted; sun shining; new leaves on trees; pretty flowers... (2 + details = 1 point)
- 3. Why is Bear so hungry? (CA) He hasn't eaten all winter...
- 4. Is this story real or make-believe? Why? (E) make-believe—animals are talking; animals wearing clothes . . .
- 5. In the book Bear found a cozy cave. What does cozy mean? (V) comfortable; warm; snug...

Question Score	
----------------	--

.5 0

.5 0

.5 0

+	Retelling	Rating	
•	maccining	Mating	

= 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.

				J	tea		Le	vel	2/2/5				66
	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							建筑	\$\ <u>\</u>	0.03		A. Volte	家意
5	9							\$ 10 mg	S.M.	W.E.	种物	Deve	
ısic	8							70.7%	THE S	\$1 m	198749	對蒙	
ehe	7								N. A.	100 A			6
omprehension core	6	18.2			ANN.	D. A.	4			高級			3.4
Comp Score	5			200								WAS-	

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

Level I texts are at this student's:

- Independent Level ____
- Instructional Level _____ Frustrational Level ____

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

LEVEL	Literary Text
103	

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.

				Cue	s Us	ed
Pg #		Errors	5C	M	5	٧
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.	and the state of t				
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."		- Albert	to the state of th		
Wo	ord 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.

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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

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?

□ sometimes yes

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

52

Word Count: 96

				a. 1
ı	E//EI	I The	Lemonade	Stand

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.

A	COMPREHENSION	OHESTIONS	Accept any reasonable answers; samples provided
The same of	COMPREDENZION	QUESTIONS	ACCEDI BIIN JEGZOLIGINE GUZMACIZY ZOUNKIEZ KILLINGE

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.)

1 .5 0 Question Score _____

1 .5 0

1 .5 0

1 .5 0

1 .5 0

+ Retelling Rating _____

= Comprehension Score

Retelling Notes:

5 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.

		Size in	7.77	j.	(Gai	line	四	vel.				10 TO	
İ	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				-			凝熱	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	划到2	35	建設	
_	9							級級		機等	ASS.		
Sion	8							源整	遊館	香硷	灌溉	(April	
hen	7							激致	4.4	Page.			
Comprehension Score	6	施建	366	48	10 P	號號	熟練					200	
Comp	5							7/5				2 10	S. 5

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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		4	7	

Informational Text

From Seed to Sunflower

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.

Cues Used

Text Introduction: Sunflower seeds are a popular, healthy snack. Read to find out how a tiny sunflower seed grows into a giant flower.

Text	Errors	sc	M	S	٧
Do you like to eat sunflower seeds? Those crunchy little seeds sure taste good. But sunflower seeds are much more than a tasty snack. Those small seeds can grow up to become giant sunflowers. How		30		3	V
do they grow from seeds to sunflowers?					
Getting Started					
Every sunflower begins as a tiny seed. If a					
sunflower seed is going to become a sunflower, it			,		
must be planted in the ground. Spring is the best	-				
time to plant the seeds. That is when the soil is wet					
from rain showers and is beginning to warm up after					
winter. To sprout, sunflower seeds need warmth and					
water. About a week after the seed is planted, the	1				
seed bursts open.					

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.)

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?

- ☐ monitors for meaning
- □ rereads
- uses decoding strategies
- □ self-corrects
- ☐ no observable strategies

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

Word Count: 115

Directions:

- > Ask the student to retell the passage. Say, "Tell me what you read." You may prompt the student, saying "Tell me more" or "What else do you remember?" 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.

 \mathbf{Z}

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
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Question Types: V = vocabulary; KD = key detail; I = infer; AR = analyze relationships; E = evaluate

1. This passage says that sunflower seeds need warmth and water to sprout. What does sprout mean? (V) grow; become a plant ...

2. Why is spring the best time to plant a sunflower? (KD)

- The soil warms up and the plant gets water from the spring rains.
- 3. Why is it important that the sunflower dies? (I) The seeds drop to the ground so new flowers can sprout.
- 4. How do the roots help the plant to grow? (AR) They get food from the soil for the plant. .5 0
- 5. Explain what the author means by the last heading, "New Flowers Come From Old." (E)

The old sunflower dies and drops seeds to the ground. The seeds grow into new sunflowers in the spring.

Question S	Score	
------------	-------	--

.5 0

.5

1 .5 0

Retelling Notes:

+ Retelling Rating	
= Comprehension Score	

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.

	\$ 100	201	eac	ling	Le	vel	17.17	
	Errors	0	1	2	3-4	5	6	7
	A.R.%	100	99	98	97	96	95	94
Comprehension Score	10							ξ a
	9						के प्रमुख	3. 1
	8	4.5						
	7	7.0	- 6	.,				
	6		ξ/\mathcal{G}_{i}	5,4,00		. · .		
	5							
Š	<=4		, · · · · -	(. b)			140	.÷

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

Fluency Rating ____

Level K texts are at this student's:

- Independent Level ___
- Instructional Level ____
- Frustrational Level ____



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		ā		

Informational Text

Amazing Bats!

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.

Cues Used

Text Introduction: Bats are interesting animals. Read to find out where they live and other amazing facts that make them unusual creatures.

-			-463 0361		
Text	Errors	sc	М	S	٧
Most people think bats are scary and spooky. But					
they're really not. When you learn more about these					
creatures, you'll see that they're harmless. They're also			*		
very helpful!					
Bat Habitat	,				
There are more than 1,000 kinds of bats. They					
live all over the world, except in very cold places or					
hot deserts. Bats live together in big groups called					
colonies. Many bats make their homes in caves or in					
treetops. But some bats live in cities. These bats make					
nests in buildings or under bridges.					
Bats Are Not Birds					
Bats can fly, but they are not birds. They have fur					
instead of feathers.					
Word Count: 103		L			

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

Á.

- 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?

- ☐ monitors for meaning
- ☐ rereads
- uses decoding strategies
- □ self-corrects
- no observable strategies

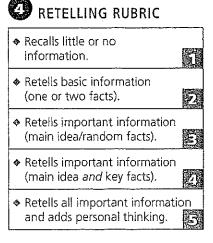
FLUENCY RUBRIC

- 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

· ·		
Ctudant	Pate	
Student	Date	

Directions:

- ➤ Ask the student to retell the passage. Say, "Tell me what you read." You may prompt the student, saying "Tell me more" or "What else do you remember?" 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.



COMPREHENSION QUESTIONS Accept any reasonable answers; samples provi	ded.		
Question Types: $V = \text{vocabulary}$; $KD = \text{key detail}$; $I = \text{infer}$; $AR = \text{analyze relationships}$; $E = \text{evaluation}$	ate		
 The passage says, "Bats live in big groups called colonies." What is a colony in this passage? (V) a group; bate living together 	1	.5	Ω
2. What is one way that bats are helpful? (KD) They spread seeds around; they eat mosquitoes; they eat bugs that feed on farmers' crops		-	0
3. Why do bats that live in cities build their nests in buildings or under bridges? (I) It is cool and shady during the day like a cave; protects them from people and other animals; there aren't caves in the city	1	.5	0
4. How are bats and birds alike? How are they different? (AR) Birds and bats can fly; birds have feathers, bats have fur; birds lay eggs, bats don't; bats are nocturnal, birds aren't	1	.5	0
5. What is the author's purpose for including the map on the front? (E) To show that bate live everywhere, except in the Arctic and Antarctica; that bate are found all over the world; that bate are common	1	.5	0
Question Scor	re	.5	
+ Retelling Ratin	ıg		
= Comprehension Sco	75		

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.

