

Scholastic Reading Assessment Levels A-Z					
K	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	RF.1.2c	RF.2.4a	RF.3.4b	RF.4.4c	SL.5.4
RF.K.3b	RF.1.3d	RF.2.4b	RF.3.4c	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	RF.3.4c	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				

Reading Record

LEVEL Informational Text

A

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.

- 1 Book Introduction:** What colors do you see in our room?
Read *I See Colors* to find out what colors you see.

Pg #		Errors	SC	Cues Used		
				M	S	V
2	I see a blue bird.					
3	I see a red bug.					
4	I see a yellow flower.					
5	I see a green tree.					
6	I see an orange cat.					
7	I see a brown dog.					
8	I see colors.					
Word Count: 33		Total Errors				

Notes and Observations _____

Key Recording Conventions

- Write substituted word above correct word:

cat
car
- Write O above omitted word.
- Write ^{inserted} word with a caret.
- Write T for teacher assistance.
- Draw an arrow back to where the student reread.
- Write SC for self-corrections. (Self corrections do not count as errors.)

2 ANALYZE ERRORS AND STRATEGY USE

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

What problem-solving strategies does the reader use?

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

Is the reader self-monitoring?

- yes sometimes no

3 FLUENCY-RUBRIC

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

Assess: Comprehension

Directions:

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

4 RETELLING RUBRIC

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

5 COMPREHENSION QUESTIONS Accept any reasonable answers; samples provided.

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) _____ 1 .5 (
2. What is your favorite color? (E)
(Accept any color word.) _____ 1 .5 (
3. Tell me something that is your favorite color. (V)
(Accept any answer that matches favorite color.) _____ 1 .5 (

Question Score _____

+ Retelling Rating _____

= **Comprehension Score** _____

Retelling Notes:

6 Scoring Directions:

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

		Reading Level											
		Errors	0	1	2	3	4	5	6	7	8	9	10
		A.R.%	100	97	94	91	88	85	82	79	76	73	70
Comprehension Score	8												
	7												
	6												
	5												
	4												
3													

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

Level A texts are at this student's:
 Independent Level _____
 Instructional Level _____
 Frustrational Level _____

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

Reading Record

LEVEL | Informational Text

B See the Cat

Student _____ Date _____

Teacher _____ Grade _____

Assess: Decoding & Fluency

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

1 Book Introduction: Read *See the Cat* to learn about what a cat has on its body.

Pg #		Errors	SC	Cues Used		
				M	S	V
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!					
Word Count: 39		Total Errors				

Key Recording Conventions

- Write substituted word above correct word:

cat
← car
- Write O above omitted word.
- Write word with a caret:

inserted
A
- Write T for teacher assistance.
- Draw an arrow back to where the student reread.
- Write SC for self-corrections.
(Self corrections do not count as errors.)

2 ANALYZE ERRORS AND STRATEGY USE

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

What problem-solving strategies does the reader use?

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

Is the reader self-monitoring?

- yes sometimes no

3 FLUENCY RUBRIC

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

Notes and Observations

Assess: Comprehension

Directions:

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

4 RETELLING RUBRIC

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

5 COMPREHENSION QUESTIONS Accept any reasonable answers; samples provided.

Question Types: KD = key detail; TF = text feature; V = vocabulary

1. What are some things that all cats have? (KD)
ears, eyes, nose, mouth, tail ... (2+ details = 1 point) 1 .5 0
2. Look on page 3. Why does this page have two arrows? (TF)
because a cat has two ears ... 1 .5 0
3. Name another animal that has a tail. (V)
(Accept any reasonable answer.) 1 .5 0

Question Score _____

+ Retelling Rating _____

= **Comprehension Score** _____

Retelling Notes:

6 Scoring Directions:

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

		Reading Level											
		Errors	0	1	2	3	4	5	6	7	8	9	10
		A.R.%	100	97	95	92	90	87	85	82	79	77	74
Comprehension Score	8												
	7												
	6												
	5												
	4												
3													

Accuracy Rate (A.R.) _____

Comprehension Score _____

Fluency Rating _____

Level B texts are at this student's:

Independent Level _____

Instructional Level _____

Frustrational Level _____

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

Reading Record

LEVEL Informational Text

C 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.

1 Book Introduction: In this book *Animals on the Farm* you will learn what animals do on a farm.

Pg #		Errors	SC	Cues Used		
				M	S	V
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 Count: 79		Total Errors				

Key Recording Conventions

- ▶ Write substituted word above correct word:

cat
car
- ▶ Write O above omitted word.
- ▶ Write word with a caret.