			On a		D	(a)		
	Errors	0	1	2	3	4	5	6
	A.R.%	100	99	98	97	96	95	94
Comprehension Score	10					1. 55	100	
	9				N.	4.	18	(f. 5)
	8	484	1877	権法		7- 37	17.5	
	7	灣鄉	3.4	A	100		7.	
	6		10.20	./\.				
	5	3100	38kg	\$ jir		1		
3	<=4							

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

Level	L	texts	are	at	this
stude	n1	's:			

L	Inc	lepend	lent	Level	
	Ins	tructio	nali	Level	

23	Frustrational Level.	
T-1-1	TIUS GAROGALEVEL.	



LEVEL

Text

Informational Text

Whirling, Twirling Tornadoes

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.

Cues Used

Text Introduction: Tornadoes form in various places during the warmer months of the year. Read to find out more about
this fascinating type of extreme weather

TEXT	Errors	SC	M	S	V
Tornadoes whirl and twirl and cause big					
problems! This article will tell you all about this					
powerful type of storm.					
Spinning Wind					
Tornadoes are made from winds that spin inside					
strong thunderstorms. A tornado looks like a big					
funnel or an elephant's trunk. They are dark because					
the winds pick up dirt from the ground.					
Tornadoes happen most often in spring and					
summer. Each year, there are about a thousand					
tornadoes in the United States. They can happen any					
place. But they are most common in an area called				ļ	
"Tornado Alley." This area includes states that are in					
the center of America, such as Kansas, Oklahoma,					
and Texas.				ļ	
Word Count: 108					

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?

- nonitors for meaning
- ☐ rereads
- uses decoding strategies
- ☐ self-corrects
- no observable strategies

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	P .
STUDENT	Date
JUUCIII	valt

Directions:

- ➤ Ask the student to retell the passage. Say, "Tell me what you read." You may prompt the student, saying "Tell me more" or "What else do you remember?" 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.

COMPREHENSION QUESTIONS Accept any reasonable answers; samples provided. RETELLING RUBRIC Question Types: V = vocabulary; KD = key detail; I = infer; AR = analyze relationships; E = evaluate Recalls little or no 1. The passage says that a tornado looks like a big funnel. What is a information. funnel? (V) Retells basic information an object that is big at the top and small at the bottom; a cone (one or two facts). shaped object ... ◆ Retells important information 2. How do the winds of a tornado make it dangerous? (KD) (main idea/random facts). Wind picks up trees and destroys houses; it can move cars; debris can hit people ... Retells important information (main idea and key facts). 3. Why do most tornadoes form in the spring and summer? (1) That is when we have a lot of thunderstorms. Retells all important information and adds personal thinking. 53 4. How are waterspouts and dust devils similar? How are they different? (AR) Both are shaped like a funnel; both are types of tornadoes; water spouts are clear and form over water, but dust devils are dark and form over the desert. 5. Why is an elephant's trunk a good comparison to a tornado? (E) Both are grey and get narrow at the bottom; both are hollow in the center ...

Retelling Notes:			

Question Score ____ + Retelling Rating ___ = Comprehension Score

1 .5 0

.5 0

1 .5 0

1 .5 0

1 .5 0



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.

			O.T	III		Ž.		Y.
	Errors	0	1	2	3	4	5	67
	A.R.%	100	99	98	97	96	95	94
Ĩ	10				. Y	365	\$1.7°	
Comprehension Score	9				1.30 J	1	漢字	
	8	(4)	黎数	Web.	18 V	Sec. 14.		藝術
	7	學學	複数	\$35E	VE ST	1257 A. S.		ekrio:
	6	鐵龍	1.047. 1.47.7				E.E.	
	5	TO G		\$185°		翻翻		基础
Ö	<=4				7,170			

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

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

32	Frustrational	Level	
	I I WOLL WELVILLE	A C I	



LEVEL | Literary Text: Fiction | Ellen Is Missing

Student	Date
Teacher	Crada

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.

A	•
	,

Text Introduction: Anna has a pet spider named Ellen who escapes from her jar. Read to find out what happens as Anna searches for her.

				Cues Used		
Text	Errors	SC	M	S	٧	
Matt's sister, Anna, had a pet spider named Ellen. It was a trap-door spider that Anna found in the yard. The spider lived in a glass jar on Anna's windowsill. It was dark brown and about the size of a walnut. It was friendly and perfectly harmless.		Application of the second of t		-		
Now, Matt wasn't scared of many things. He wasn't afraid of thunderstorms. He didn't mind the dark. He even thought snakes were pretty cool. But there was one thing he was totally frightened of. Spiders!				1,700,000		
He was terrified of big spiders. He was terrified of little spiders. He was even terrified of teeny-tiny spiders.						
Word Count: 101						

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

No.

10 m

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

- ☐ monitors for meaning
- ☐ rereads
- uses decoding strategies
- ☐ self-corrects
- no observable strategies

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	.
STUDENT	Date .

Directions:

- > Ask the student to retell the passage. Say, "Tell me what you read." You may prompt the student, saying "Tell me more" or "What else do you remember?" 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 prov Question Types: V = vocabulary; KD = key detail; I = infer; CA = character analysis; E = evaluat			
 The story says Anna <u>coaxed</u> the spider back in the jar. What does the word <u>coaxed</u> mean in this story? (V) gently move; lead slowly 	1	.5	٥
2. Give some reasons why Anna is not afraid of spiders. (KD) She studied them at school; she thought they were fascinating; her spider was friendly and harmless	1	.5	0
3. How does Matt probably feel when Anna tells him Ellen is missing? (I) nervous, scared, worried	1		n
4. Why does Matt feel like a wimp for being afraid of spiders? (CA) Spiders are small and harmless; his sister isn't afraid of spiders; others might make fun of him	1	.5	a
5. What lesson does Anna learn? (E) You shouldn't make fun of people who are afraid. People have	•	ر.,	U
different feare.	4	-	_

Retelling Notes:	-		•	

Question Score ____ + Retelling Rating __ = Comprehension Score

.5 0



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.

			() Ti	Ħ.		Val		
	Errors	0	1	2	3	4	5	6
	A.R.%	100	99	98	97	96	95	94
	10				34.35	- 15		
976	9				1.7	-13-	1.4	
SE	8	(váv.	325	97.3	, P	÷ 1.	\$45 m	
ısio	7	1.5		5 4	7	1.0].":"	
elle	6	. \$	误会					
Comprehension Score	5	4.35	·龙.参z.	1.27				
Ö	<=4							

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

Level	V	texts	are	at	this
stude	nt	5:			

	Independent Level	
[.]	Instructional Level	

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	4	-			

Informational Text

D	еер	Sea	Explo	ration

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	Text Introduction: There are many areas of the ocean that
	have never been explored. Read to find out how scientists
	are exploring these areas and what they are finding.

and what they are finding.			Cu	es U	sed	•
Text	Errors	SC	M	S	V	
People always talk about how incredible it would						
be to travel to Mars or some other distant planet.						
Yet some of the largest places that have never been		<u> </u>			İ	-
visited are right here on Earth. The ocean is full of						
amazing unexplored areas!						Į
The ocean is huge. That's because a lot more						-
of the Earth is covered with water than with land.						
Imagine the Earth is a pie cut into ten slices. Seven of						
the slices would be made up of ocean, and only three						
slices would be made up of land. That's why when				1		
astronauts view the Earth from space it looks blue			1			
rather than green.			į			

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.
- ➤ 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?

- monitors for meaning
- □ rereads
- uses decoding strategies
- ☐ self-corrects
- no observable strategies

3 FLUENCY RUBRIC

- ♦ word-by-word reading
- no expression
- moderately slow reading in two- or three-word phrases

7

- some expression
- phrased but some rough spots
- appropriate expression most of the time
- ◆ smooth reading with a few pauses
- consistent appropriate expression

Word Count: 106

LEVEL	O٠	Deen	Sea	Exploration
	v.	Deep	Jea	Exhiningnon

tudent		Data	
tauen		Date	

Directions:

- > Ask the student to retell the passage. Say, "Tell me what you read." You may prompt the student, saying "Tell me more" or "What else do you remember?" 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). Z, ◆ Retells all important information

and adds personal thinking.

5 COMPREHENSION QUESTIONS Accept any reasonable answers; samples provided. Question Types: V = vocabulary; KD = key detail; I = infer; AR = analyze relationships; E = evaluate

1. There is a trench in the ocean that is 7 miles deep. What is a trench? (V)

deep ditch, big hole . . .

1 ,5 0

2. How did scientists know about giant squids before 2005? (KD) The squids washed up on beaches.

1 .5 0

3. Why do scientists know so little about creatures that live at the bottom of the ocean? (I)

They can only study them through cameras; they are hard to locate because the bottom is so deep . . .

1 .5 0

4. How is the ocean similar to Mars? (AR) Many unknowns about both; humans have never visited Mars or some parts of the ocean; people study them with remote control cameras.

1 .5 0

5. Why does the author compare the Mariana Trench to Mt. Everest? (E) Mt. Everest is the highest point on the Earth, and the Mariana Trench is the deepest.

1 .5 0

Retelling Notes:

Question Score _____ + Retelling Rating _____ = Comprehension Score _

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.

	31	F	leac	ling	Le	vel		
	Errors	0	1	2	3	4	5	6
	A.R.%	100	99	98	97	96	95	94
Ĭ.,	10				$\Xi_{2}^{n}(T_{\mathcal{T}}^{n})$	$\frac{1}{2}\sum_{i=1}^{n}\frac{1}{2}i$	V¥w≈	
Ore	9				7.1	×4.%		
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1 55	7			1. (. ≥	25.15	SW.	191	
ehei	6	通道		44.4				
Comprehension Score	5	数字		學學				
Ö	<=4							

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

Level O texts are at this student's:

Independent Level ____ Instructional Level _____

Frustrational Level ___

L	E	V	E	l
		D)	

Informational Text

History of the Bicycle

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

0	Text Introduction: Bicycles are a popular form of transportation. Read to find out how they have changed over time.
---	--

Text	r	···	Cu	es U	sed
Jext	Errors	SC	M	S	V
The bicycle is a simple vehicle, but it has a rich					
and interesting history. Since the introduction of					
the first bike nearly 200 years ago, bicycles have					
undergone many transformations that have made					
them better and better.		ļ			
The bicycle was invented in Germany in 1817.					
The first ones were made out of wood and didn't					
have any pedals. People rode them by pushing					
along the ground with their feet, kind of like riding		Ì			
a scooter.					
Big Changes in Bikes					
In the 1860s, pedals were added to bikes, but					
they were placed on the front wheel. That meant			4		
riders used the front wheel both to pedal and to steer.					
Word Count: 108 Total Errors				L_	

lave the student read the rest of the text s	silently Regin analyzing the students
rrors and strategy use while he or she fini	shes.

Key Recording Conventions

- ➤ Write substituted word cat above correct word:
- ➤ Write O above omitted word. ➤ 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.) 自由于大学被目的企业技

ANALYZE ERRORS AND STRATEGY USE

Analyze errors and self-corrections to determine whether the student is using meaning cues (M), structure cues (5), or visual cues (V); record the cues the student uses for each error.

What problem-solving strategies does the reader use?

- monitors for meaning
- ☐ rereads
- uses decoding strategies
- ☐ self-corrects
- ☐ no observable strategies

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	p.	History	of the	Bicycle
L,L, V L, L	١,	11121017	Of the	DICACIC

Student		Doto	
STUDENT		Date	

Directions:

- ➤ Ask the student to retell the passage. Say, "Tell me what you read." You may prompt the student, saying "Tell me more" or "What else do you remember?" 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). 74 ◆ Retells important information (main idea/random facts). 3 • 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: V = vocabulary; KD = key detail; I = infer; AR = analyze relationships; E = evaluate
- 1. The article says that rubber tires were another enhancement. What does enhancement mean? (V) improvement; something that made it better ...
- 2. Why were the bicycles made in the 1860s difficult to ride? (KD) hard to control; made of metal or wood causing a bumpy ride; pedals attached to front wheel ...
- 3. Why are bicycles we have today safer than those built in the 1870s? (I) The old bikes were too tall, making it dangerous if you fell: bikes are easier to control, which means fewer accidents.
- 4. Give at least two ways bicycles have become better. (AR) faster; easier to steer and control; safer; smoother ride... 1 .5 0
- 5. Why do you think bicycles remain a popular form of transportation? (E) People can afford to buy them; easy to get around on; quicker than walking; good exercise; no pollution . . .

Score	

1 .5

1 .5 0

1 .5 0

.5 0

+ Retelling Rating	
Comprehension Score	

Question

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.

		F	eac	ling	Le	vel	Έ.	- 1
	Errors	0	1	2	3	4	5	6–7
	A.R.%	100	99	98	97	96	95	94
	10				1. 1.			
Ore	9					Service Services		
Š	8	No.	\$P\$			et de		
l sic	7	Nat.	激素	W.V.	78.0	2005	\$4.	
la la	6	急端	Valvy.	\$\delta \text{2}				
Comprehension Score	5			熟色				
ð	<=4							

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

Level P texts are at this student's:

- Independent Level ____ Instructional Level _____
- Frustrational Level ___

LEVEL Informational Text

The Wreck of the Arabia

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.

Cupe Head

Text Introduction: The Arabia sank in the Missouri River many years ago. Read to find out what happened when explorers were able to uncover the sunken ship.

			Cue	es U	sea
Text	Errors	SC	M	S	٧
You've heard of the <i>Titanic</i> shipwreck, but do you know about the <i>Arabia</i> shipwreck? During the 1800s, the steamboat <i>Arabia</i> traveled up and down rivers in Missouri and Ohio, and other states. Sometimes it carried passengers and sometimes it carried goods, such as clothing and food.			The state of the s	And the second s	Plata bersand MAN with
On September 5, 1856, the <i>Arabia</i> hit a tree trunk hidden below the surface of the water in the Missouri River. The trunk tore a gash in the ship's side. The <i>Arabia</i> filled with water and began to sink. Fortunately, the ship was not carrying any passengers that day, and the crew was able to escape to safety.	The state of the s	the apparation of the section of the	Manager Company Compan	- Andrewson of the state of the	The state of the s
Word Count: 104 Total Errors			<u> </u>	<u>. </u>	

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 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?

- ☐ monitors for meaning
- rereads
- uses decoding strategies
- ☐ self-corrects
- □ no observable strategies

(3)	FLUENCY	RUBRIC
	FOLIACI	KOPKK

- ♦ 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 O: T	he Wreck of	the Arabia
------------	-------------	------------

Student	Date
Jeaucit	1/dIF

Directions:

- ➤ Ask the student to retell the passage. Say, "Tell me what you read." You may prompt the student, saying "Tell me more" or "What else do you remember?" 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. Reteils basic information (one or two facts). ◆ Retells important information
- Retells important information. (main idea and key facts).