Inserted
^
- ▶ Write T for teacher assistance.
- ▶ Draw an arrow back to where the student reread.

←

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

2 ANALYZE ERRORS AND STRATEGY USE

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

What problem-solving strategies does the reader use?

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

Is the reader self-monitoring?

- yes sometimes no

3 FLUENCY RUBRIC

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

Notes and Observations

Assess: Comprehension

Directions:

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

4 RETELLING RUBRIC

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

5 COMPREHENSION QUESTIONS Accept any reasonable answers; samples provided.

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

- What are some of the animals on the farm? (KD)
cow, horse, pig, duck, mouse, rooster (2+ details = 1 point) 1 .5 0
- What other animal might you find in the pond? (V)
fish, frog, turtle . . . 1 .5 0
- How did the author help you learn about farm animals? (E)
She showed me pictures; used sound words . . . 1 .5 0
- Which animal makes a sound that can help the farmer? (I)
rooster—helps wake up farmer . . . 1 .5 0

Question Score _____

+ Retelling Rating _____

= **Comprehension Score** _____

Retelling Notes:

6 Scoring Directions:

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

Reading Level

Errors	0	1	2	3	4	5	6	7	8	9	10
A.R.%	100	99	97	96	95	94	92	91	90	89	87
Comprehension Score	9										
	8										
	7										
	6										
	5										
4											

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

Level C texts are at this student's:
 Independent Level _____
 Instructional Level _____
 Frustrational Level _____

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

Reading Record

LEVEL Informational Text

D 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.

1 Book Introduction: I think you are going to like this book because there are a lot of animals hiding in the pictures. Read *Who Is Hiding?* to look and find out who is hiding there.

Pg #	Errors	SC	Cues Used		
			M	S	V
2	Look at the snow. The snow is cold and white. Who is hiding there?				
3	It is a white rabbit! The rabbit has a pink nose.				
4	Look at the grass. The grass is tall and green. Who is hiding there?				
5	It is a green frog. The frog has black spots.				
6	Look at the flower. The flower is pretty and yellow. Who is hiding there?				
7	It is a yellow spider! It has eight legs.				
8	Look at the tree. The tree is tall and old. Who is hiding there? It is a family of raccoons!				
Word Count: 92		Total Errors			

Key Recording Conventions

- Write substituted word above correct word:
cat
~~car~~
- Write O above omitted word.
- Write ^{inserted} word with a caret.
A
- Write T for teacher assistance.
- Draw an arrow back to where the student reread.
←
- Write SC for self-corrections.
(Self corrections do not count as errors.)

2 ANALYZE ERRORS AND STRATEGY USE

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

What problem-solving strategies does the reader use?

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

Is the reader self-monitoring?

- yes sometimes no

3 FLUENCY RUBRIC

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

Notes and Observations -

Assess: Comprehension

Directions:

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

4 RETELLING RUBRIC

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

5 COMPREHENSION QUESTIONS Accept any reasonable answers; samples provided.

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

- Who did you see hiding in the pictures? (KD)
rabbit, frog, spider, raccoons (2+ details = 1 point) 1 .5 0
- Why do you think a green frog hides in the grass? (I)
because it blends in with the green grass . . . 1 .5 0
- The raccoons were hiding in a tree. What other animals live in trees? (V)
birds, squirrels . . . 1 .5 0
- What was the author trying help you learn in this book? (E)
that animals hide; where animals hide . . . 1 .5 0
- Why do you think the author used close-ups? (TF)
to show the animal in more detail; to help me see the animal better . . . 1 .5 0

Question Score _____

+ Retelling Rating _____

= **Comprehension Score** _____

Retelling Notes:

6 Scoring Directions:

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

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

Accuracy Rate (A.R.) _____

Comprehension Score _____

Fluency Rating _____

Level D texts are at this student's:

Independent Level _____

Instructional Level _____

Frustrational Level _____

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

Reading Record

LEVEL | Informational Text

E Growing a Pumpkin

Student _____ Date _____

Teacher _____ Grade _____

Assess: Decoding & Fluency

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

1 Book Introduction: In this book *Growing a Pumpkin*, you will learn how to grow your own pumpkin. Read to find out what happens after you plant the little seed.