(main idea/random facts).

◆ Retells all important information and adds personal thinking.

COMPREHENSION QUESTIONS Accept any reasonable answers; samples provided.

Question Types: V = vocabulary; KD = key detail; I = infer; AR = analyze relationships; E = evaluate

1. The wreck of the Arabia only had one casualty. In this story, what does the word casualty mean? (V)

accident victim; someone that died . . .

2. What caused the Arabia to sink? (KD) It hit a tree trunk that tore a hole in the side of the ship.

3. Why did explorers want to dig up the ship in 1987? (I) They thought they might find treasure; it was an adventure; they could do it since the river had moved ...

4. How would maps and special scientific tools help modern-day explorers find old buried treasure? (AR) maps help people find old land features; tools help them locate

metal and other materials buried underground ...

5. Why do you think the explorers chose to build a museum and display the items that were found? (E) It was like a piece of missing history; so people could learn what things were like a long time ago.

1 .5 0

1 .5 0

1 .5 0

1 .5 0

1 .5 0

Retelling Notes:

Question Score _____ + Retelling Rating ____ = Comprehension Score _____

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.

		ŀ	lead	line	Le	vel	t_{2N}	
	Errors	0	1	2	3	4	5	6
	A.R.%	100	99	98	97	96	95	94
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9	_ 9					類案	28/4.	
E S	8					120		
nsio	_ 7	jte.		NE F		200		
ehe	- 6	7.45	Maria Maria		1.	· . "		
Comprehension Score	5	NO.						
Cai	<=4		. ,					

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

Level 0 texts are at this student's:

Independent Level ____

Instructional Level _____

Frustrational Level ____



LEVEL | Informational Text

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	٦	A	

Animals of the Galapagos Islands

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.

O	
¥	J

Text Introduction: Many unusual and different animals live in the Galapagos Islands. Read to find out more about these special and unique creatures.

Cues Used Errors SC S M Text Welcome to the Galapagos! If you visited the Galapagos Islands in South America, you wouldn't see very many people, but you would see a lot of animals. Some of the creatures that live on the islands aren't found anywhere else in the world. Many of the animals that live there are fearless, because they don't have predators to chase after them. For the animals of the Galapagos, life is pretty good! **Galapagos Favorites** One of the most famous animals in the islands is the Galapagos giant tortoise. These tortoises are the biggest in the world, and they can weigh as much as 500 pounds.

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.)

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?

- monitors for meaning
- rereads
- uses decoding strategies
- □ self-corrects
- no observable strategies

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

2

Word Count: 106

LEVEL R: Animals of the Galapagos Islands	Student	Date
Assess: Comprehension		
Directions:	Ft.	

- > Ask the student to retell the passage. Say, "Tell me what you read." You may prompt the student, saying "Tell me more" or "What else do you remember?" 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.

ays that two kids of iguanas inhabit the Galapagos.
s inhabit mean? (V)
supy 1 .!
the animals of the Galapagos Islands have in common? (KD) cors; fearless; some are not found anywhere else
ea lions in the Galapagos Islands want to swim with humans? (I) In hurt by a human; people who visit do not harm or In they are playful
1 .int least three ways marine iguanas are different from has. (AR) uanas don't live as long; they have a blunt nose; they than land iguanas; they live near water; they're great
ou think people travel from all over the world to see the Galapagos? (E) them anywhere else; they are unusual

Retelling Notes:	

= Comprehension Score

0

0

0

0

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.

		- 5	leac	ling	Le	vel		
	Errors	0	1	2	3	4	5	6
	A.R.%	100	99	98	97	96	95	94
	10				백관	V 1	70° 1	13.
5	9				4			
-S	8		(A)	(A) (A)			4.1	
l sis	7	\$ 1.00 1.00 1.00 1.00 1.00 1.00 1.00 1.00				1, 1	Birth C	
串	6	10	(no finish	nowy		1,200		
Comprehension Score	5	14.49 1.00	2/8					
3	<=4							

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

Level R texts are at this student's:

	Ind	epend	lent	Level	
F. 1	I4				

للسنا	instructional	Level	
472	Frústrational	Level	



LEVEL Literary Text: Biography



George Washington Carver: The Plant 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.

0

Text Introduction: George Washington Carver was a creative thinker who knew a lot about farming. Read to find out how he influenced the way products are used and crops are grown.

Text			Cu	es U	sed
iext	Errors	SC	М	S	٧
When people think of George Washington					
Carver, they often think of peanuts. That's because					
he came up with nearly 300 uses for that crunchy					
little nut. But that's not all he did. He was one of the				İ	
world's greatest innovators and scientists. During his					
life, he made a number of important discoveries and					
inventions. One of his greatest achievements was					
teaching farmers how to grow better crops.					
George Washington Carver had a long and					
productive life, but he got off to a very rough start.			ļ	-	
He was born a slave on a farm in Missouri in 1864.					
Manil C			1		
Word Count: 97] _				

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.)

0

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?

- monitors for meaning
- ☐ rereads
- uses decoding strategies
- ☐ self-corrects
- no observable strategies



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



?2

LEVEL S: George Washington Carver: The Plan	nt Doctor Student
Assess: Comprehension	
Directions:	
"What else do you remember?" Pror	e. Say, "Tell me what you read." You may prompt the student, saying "Tell me mo mpting does not lower a student's score. Rate the retelling with the rubric; circle t ions; circle 1 for a correct answer. 5 for a partially saying the
Then ask the Comprehension Question Total the Question Score. The student	inpuring does not lower a student's score. Rate the retelling with the rubric; circle to ions; circle 1 for a correct answer, .5 for a partially correct answer, and 0 for an in the may look back in the text; record LB part to the greating if the
➤ Add the Retelling Rating to the Ques	notis, circle 1 for a correct answer, .5 for a partially correct answer, and 0 for an in the may look back in the text; record LB next to the question if the student looks stion Score to get the Comprehension Score.
RETELLING RUBRIC	COMPREHENSION QUESTIONS Accept any reasonable answers; samples pro
Recalls few or no story elements.	V = Vocabulary; $KD = Key detail$; $I = inter$; $CA = character analysis: E = evaluar$
elements. ◆ Retells basic story elements	1. The first paragraph refers to Carver as an innovator. What does innovator mean in this passage? (V)
(characters).	someone who invente things or creates new uses for things
♦ Retells important story elements	2. Why did Carver encourage farmers to rotate crops instead of planting
(characters and problem).	the same crop year after year? (KD) to make the soil healthier; to produce better crops
♦ Retells important story elements	3. Why was Carver given the nickname of "Plant Doctor"? (I)
and events in sequence (beginning, middle, end).	He enjoyed taking care of plante.
Retells all important story	4. What is one word you could use to describe Goorgo Washington G
elements and events in sequence	
and adds personal thinking.	determined, creative, smart, helpful (e.g., creative—he found many uses for peanuts)
•	5. What might have happened if Moses and Susan hadn't sent George
	He wouldn't have gone to college. He may not have helped farmers. He might not have made so many inventions
Retelling Notes:	name made so many inventions.
Retelling Notes:	Question Sco
Retelling Notes:	Question Sco
Retelling Notes:	Question Sco + Retelling Ratio
Scoring Directions:	Question Sco + Retelling Ratin = Comprehension-Sco
Scoring Directions: Total the number of errors from the firs	Question Sco + Retelling Ratio = Comprehension Sco Reading Level
Scoring Directions: Total the number of errors from the firs Locate the error number on the table a the Accuracy Rate (A.R.) appears below	Question Sco + Retelling Ratio = Comprehension Sco Reacting Level Errors 0 1 2 3 4 5 6 A.R.% 100 99 98 97 96 95 94
Scoring Directions: Total the number of errors from the first the error number on the table at the Accuracy Rate (A.R.) appears below Record the Accuracy Rate (A.R.).	Question Sco + Retelling Ration = Comprehension Sco
Scoring Directions: Total the number of errors from the first Locate the error number on the table at the Accuracy Rate (A.R.) appears below Record the Accuracy Rate (A.R.), Compeluency Rating (see Fluency Rubric) in the Determine whether the text is at the state of the Accuracy Rate (A.R.).	Question Sco + Retelling Ration
Scoring Directions: Total the number of errors from the first Locate the error number on the table at the Accuracy Rate (A.R.) appears below Record the Accuracy Rate (A.R.), Comp Fluency Rating (see Fluency Rubric) in the Determine whether the text is at the stundependent, or frustrational level using	Question Sco
Scoring Directions: Total the number of errors from the first Locate the error number on the table at the Accuracy Rate (A.R.) appears below Record the Accuracy Rate (A.R.), Comp Fluency Rating (see Fluency Rubric) in the Determine whether the text is at the stundependent, or frustrational level using Intersection of the Accuracy Rate (A.R.)	Reacting Rational Revel Firors 0 1 2 3 4 5 6 A.R.% 100 99 98 97 96 95 94 and Comprehension Recording Revel Firors 0 1 2 3 4 5 6 A.R.% 100 99 98 97 96 95 94 A.R.% 100 99 9
Scoring Directions: Total the number of errors from the first Locate the error number on the table at the Accuracy Rate (A.R.) appears below. Record the Accuracy Rate (A.R.), Compeluency Rating (see Fluency Rubric) in the Determine whether the text is at the stundependent, or frustrational level using intersection of the Accuracy Rate (A.R.) Score indicates the level.	Reading Level st page. at right; vit. brehension Score, and he space provided. udent's instructional, g the table; the and Comprehension Question Sco + Retelling Ratir Comprehension Score Errors 0 1 2 3 4 5 6 6 A.R.% 100 99 98 97 96 95 94 10
Scoring Directions: Total the number of errors from the first Locate the error number on the table at the Accuracy Rate (A.R.) appears below. Record the Accuracy Rate (A.R.), Comp. Fluency Rating (see Fluency Rubric) in the Determine whether the text is at the stundependent, or frustrational level using intersection of the Accuracy Rate (A.R.) is core indicates the level. Consider the student's Fluency Rating; in the student is fluent at this level.	Question Sco + Retelling Ratin = Comprehension Score, and he space provided. udent's instructional, g the table; the and Comprehension fit is a 3 or above, Accuracy Rate (A.R.) Question Score + Retelling Ratin Errors 0 1 2 3 4 5 6 A.R.% 100 99 98 97 96 95 92 8 7 96 95 92 8 7 96 95 92 8 7 96 95 92 Evel S texts are and second
Scoring Directions: Total the number of errors from the first Locate the error number on the table at the Accuracy Rate (A.R.) appears below. Record the Accuracy Rate (A.R.), Compeluency Rating (see Fluency Rubric) in the Determine whether the text is at the stundependent, or frustrational level using intersection of the Accuracy Rate (A.R.) Score indicates the level.	Question Score the Retelling Ration of the space provided. udent's instructional, go the table; the and Comprehension fit is a 3 or above, a 2 or below, adding. Question Score the many inventions. Reading Level Errors 0 1 2 3 4 5 6 6
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Scoring Directions: Total the number of errors from the first Locate the error number on the table at the Accuracy Rate (A.R.) appears below. Record the Accuracy Rate (A.R.), Comp. Fluency Rating (see Fluency Rubric) in the Determine whether the text is at the stundependent, or frustrational level using intersection of the Accuracy Rate (A.R.). Score indicates the level. Consider the student's Fluency Rating; in the student is fluent at this level. If it is a luency will be a focus during guided real	Question Sco + Retelling Ratin st page. at right; vit. orehension Score, and he space provided. udent's instructional, g the table; the and Comprehension fit is a 3 or above, a 2 or below, adding. Accuracy Rate (A.R.) Comprehension Score Fluency Rating Question Sco + Retelling Ratin Errors 0 1 2 3 4 5 6 A.R.% 100 99 98 97 96 95 94 8 1 7 96 95 94 8 1 7 96 95 94 10 99 98 97 96 95 94 10 90 98 98 97 96 95 94 10 90 98 98 97 96 95 94 10 90 98 98 97 96 95 94 10 90 98 98 97 96 95 94 10 90 98 98 97 96 95 94 10 90 98 98 97 96 95 94 10 90 98 98 97 96 95 94 10 90 98 98 97 96 95 94 10 90 98 98 97 96 97 10 90 98 98 97 96 95 94 10 90 98 98 97 96 95 10 90 98 98
Scoring Directions: Total the number of errors from the first Locate the error number on the table at the Accuracy Rate (A.R.) appears below. Record the Accuracy Rate (A.R.), Comp. Fluency Rating (see Fluency Rubric) in the Determine whether the text is at the stundependent, or frustrational level using intersection of the Accuracy Rate (A.R.) is core indicates the level. Consider the student's Fluency Rating; in the student is fluent at this level.	Question Sco + Retelling Ratin st page. at right; vit. orehension Score, and he space provided. udent's instructional, g the table; the and Comprehension fit is a 3 or above, a 2 or below, adding. Accuracy Rate (A.R.) Comprehension Score Fluency Rating Question Sco + Retelling Ratin Errors 0 1 2 3 4 5 6 A.R.% 100 99 98 97 96 95 94 8 1 7 96 95 94 8 1 7 96 95 94 10 99 98 97 96 95 94 10 90 98 98 97 96 95 94 10 90 98 98 97 96 95 94 10 90 98 98 97 96 95 94 10 90 98 98 97 96 95 94 10 90 98 98 97 96 95 94 10 90 98 98 97 96 95 94 10 90 98 98 97 96 95 94 10 90 98 98 97 96 95 94 10 90 98 98 97 96 97 10 90 98 98 97 96 95 94 10 90 98 98 97 96 95 10 90 98 98

LEVEL Literary Text: Fiction

The Mystery of the Missing Watch

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.

Text Introduction: Julia is confused when her new watch goes missing at her sleepover. Read to find out how she solves the mystery.

Cues Used S Errors SC M Text Julia's mother was in a decidedly grouchy mood. For the third straight night, raccoons had gotten into the trashcan, and now garbage was strewn all over the backyard. Her mother was so out of sorts that she almost forgot to say "Happy Birthday" to Julia. But at breakfast, she presented Julia with a small blue box tied with a pretty red bow. Inside was the sparkly purple watch Julia had been talking about for months. She couldn't wait to get to school and show it to her friends, Mia and Natalie. As anticipated, her friends "oohed" and "aahed" with envy when they saw the watch. ioe Erros Word Count: 105

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 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?