Pg #		Errors	SC	Cues Used		
				M	S	V
2	Here is a big orange pumpkin. This book will tell you how to grow your own pumpkin.					
3	In the spring, you plant a little seed. The sun shines on the seed.					
4	A little plant grows out of the seed. Rain falls on the plant. Then the plant grows.					
5	The plant grows and grows. It grows a flower. The flower is yellow and pretty.					
6	The flower turns into a pumpkin. The new pumpkin is little and green. Then the pumpkin grows.					
7	The pumpkin grows and grows and grows. It gets bigger and bigger. It turns orange.					
8	In the fall, the pumpkin is ready to pick. Hooray!					

Word Count: 105

Total Errors

Key Recording Conventions

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

2 ANALYZE ERRORS AND STRATEGY USE

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

What problem-solving strategies does the reader use?

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

Is the reader self-monitoring?

- yes sometimes no

3 FLUENCY RUBRIC

<ul style="list-style-type: none"> ◆ word-by-word reading ◆ no expression 	1
<ul style="list-style-type: none"> ◆ moderately slow reading in two- or three-word phrases ◆ some expression 	2
<ul style="list-style-type: none"> ◆ phrased but some rough spots ◆ appropriate expression most of the time 	3
<ul style="list-style-type: none"> ◆ smooth reading with a few pauses ◆ consistent appropriate expression 	4

Notes and Observations

Assess: Comprehension

Directions:

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

4 RETELLING RUBRIC

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

5 COMPREHENSION QUESTIONS Accept any reasonable answers; samples provided.

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

- Why do you think spring is a good time to plant a pumpkin? (I)
sunny; rainy; warmer weather . . . 1 .5 0
- What part of the plant turns into a pumpkin? (KD)
flower 1 .5 0
- Can you name other plants that grow from seeds? (V)
(Accept any reasonable answer.) 1 .5 0
- What is the author trying to teach you in this book? (E)
about pumpkins; how pumpkins grow . . . 1 .5 0
- 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 . . . 1 .5 0

Question Score _____

+ Retelling Rating _____

= **Comprehension Score** _____

Retelling Notes:

6 Scoring Directions:

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

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

Accuracy Rate (A.R.) _____

Comprehension Score _____

Fluency Rating _____

Level E texts are at this student's:

Independent Level _____

Instructional Level _____

Frustrational Level _____

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

Reading Record

LEVEL | Informational Text

F

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.

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

Pg #		Errors	SC	Cues Used		
				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

Key Recording Conventions

- Write substituted word above correct word:

cat
car
- Write O above omitted word.
- Write word with a caret.

inserted
^
- Write T for teacher assistance.
- Draw an arrow back to where the student reread.

←

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

2 ANALYZE ERRORS AND STRATEGY USE

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

What problem-solving strategies does the reader use?

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

Is the reader self-monitoring?

- yes sometimes no

3 FLUENCY RUBRIC

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

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

Assess: Comprehension

Directions:

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

4 RETELLING RUBRIC

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

5 COMPREHENSION QUESTIONS Accept any reasonable answers; samples provided.

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

- Why do you think the man tosses the pizza in the air? (I)
to make the dough bigger/flatter/rounder; to spread it out . . . 1 .5 0
- What other things are made out of dough? (V)
bread; cookies; pasta . . . 1 .5 0
- What are some of the things the man puts on the pizza? (KD)
sauce; peppers; meat; cheese (2+ details = 1 point) 1 .5 0
- 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 . . . 1 .5 0

Question Score _____

+ Retelling Rating _____

= **Comprehension Score** _____

Retelling Notes:

6 Scoring Directions:

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

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

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

Level F texts are at this student's:
 Independent Level _____
 Instructional Level _____
 Frustrational Level _____

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

Reading Record

LEVEL | Literary Text

G

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.

1 Book Introduction: As you can see from the cover, this story takes place in a school. Read to find out why this story is called *Miss Blake and the Pet Snake*.

Pg #		Errors	SC	Cues Used		
				M	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!"					
6	"Can we get a pretty cat?" asked Cam. "Ah-choo!" said Miss Blake. "Cats are too furry. And they make me sneeze."					

Word Count: 103

Total Errors _____

Key Recording Conventions

- Write substituted word above correct word:

cat
car
- Write O above omitted word.
- Write ^{inserted} word with a caret.

^

- Write T for teacher assistance.
- Draw an arrow back to where the student reread.

←

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

2 ANALYZE ERRORS AND STRATEGY USE

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

What problem-solving strategies does the reader use?

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

Is the reader self-monitoring?

- yes sometimes no

3 FLUENCY RUBRIC

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

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

Assess: Comprehension

Directions:

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

4 RETELLING RUBRIC

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

5 COMPREHENSION QUESTIONS Accept any reasonable answers; samples provided.

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

- What different kinds of animals do the students suggest as class pets? (KD)
dog, cat, bunny, hamster, mouse, pony (2+ details = 1 point) 1 .5 0
- Do you think a pony is a good class pet? Why or why not? (E)
No—because it is too big; too hard to take care of . . . 1 .5 0
- Why do you think the furry animals make Miss Blake sneeze? (I)
because she is allergic to fur . . . 1 .5 0
- What is a word that describes Dan? (CA)
naughty; troublemaker; mischievous; likes dogs . . . 1 .5 0
- Can you think of another animal that would make a good class pet for Miss Blake? (V)
fish; turtle; lizard . . . 1 .5 0

Question Score _____

+ Retelling Rating _____

= **Comprehension Score** _____

Retelling Notes:

6 Scoring Directions:

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

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

Accuracy Rate (A.R.) _____

Comprehension Score _____

Fluency Rating _____

Level G texts are at this student's:

Independent Level _____

Instructional Level _____

Frustrational Level _____

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

Reading Record

LEVEL | Informational Text

H

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.

- 1 Book Introduction:** You are going to take a field trip to a pond. Read *Pond Life* to learn why a pond is a great place for all kinds of animals.

Pg #		Errors	SC	Cues Used		
				M	S	V
2	This is a pond. A pond is bigger than a puddle and smaller than a lake.					
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.					
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.					

Word Count: 105

Total Errors _____

Key Recording Conventions

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

2 ANALYZE ERRORS AND STRATEGY USE

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

What problem-solving strategies does the reader use?

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

Is the reader self-monitoring?

- yes sometimes no

3 FLUENCY RUBRIC

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

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

Assess: Comprehension

Directions:

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

4 RETELLING RUBRIC

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

5 COMPREHENSION QUESTIONS Accept any reasonable answers; samples provided.

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

- What does the author want you to learn about pond life? (E)
Lots of animals live near ponds . . . 1 .5 0
- Why is a pond a great place for all kinds of animals? (KD)
gives animals food; drink; places to rest; homes . . .
(2+ details = 1 point) 1 .5 0
- Why can't some pond animals live underwater? (I)
can't breathe or swim underwater 1 .5 0
- [Show reader page 5.] Look at the photograph here. How does the raccoon catch the fish? (TF)
with its claws . . . 1 .5 0
- The book says, "These snails are creeping across the bottom of the pond." What does creeping mean? (V)
moving slowly . . . 1 .5 0

Question Score _____

+ Retelling Rating _____

= **Comprehension Score** _____

Retelling Notes:

6 Scoring Directions:

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

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

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

Level H texts are at this student's:
 Independent Level _____
 Instructional Level _____
 Frustrational Level _____

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

Reading Record

LEVEL | Literary Text

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.

1 Book Introduction: In this story, Bear wants to talk to his friends but they are too busy getting ready to hibernate. Read *Time to Hibernate* to find out what happens to Bear.

Pg #		Errors	SC	Cues Used		
				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."					
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 going to my tunnel under the ground. I need to sleep for the winter."					
Word Count: 100		Total Errors				

Key Recording Conventions

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

2 ANALYZE ERRORS AND STRATEGY USE

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

What problem-solving strategies does the reader use?

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

Is the reader self-monitoring?

- yes sometimes no

3 FLUENCY RUBRIC

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

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

Assess: Comprehension

Directions:

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

4 RETELLING RUBRIC

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

5 COMPREHENSION QUESTIONS Accept any reasonable answers; samples provided.

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

1. How did Bear know it was time to hibernate? (I)
He saw what the other animals were doing; he was tired 1 .5 0
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) 1 .5 0
3. Why is Bear so hungry? (CA)
He hasn't eaten all winter ... 1 .5 0
4. Is this story real or make-believe? Why? (E)
make-believe—animals are talking; animals wearing clothes ... 1 .5 0
5. In the book Bear found a cozy cave. What does cozy mean? (V)
comfortable; warm; snug ... 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.