- ☐ monitors for meaning
- □ rereads
- uses decoding strategies
- ☐ self-corrects
- ☐ no observable strategies

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

7)

LEVEL T: The Mystery of the Missing Watch	Student Da	ate _		
"What else do you remember?" Pro Then ask the Comprehension Quest Total the Question Score. The stude	. Say, "Tell me what you read." You may prompt the student, saying "Tell me more' mpting does not lower a student's score. Rate the retelling with the rubric; circle the ions; circle 1 for a correct answer, .5 for a partially correct answer, and 0 for an incont may look back in the text; record LB next to the question if the student looks bastion Score to get the Comprehension Score.	scor	re. t on	e.
RETELLING RUBRIC Recalls few or no story elements. Retells basic story elements	COMPREHENSION QUESTIONS Accept any reasonable answers; samples proving Question Types: V = vocabulary; KD = key detail; I = infer; CA = character analysis; E = evaluate 1. Each of Julia's friends coveted her watch when she showed it to them. What does coveted mean? (V) wanted, depired	ded.		
(characters). • Retells important story elements (characters and problem).	2. Where does Julia leave her watch while she is playing softball? Why is this an important detail for the story? (KD) On the picnic table—the raccoons could reach it	1	.5	0
Retells important story elements and events in sequence (beginning, middle, end). Retells all important story elements and events in sequence and adds personal thinking.	 3. Why might the author have mentioned raccoons at the start of the passage? (I) So that when the watch goes missing, readers will have an idea about who might have taken it 4. Julia did not accuse her friends of stealing. What does that show about her? (CA) 	1	.5	_
	She thinks before she speaks; she trusts her friends 5. What lesson do you think Julia learns? (E) Trust your friends; make sure you have evidence before accusing someone; hang on to your valuable jewelry	1	.5 .5	0
Retelling Notes:	Question Score + Retelling Rating = (comprehension Step)	a —		
Scoring Directions: > Total the number of errors from the > Locate the error number on the table the Accuracy Rate (A.R.) appears be > Record the Accuracy Rate (A.R.), Co Fluency Rating (see Fluency Rubric) i > Determine whether the text is at the independent, or frustrational level us	e at right; A.R.% 100 99 98 97 96 95 94 ow it. mprehension Score, and the space provided. student's instructional,	CAPA DARKA KAKAN MAKANA MAKANA II. KAMADARA		

- 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.

		- ;	D-T	III.	1.50	731		
	Errors	0	1	2	3	4	5	6
	A.R.%	100	99	98	97	96	95	94
	10				2500 S	14	属产	
9 8	9					揭送	網遊	
SE	8	48	300	學術	Skal			
l sio	7	模型	ALC:	湯源	\$20°	40.00	W.	
e	6	200	新疆	测差				
Comprehension Score	5	17.8	調察	W. 16				
3	<=4							

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

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stude	en	t's:			
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Frustrational Level	-
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Literary Text: Nonfiction

Marian and Eleanor: A Story of Courage

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.

Text Introduction: Years ago it was difficult for African Americans to be treated fairly. Read to find out how two women worked together to take a stand against racial prejudice.

			Cue	35 US	eu
Text	Errors	sc	M	S	٧
During the 1930s, Marian Anderson was a					
famous American singer and Eleanor Roosevelt was	-			·	
the first lady of the United States, married to President					
Franklin Roosevelt. A deeply unjust event caused the					
two women to join forces. Their story says a lot about					
how people who stand up for their beliefs can change	-				
the world.					
At the time, Anderson was one of the most					
popular performers in the United States. She also					
happened to be African American. Everyone agreed					
that she was hugely talented, but even though slavery					
had ended nearly a century before, deep prejudice					
against African Americans remained.					
Word Count: 100 Total Errors			<u> </u>	ļ	<u></u>

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?

- ☐ monitors for meaning
- □ rereads
- uses decoding strategies
- □ self-corrects
- no observable strategies

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

2

C.

Student	Date

Assess: Comprehension

Directions:

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- ➤ Ask the student to retell the passage. Say, "Tell me what you read." You may prompt the student, saying "Tell me more" or "What else do you remember?" 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.

6	COMPREHENSION QUESTION	Accept any reasonable answers; samples provided
---	------------------------	---

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

- 1. In the story, Marian and Eleanor's collaboration was one of the earliest acts in the Civil Rights movement. What does collaboration mean? (V) working together, cooperation ...
- 2. Why did Eleanor Roosevelt get involved with Marian Anderson? (KD) She didn't like the way Marian had been treated by Constitution Hall.
- 3. The passage says that tears were rolling down Marian's face as she sang "My Country, 'Tis of Thee" in front of the Lincoln Memorial. What was Marian feeling during this moment? (I) gratitude; thankfulness for her freedom; pride in her country...
- 4. Compare and contrast Eleanor and Marian. (CA) Both worked for civil rights, were courageous; Eleanor was white, Marian black; Eleanor was First Lady, Marian a singer...
- 5. Explain how the two women showed courage. (E) Both fought against prejudice when African Americans were not treated fairly.

 	_

Question Score _____

1 .5 0

.5 0

.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.

		5	lead	ding	, Le	vel		
	Errors	0	1	2	3	4	5	6
	A.R.%	100	99	98	97	96	95	94
۱,	10					17.	7.4	474
Score	9				14	() () () () () () () () () ()		
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Comprehension	5			1,34			25-7-	· .
Ū	<=4	3.5	2017		il Liter	No.		. V 354

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

Fluency Rating _____

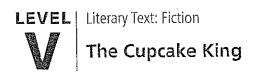
Level U texts are at this student's:

Independent Level ___

Instructional Level ____

Frustrational Level _____





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.

40.5	

Text Introduction: Max wants to find something he does well. Read to find out how being good at something can cause problems.

Cues Used Errors SC S ٧ M Text Max desperately wanted to be good at something. He wasn't good at basketball and he wasn't great at math. He didn't have much talent for the drums, although he loved to play them more than anything. He did happen to be exceptionally good at sleeping through his alarm clock when it went off in the morning at 6:45, but no one gives out prizes for that. Then one day Max discovered something he was really good at: cupcakes. It was his little sister's birthday, and Max was feeling generous, so he offered to bake some cupcakes for her party. He went into the kitchen and invented his very own recipe for Banana Blueberry Double Chocolate Chip Cupcakes. Total Errors Word Count: 116

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

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- ➤ 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?

- monitors for meaning
- rereads
- uses decoding strategies
- □ self-corrects
- no observable strategies

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

5

Student	Date
pes flot lower a student's score. Rate the retelling with a 1 for a correct answer, .5 for a partially correct answer, by back in the text; record LB next to the question if re to get the Comprehension Score.	the rubric; circle the score. er, and 0 for an incorrect one. the student looks back.
Types: V = vocabulary; KD = key detail; I = infer; CA = charac	: answers; samples provided.
e story, Max is indisputably the best at baking cup t does indisputably mean? (V)	cakes.
	<u>h</u> 1 .5 0
taste delicious, have new flavors	1 .5 0
s nappy to have a big story; surprised Max is o	ving it away 1 5 0
ing with examples from the story. (CA) ppy—he believes he is not good at anything; I is cupcakes; unhappy—making cupcakes is bo	upport your
lesson does Max learn in this story? (E)	1 .5 0 thing but 1 .5 0
	Question Score
= [3	+ Retelling Rating mprehension Score
Errors 0 1	
	I me what you read. "You may prompt the student, so the set of lower a student's score. Rate the retelling with the set of lower a student's score. Rate the retelling with the set of a correct answer, 5 for a partially correct answer, by both back in the text; record LB next to the question if the text of the question if the text of the question if the text of the question if the text of the question if the text of the question if the text of the question if the text of the question if the text of the question if the text of the question if the text of the question is the text of the question of the question of the questio

Roberto Clemente

Literary Text: Biography

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.

Cues Used

0	7

Text Introduction: This passage is about a poor boy named Roberto Clemente who became a baseball player. Read to find out how he became famous.

Text	Errors	SC	M	S	٧
Roberto Clemente was a superstar in the very					
best sense of the word. "Not only was he one of the					
greatest athletes," said Yankees star center-fielder					
Bernie Williams, but he was "a great human being					
as well." Indeed, he was a preeminent baseball					
player and role model. He was also a humanitarian,					
dedicating his post-baseball life to helping others					
in need.					
Clemente was born in a village in Puerto Rico					
on August 18, 1934, the youngest of seven children					
in a very poor family. As a boy, he worked a number					
of different jobs, including delivering milk, but his					
passion was always baseball.					
Word Count: 103	3			L	

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 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?

- monitors for meaning
- □ rereads
- ☐ uses decoding strategies
- □ self-corrects
- □ no observable strategies

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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I EVEL	W٠	Roberto	Clemente
LL 7 LL	. vv	HODENO	CICILICIALE

Student	Data
3 CG GC 1 C 1	Date

Assess: Comprehension

Directions:

- > Ask the student to retell the passage. Say, "Tell me what you read." You may prompt the student, saying "Tell me more" or "What else do you remember?" 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.

57

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

1. Roberto Clemente is described as a <u>humanitarian</u>. What is the meaning of <u>humanitarian</u>? (V)

someone who helps others, tries to make life better for others...

2. Give at least two details that showed he was a great ballplayer. (KD) He won 12 Gold Glove awards; hit lots of home runs; helped win two world championships...

3. Roberto Clemente said, "I don't believe in color." What message was he trying to communicate through this statement? (I)

He looked at people for who they were, not the color of their skin; he thought people should have equal rights.

4. What evidence supports the claim that Clemente was generous and kind? (CA)

He built playarounds; held baseball clinics; helped courts and

He built playgrounds; held baseball clinics; helped earthquake victims . . .

Retelling Notes:	

Question Score ______

+ Retelling Rating ______

= Comprehension Score

1 .5 0

.5 0

1 .5 0

1 .5 0

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.

			(en	line	والز	vel		
	Errors	0	1	2	3	4	5	6
	A.R.%	100	99	98	97	96	95	94
	10					acjù.	38.23 Y	
1 60	9				7	17.7%	4	1012
Comprehension Score	8		数號	Yali		:N(0.1)	1000	
ısic	7		為醬		$H^{0}(\mathbb{R}^{3})$	表為	W.	
ehe	6		- 1999 - 1999 - 1999	BARA.				W.X
gu	5	1999/	77.50 77.50		7 (57)	AVE N		X
Š	<=4				100	r illys Salvar		7/1 2012

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

Level W texts are at this student's:

Independent Level ____ Instructional Level ____

Frustrational Level ___



LEVEL	Literary Text: Fiction
	Grounded

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.

Text Introduction: Sometimes it's hard to take responsibility for our mistakes. Read about the consequences Zach has to face when he makes a bad decision.

to face when he makes a pad decision.			Cue	es Us	sed
Text	Errors	sc	M	S	٧
Snow had been falling ceaselessly all week, and				į	
Zach had cabin fever. He and his best friend, Ryan,					
were stuck inside, playing video games—again. Zach					
was dying to go outside and kick around his soccer					
ball. Then he got an idea. They could improvise a					
soccer field in the living room!					
Ryan looked at him like he was nuts. "Uh, yeah.					
I'm sure your mom will love that idea! Didn't you					
get in hot water a few months ago for playing ball					
inside? I seem to recall that you were grounded for					
two weeks."					
"I'll be really careful this time," Zach said. He					
badgered Ryan until he reluctantly agreed to play.					
Word Count: 112	\$				•

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 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?

- monitors for meaning
- ☐ rereads
- uses decoding strategies
- □ self-corrects
- no observable strategies

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

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		_ 1 1
-1 EVFI	х.	Grounded

Date _

Assess: Comprehension

Directions:

- > Ask the student to retell the passage. Say, "Tell me what you read." You may prompt the student, saying "Tell me more" or "What else do you remember?" 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: V = vocabulary; KD = key detail; I = infer; CA = character analysis; E = evaluate

- 1. In the story, Zach is hoping his mom will be more lenient if he blames the broken vase on Ryan. What does lenient mean? (V) forgiving; tolerant; less likely to punish him . . .
- 2. Why is Ryan reluctant to agree to play soccer inside? (KD) Ryan thinks it is risky, something could get damaged, Zach will be grounded ...
- 3. Why does Zach think his mother won't notice the missing vase? (I) He cleaned up the pieces; it was above the fireplace; she has had it for awhile ...
- 4. What internal conflict does Zach struggle with when confronted by his mom? (CA) He doesn't want to be grounded, but knows he will feel worse if he blames the broken vase on Ryan.
- 5. What is a lesson someone could learn from this story? (E) Always tell the truth; think about the consequences of your actions...

1	.5	0

1 .5 0

1 .5 0

Retelling Notes:

Ouestion Score _____ + Retelling Rating _____

= CompenentionScore



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.

				Hic	ď	71		
	Errors	0	1	2	3	4–5	6	7
	A.R.%	100	99	98	97	96	95	94
	10				174	₹7₹°		
Core	9				100 100 mg 1	77	. (A.)	
n S	8	380	透影的		35/40	• Carr	199	
l sis	7	45.00	200	94.		XA.	\$ \$ ² \$	e (du)
a a	6		\$2.00 S.C.	Ne.				
Comprehension Score	5		ia	(32)				
_5	<=4					7.555		

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

Level X texts are at this student's:

- ☐ Independent Level ____
- Instructional Level _____
 - Frustrational Level _____



LEVEL Informational Text

Microchips to the Rescue!

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.

Text Introduction: Technology can do amazing things when it comes to keeping people in touch with each other. Read to find out how it worked to reunite a family with their lost cat.

out how it worked to reunite a family with their lost cat.			Cues Used		
Text	Errors	SC	M	S	٧
In 2006, a black and orange house cat named					
Willow wandered away from her home in Boulder, Colorado. In hopes of tracking Willow down, her					=======================================
owners put up "Lost Cat" fliers all around town, but they had no luck. Nobody called to say they'd seen			1		
Willow. Eventually the family gave up all hope of ever seeing their beloved kitty again.				inc	
Stray Cat Mystery				-	
Fast forward to 2011. One day in early September					
a man spotted a cat slinking along a busy street in New York City. The cat had no collar, so the man	The second secon				
assumed she was a stray. Word Count: 99 Total Errors	-			<u> </u>	

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

Key Recording Conventions

- > 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.)

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?