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

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

Level I texts are at this student's:
 Independent Level _____
 Instructional Level _____
 Frustrational Level _____

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

Reading Record

LEVEL | Literary Text

J

The Lemonade Stand

Student _____ Date _____

Teacher _____ Grade _____

Assess: Decoding & Fluency

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

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

Pg #		Errors	Cues Used			
			SC	M	S	V
2	Emma and Matt were sitting in their backyard under a big lemon tree. It was the hottest day of the summer.					
3	"I'm bored," Matt said. "Me, too," Emma said. "It is too hot to ride bikes. It is too hot to do anything!" "It's not too hot to eat ice cream," said Matt.					
4	Emma nodded. "There's just one problem. Ice cream costs money. And we don't have any." Just then, a lemon fell from the tree and landed in Emma's hand. "Hey!" she said. "I have an idea! I know how we can make some money."					
Word Count: 96		Total Errors				

Key Recording Conventions

- Write substituted word above correct word:

cat
car
- Write O above omitted word.
- Write ^{inserted.} word with a caret.
- Write T for teacher assistance.
- Draw an arrow back to where the student reread.
- Write SC for self-corrections. (Self corrections do not count as errors.)

2 ANALYZE ERRORS AND STRATEGY USE

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

What problem-solving strategies does the reader use?

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

Is the reader self-monitoring?

- yes sometimes no

3 FLUENCY RUBRIC

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

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

Assess: Comprehension

Directions:

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

4 RETELLING RUBRIC

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

5 COMPREHENSION QUESTIONS Accept any reasonable answers; samples provided.

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

1. What happened to give Emma the idea to make lemonade? (KD)
A lemon fell from the tree. 1 .5 0
2. Look at page 14–15. How do you think Matt and Emma are feeling? How does the author show you that? (CA)
tired; hot; sad—because they have frowns on their faces; heads lying on table 1 .5 0
3. When they were making lemonade, Matt measured. What does the word measured mean? (V)
get a specific amount; get just what is needed . . . 1 .5 0
4. What might happen with Emma and Matt the next day? (I)
People will pay them back; they can buy ice cream; they'll sell more lemonade . . . 1 .5 0
5. Do you think Emma and Matt will sell lemonade again? Why or why not? (E)
(Accept any reasonable answer.) 1 .5 0

Question Score _____

+ Retelling Rating _____

= **Comprehension Score** _____

Retelling Notes:

6 Scoring Directions:

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

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

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

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

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

Reading Record

LEVEL Informational Text

K

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.

1 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	Cues Used		
			M	S	V
<p>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 do they grow from seeds to sunflowers?</p>					
<p>Getting Started</p> <p>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 seed bursts open.</p>					
<p>Word Count: 115</p>	Total Errors				

Key Recording Conventions

- Write substituted word above correct word:

cat
car
- Write O above omitted word.
- Write ^{inserted} word with a caret.
- Write T for teacher assistance.
- Draw an arrow back to where the student reread.
- Write SC for self-corrections. (Self corrections do not count as errors.)

2 ANALYZE ERRORS AND STRATEGY USE

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

What problem-solving strategies does the reader use?

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

3 FLUENCY RUBRIC

<ul style="list-style-type: none"> ◆ word-by-word reading ◆ no expression 	1
<ul style="list-style-type: none"> ◆ moderately slow reading in two- or three-word phrases ◆ some expression 	2
<ul style="list-style-type: none"> ◆ phrased but some rough spots ◆ appropriate expression most of the time 	3
<ul style="list-style-type: none"> ◆ smooth reading with a few pauses ◆ consistent appropriate expression 	4

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

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.

4 RETELLING RUBRIC

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

5 COMPREHENSION QUESTIONS Accept any reasonable answers; samples provided.

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

- This passage says that sunflower seeds need warmth and water to sprout. What does sprout mean? (V)
grow; become a plant ... 1 .5 0
- Why is spring the best time to plant a sunflower? (KD)
The soil warms up and the plant gets water from the spring rains. 1 .5 0
- Why is it important that the sunflower dies? (I)
The seeds drop to the ground so new flowers can sprout. 1 .5 0
- How do the roots help the plant to grow? (AR)
They get food from the soil for the plant. 1 .5 0
- 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. 1 .5 0

Question Score _____

+ Retelling Rating _____

= **Comprehension Score** _____

Retelling Notes:

6 Scoring Directions:

- Total the number of errors from the first page.
- Locate the error number on the table at right; the Accuracy Rate (A.R.) appears below it.
- Record the Accuracy Rate (A.R.), Comprehension Score, and Fluency Rating (see Fluency Rubric) in the space provided.
- Determine whether the text is at the student's instructional, independent, or frustrational level using the table; the intersection of the Accuracy Rate (A.R.) and Comprehension Score indicates the level.
- Consider the student's Fluency Rating; if it is a 3 or above, the student is fluent at this level. If it is a 2 or below, fluency will be a focus during guided reading.

		Reading Level						
		0	1	2	3-4	5	6	7
Errors		100	99	98	97	96	95	94
Comprehension Score	10							
	9							
	8							
	7							
	6							
	5							
	<=4							

Accuracy Rate (A.R.) _____

Comprehension Score _____

Fluency Rating _____

Level K texts are at this student's:

Independent Level _____

Instructional Level _____

Frustrational Level _____

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

Reading Record

LEVEL | 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.

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

Text	Cues Used				
	Errors	SC	M	S	V
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					
Total Errors					

Key Recording Conventions

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

2 ANALYZE ERRORS AND STRATEGY USE

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

What problem-solving strategies does the reader use?

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

3 FLUENCY RUBRIC

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

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

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.

4 RETELLING RUBRIC

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

5 COMPREHENSION QUESTIONS Accept any reasonable answers; samples provided.

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

1. The passage says, "Bats live in big groups called colonies."
What is a colony in this passage? (V)
a group; bats living together . . . 1 .5 0
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 . . . 1 .5 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 bats live everywhere, except in the Arctic and Antarctica; that bats are found all over the world; that bats are common . . . 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.

		Reading Level							
		Errors	0	1	2	3	4	5	6
		A.R.%	100	99	98	97	96	95	94
Comprehension Score	10								
	9								
	8								
	7								
	6								
	5								
	<=4								

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

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

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

Reading Record

M

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.

1 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	Cues Used				
	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.					
<p>Spinning Wind</p> <p>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.</p> <p>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 "Tornado Alley." This area includes states that are in the center of America, such as Kansas, Oklahoma, and Texas.</p>					
Word Count: 108	Total Errors				

Key Recording Conventions

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

2 ANALYZE ERRORS AND STRATEGY USE

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

What problem-solving strategies does the reader use?

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

3 FLUENCY RUBRIC

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

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

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.

4 RETELLING RUBRIC

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

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 passage says that a tornado looks like a big funnel. What is a funnel? (V)
an object that is big at the top and small at the bottom; a cone shaped object . . . 1 .5 0
2. How do the winds of a tornado make it dangerous? (KD)
Wind picks up trees and destroys houses; it can move cars; debris can hit people . . . 1 .5 0
3. Why do most tornadoes form in the spring and summer? (I)
That is when we have a lot of thunderstorms. 1 .5 0
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. 1 .5 0
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 . . . 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.

		Reading Level							
		Errors	0	1	2	3	4	5	6-7
		A.R.%	100	99	98	97	96	95	94
Comprehension Score	10								
	9								
	8								
	7								
	6								
	5								
		<=4							

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

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

7 REFLECT

What did you learn about this child as a reader?

Reading Record

LEVEL | Literary Text: Fiction

N | Ellen Is Missing

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

Key Recording Conventions

- Write substituted word above correct word:

cat
car
- Write O above omitted word.
- Write word with a caret.

inserted
^
- Write T for teacher assistance.
- Draw an arrow back to where the student reread.

←

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

Text	Cues Used				
	Errors	SC	M	S	V
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.					
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!					
He was terrified of big spiders. He was terrified of little spiders. He was even terrified of teeny-tiny spiders.					
Word Count: 101	Total 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

<ul style="list-style-type: none"> ◆ word-by-word reading ◆ no expression 	1
<ul style="list-style-type: none"> ◆ moderately slow reading in two- or three-word phrases ◆ some expression 	2
<ul style="list-style-type: none"> ◆ phrased but some rough spots ◆ appropriate expression most of the time 	3
<ul style="list-style-type: none"> ◆ smooth reading with a few pauses ◆ consistent appropriate expression 	4

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

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.

4 RETELLING RUBRIC

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

5 COMPREHENSION QUESTIONS

Accept any reasonable answers; samples provided.
Question Types: V = vocabulary; KD = key detail; I = infer; CA = character analysis; E = evaluate

- The story says Anna coaxed the spider back in the jar.
What does the word coaxed mean in this story? (V)
gently move; lead slowly . . . 1 .5 0
- 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
- How does Matt probably feel when Anna tells him Ellen is missing? (I)
nervous, scared, worried . . . 1 .5 0
- 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 0
- What lesson does Anna learn? (E)
You shouldn't make fun of people who are afraid. People have different fears. 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.

		Reading Level							
		0	1	2	3	4	5	6	
		A.R.%	100	99	98	97	96	95	94
Comprehension Score	10								
	9								
	8								
	7								
	6								
	5								
		<=4							

Accuracy Rate (A.R.) _____

Comprehension Score _____

Fluency Rating _____

Level N texts are at this student's:

Independent Level _____

Instructional Level _____

Frustrational Level _____

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

Reading Record

LEVEL Informational Text



Deep Sea Exploration

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.