- monitors for meaning
- rereads
- uses decoding strategies
- □ self-corrects
- no observable strategies

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

			An an an an an an an an an an an an an an
EVEL Y: Microchips to the Rescue!		Student	
Assess: Comprehension		. Student	Date
rissess. Comprehension Directions:			
- Ask the student to retell the passag "What else do you remember?" Pro- - Then ask the Comprehension Queson Total the Question Score. The student - Add the Retelling Rating to the Question	stions; circle 1 for a correct	t answer, .5 for a partially con	lling with the rubric; circle the score
RETELLING RUBRIC	5 COMPREHENS	ION QUESTIONS Accept any	reasonable answers; samples provided.
Recalls little or no	t - The type of the voca	parary, No = key detail; I = inter: AR	= analyze relationships: E - avaluate
information.	i. The passage says fi	Nat the Workers at the anim	-1 -1- 12 . 12 t
Retells basic information	THE THE PARTY OF T	brought to the shelter. Wha	t does <u>sleuthing</u> mean? (V)
	2. How does the micr	ochip inserted inside an apir	1 .
Retells important information (main idea/random facts).	The identification	number on the chip helps	locate the net owner
	3. Why does a vet use	a syringe to insert a microc	hin in a nota (1)
Retells important information (main idea and key facts).	To put the microcl	hip under the skin; it won't	tip ii a pel? (1) Shurt the net
	4. Why is implanting a	a microchip better than putt	ing a tra-
Retells all important information and adds personal thinking.	bere cought (MV)		
and adds personal thinking.	A collar could com	e off or someone could ta	ke the collar off:
	one more only can	store more information th	ian a tag.
	5. How do the diagran	n and man work together to	Orive information 1 .5
	appar microchib?! (E)	
	Both work togethe	r to show how a small mic	rochip can transmit
	information across	many miles.	1 .5
etelling Notes:			Question Score
			+ Retelling Rating
			= Comprehension Score
Scoring Directions:			
tal the number of errors from the fi	irst page.	Errors 0	Reading Level
cate the error number on the table	at right:	A.R.% 100	
E ACCUITACY RATE (A R) appears below	w it.	10	55 56 57 50 55 94
cord the Accuracy Pate (A.R.)] 🖁 🗆 🔼	
e Accuracy Rate (A.R.) appears belowed the Accuracy Rate (A.R.), Com	prenension Score, and	5 9	18 1 25 1 27 5 34 31 5 4 5 4 5 4 5 4 5 4 5 4 5 4 5 4 5 4 5
cord the Accuracy Rate (A.R.), Com Jency Rating (see Fluency Rubric) in	the space provided	8 %	
cord the Accuracy Rate (A.R.), Com Jency Rating (see Fluency Rubric) in Stermine whether the text is at the s	the space provided.	os uesion su su su su su su su su su su su su su	
cord the Accuracy Rate (A.R.), Com Jency Rating (see Fluency Rubric) in Jermine whether the text is at the s Jependent, or frustrational level usir ersection of the Accuracy Rate (A.R.	the space provided. student's instructional,	os oi o o o o o o o o o o o o o o o o o	
cord the Accuracy Rate (A.R.), Com lency Rating (see Fluency Rubric) in termine whether the text is at the s dependent, or frustrational level usir ersection of the Accuracy Rate (A.R. ore indicates the level.	the space provided. student's instructional, ng the table; the .) and Comprehension	S university S 8	
cord the Accuracy Rate (A.R.), Com lency Rating (see Fluency Rubric) in termine whether the text is at the s dependent, or frustrational level usin ersection of the Accuracy Rate (A.R. ore indicates the level. nsider the student's Fluency Rating:	the space provided. Student's instructional, and the table; the and Comprehension If it is a 3 or above		
ecord the Accuracy Rate (A.R.), Com Jency Rating (see Fluency Rubric) in Jetermine whether the text is at the sa dependent, or frustrational level using ersection of the Accuracy Rate (A.R. Jore indicates the level. Insider the student's Fluency Rating; The student is fluent at this level. If it is	the space provided. Student's instructional, and the table; the and Comprehension if it is a 3 or above,	Accuracy Rate (A.R.)	Level Y texts are at this student's:
ecord the Accuracy Rate (A.R.), Com- Jency Rating (see Fluency Rubric) in Jency Rating (see Fluency Rubric) in Jetermine whether the text is at the s dependent, or frustrational level using ersection of the Accuracy Rate (A.R. Jore indicates the level. Jorsider the student's Fluency Rating; The student is fluent at this level. If it is lency will be a focus during guided in	the space provided. student's instructional, ng the table; the .) and Comprehension if it is a 3 or above,	Accuracy Rate (A.R.) Comprehension Score	student's:
ecord the Accuracy Rate (A.R.), Com Jency Rating (see Fluency Rubric) in Jetermine whether the text is at the sadependent, or frustrational level using Jersection of the Accuracy Rate (A.R.) Jore indicates the level. Jorsider the student's Fluency Rating; Jestudent is fluent at this level. If it is	the space provided. student's instructional, ng the table; the .) and Comprehension if it is a 3 or above,	Accuracy Rate (A.R.)	student's: Independent Level
ecord the Accuracy Rate (A.R.), Com Jency Rating (see Fluency Rubric) in Jetermine whether the text is at the sadependent, or frustrational level using Jersection of the Accuracy Rate (A.R.) Jore indicates the level. Jorsider the student's Fluency Rating; Jestudent is fluent at this level. If it is	the space provided. student's instructional, ng the table; the .) and Comprehension if it is a 3 or above,	Accuracy Rate (A.R.) Comprehension Score	student's:

L	E	V	Е	L

Informational Text

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The True Story of the Teenager Who Climbed the World's Tallest Peak

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.

Cues Used

0	3
	_

Text Introduction: People have many different dreams and goals. Read about one teenager's dream and the challenges he faced to accomplish it.

Text	Errors	sc	M	S	٧	
Visiting Antarctica, becoming a veterinarian,						
starring in a Hollywood movie—achieving any			į			
of these impressive goals is more common than				ļ		
climbing Mount Everest. In all of history, only about						
5,000 people have managed this feat. It requires						
preparation, endurance, and great skill. In 2010,				,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		
Jordan Romero managed to climb this awesome						100
mountain when he was just 13 years old!						
Mighty Everest						
Everest, the world's tallest peak, stands 29,035						
feet above sea level. It's part of the Himalayan chain						
of mountains, and it's on the border between China						
and Nepal. Near Everest's peak, conditions are						
treacherous. The air is so thin that there isn't						
enough oxygen to breathe unless a person's body						
is properly prepared.		į				
Word Count: 114 Total Error	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.

Key Recording Conventions

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Ç

- > 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?

- monitors for meaning
- rereads
- uses decoding strategies
- □ self-corrects
- no observable strategies

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 Z: The True Story of the Teenager	Student	Date
Assess: Comprehension		
Directions:	thereto are more of W. Vica are a construction of the construction	

- ➤ Ask the student to retell the passage. Say, "Tell me what you read." You may prompt the student, saying "Tell me more" or "What else do you remember?" 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.

5 COMPREHENSION QUESTIONS	Accept any reasonable answers; samples provided
---------------------------	---

Question Types: V = vocabulary; KD = key detail; AR = analyze relationships; I = text feature; E = evaluate

- 1. The story states that Jordan would face difficult challenges on his big ascent. What does the word ascent mean? (V) climb up the mountain; journey upward...
- 2. How did Jordan prepare for the climb? (KD) he skied; snowshoed; climbed mountains; slept in a special tent ...
- 3. Why can climbing Mount Everest be so dangerous? (AR) little oxygen at top, so it's hard to breathe; get cramps; it's cold . . .
- 4. Why did Jordan leave good luck charms at the summit? (I) to leave a record of his accomplishment; to prove he was there; to show he accomplished his goal . . .
- 5. Why do you think the author wrote this passage? (E) to tell about the youngest person to climb Mt. Everest; to share information about mountains and mountain climbing...

Question Score _____

+ Retelling Rating _____

.5 0

.5 0

1 .5 0

= 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.

		F	leac	ling	Le	vel		
	Errors	0	1	2	3	4–5	6	7
	A.R.%	100	99	98	97	96	95	94
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1 .5	7	100	3.4			4	18	
4	6	MAS		19				
Comprehension Score	5	7.00E				- 1		
3	<=4		9) Š.	À				

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

Level Z texts are at this student's:

- Independent Level ____ Instructional Level ____
- Frustrational Level ____