Text	Errors	SC	Cues Used		
			M	S	V
<p>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 visited are right here on Earth. The ocean is full of amazing unexplored areas!</p>					
<p>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 astronauts view the Earth from space it looks blue rather than green.</p>					
Word Count: 106		Total Errors			

Key Recording Conventions

- Write substituted word above correct word:

cat
car
- Write O above omitted word.
- Write word with a caret.

Inserted
A
- 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

<ul style="list-style-type: none"> ◆ word-by-word reading ◆ no expression 	1
<ul style="list-style-type: none"> ◆ moderately slow reading in two- or three-word phrases ◆ some expression 	2
<ul style="list-style-type: none"> ◆ phrased but some rough spots ◆ appropriate expression most of the time 	3
<ul style="list-style-type: none"> ◆ smooth reading with a few pauses ◆ consistent appropriate expression 	4

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

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.

4 RETELLING RUBRIC

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

5 COMPREHENSION QUESTIONS Accept any reasonable answers; samples provided.

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

- There is a trench in the ocean that is 7 miles deep. What is a trench? (V)
deep ditch, big hole . . . 1 .5 0
- How did scientists know about giant squids before 2005? (KD)
The squids washed up on beaches. 1 .5 0
- 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
- 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
- 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.

		Reading Level							
		Errors	0	1	2	3	4	5	6
		A.R.%	100	99	98	97	96	95	94
Comprehension Score	10								
	9								
	8								
	7								
	6								
	5								
	<=4								

Accuracy Rate (A.R.) _____

Comprehension Score _____

Fluency Rating _____

Level 0 texts are at this student's:

Independent Level _____

Instructional Level _____

Frustrational Level _____

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

Reading Record

P History of the Bicycle

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

Key Recording Conventions

- Write substituted word above correct word:
 cat
 car
- 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.)

Text	Errors	SC	Cues Used		
			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.					
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 a scooter.					
Big Changes in Bikes In the 1860s, pedals were added to bikes, but they were placed on the front wheel. That meant riders used the front wheel both to pedal and to steer.					
Word Count: 108					
	Total 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	1
♦ moderately slow reading in two- or three-word phrases ♦ some expression	2
♦ phrased but some rough spots ♦ appropriate expression most of the time	3
♦ smooth reading with a few pauses ♦ consistent appropriate expression	4

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

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.

4 RETELLING RUBRIC

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

5 COMPREHENSION QUESTIONS

Accept any reasonable answers; samples provided.

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

- The article says that rubber tires were another enhancement.
What does enhancement mean? (V)
Improvement; something that made it better . . . 1 .5 0
- 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 . . . 1 .5 0
- 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. 1 .5 0
- Give at least two ways bicycles have become better. (AR)
faster; easier to steer and control; safer; smoother ride . . . 1 .5 0
- 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 . . . 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.

		Reading Level							
		Errors	0	1	2	3	4	5	6-7
		A.R.%	100	99	98	97	96	95	94
Comprehension Score	10								
	9								
	8								
	7								
	6								
	5								
	<=4								

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

Level P texts are at this student's:
 Independent Level _____
 Instructional Level _____
 Frustrational Level _____

7 REFLECT

What did you learn about this child as a reader?

Reading Record

LEVEL Informational Text

Q

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.

- 1 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.

Text	Errors	SC	Cues Used		
			M	S	V
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.					
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.					
Word Count: 104	Total Errors				

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

Key Recording Conventions

- Write substituted word above correct word:
cat
~~car~~
- 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	1
◆ moderately slow reading in two- or three-word phrases	
◆ some expression	2
◆ phrased but some rough spots	
◆ appropriate expression most of the time	3
◆ smooth reading with a few pauses	
◆ consistent appropriate expression	4

Assess: Comprehension

Directions:

- Ask the student to retell the 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.	1
◆ Retells basic information (one or two facts).	2
◆ Retells important information (main idea/random facts).	3
◆ Retells important information (main idea and key facts).	4
◆ Retells all important information and adds personal thinking.	5

5 COMPREHENSION QUESTIONS

Accept any reasonable answers; samples provided.

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

- The wreck of the *Arabia* only had one casualty. In this story, what does the word casualty mean? (V)
accident victim; someone that died . . . 1 .5 0
- What caused the *Arabia* to sink? (KD)
it hit a tree trunk that tore a hole in the side of the ship. 1 .5 0
- 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 . . . 1 .5 0
- 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 . . . 1 .5 0
- 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

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.

		Reading Level						
		0	1	2	3	4	5	6
Errors	A.R.%	100	99	98	97	96	95	94
Comprehension Score	10							
	9							
	8							
	7							
	6							
	5							
	<=4							

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

Level Q texts are at this student's:
 Independent Level _____
 Instructional Level _____
 Frustrational Level _____

7 REFLECT

What did you learn about this child as a reader?

Reading Record

LEVEL Informational Text

R

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.

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

Text	Cues Used				
	Errors	SC	M	S	V
<p>Welcome to the Galapagos!</p> <p>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!</p>					
<p>Galapagos Favorites</p> <p>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.</p>					
<p>Word Count: 106</p>	Total Errors				

Key Recording Conventions

- Write substituted word above correct word:

cat
car
- Write O above omitted word.
- Write word with a caret:

inserted
^
- Write T for teacher assistance.
- Draw an arrow back to where the student reread.
- Write SC for self-corrections. (Self corrections do not count as errors.)

2 ANALYZE ERRORS AND STRATEGY USE

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

What problem-solving strategies does the reader use?

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

3 FLUENCY RUBRIC

<ul style="list-style-type: none"> ◆ word-by-word reading ◆ no expression 	1
<ul style="list-style-type: none"> ◆ moderately slow reading in two- or three-word phrases ◆ some expression 	2
<ul style="list-style-type: none"> ◆ phrased but some rough spots ◆ appropriate expression most of the time 	3
<ul style="list-style-type: none"> ◆ smooth reading with a few pauses ◆ consistent appropriate expression 	4

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

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.

4 RETELLING RUBRIC

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

5 COMPREHENSION QUESTIONS

Accept any reasonable answers; samples provided.

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

- The text says that two kids of iguanas inhabit the Galapagos. What does inhabit mean? (V)
live in, occupy . . . 1 .5 0
- What do the animals of the Galapagos Islands have in common? (KD)
no predators; fearless; some are not found anywhere else . . . 1 .5 0
- Why do sea lions in the Galapagos Islands want to swim with humans? (I)
Never been hurt by a human; people who visit do not harm or scare them; they are playful . . . 1 .5 0
- Describe at least three ways marine iguanas are different from land iguanas. (AR)
Marine iguanas don't live as long; they have a blunt nose; they weigh less than land iguanas; they live near water; they're great swimmers . . . 1 .5 0
- Why do you think people travel from all over the world to see the animals of Galapagos? (E)
Can't see them anywhere else; they are unusual . . . 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.

		Reading Level							
		Errors	0	1	2	3	4	5	6
		A.R.%	100	99	98	97	96	95	94
Comprehension Score	10								
	9								
	8								
	7								
	6								
	5								
	<=4								

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

Level R texts are at this student's:
 Independent Level _____
 Instructional Level _____
 Frustrational Level _____

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

LEVEL
S

Literary Text: Biography

**George Washington Carver:
The Plant Doctor**

Reading Record

Student _____ Date _____
Teacher _____ Grade _____

Assess: Decoding & Fluency

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

1 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.

Key Recording Conventions

- Write substituted word above correct word:
cat
car
- Write O above omitted word.
- Write ^{inserted} word with a caret.
^
- Write T for teacher assistance.
- Draw an arrow back to where the student reread.
←
- Write SC for self-corrections.
(Self corrections do not count as errors.)

Text	Errors	SC	Cues Used		
			M	S	V
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 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. He was born a slave on a farm in Missouri in 1864.					
Word Count: 97	Total 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	1
♦ moderately slow reading in two- or three-word phrases ♦ some expression	2
♦ phrased but some rough spots ♦ appropriate expression most of the time	3
♦ smooth reading with a few pauses ♦ consistent appropriate expression	4

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

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.

4 RETELLING RUBRIC

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

5 COMPREHENSION QUESTIONS

Accept any reasonable answers; samples provided.

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

- The first paragraph refers to Carver as an innovator. What does innovator mean in this passage? (V)
someone who invents things or creates new uses for things . . . 1 .5 0
- Why did Carver encourage farmers to rotate crops instead of planting the same crop year after year? (KD)
to make the soil healthier; to produce better crops . . . 1 .5 0
- Why was Carver given the nickname of "Plant Doctor"? (I)
He enjoyed taking care of plants. 1 .5 0
- What is one word you could use to describe George Washington Carver? Give a specific example of this trait. (CA)
determined, creative, smart, helpful (e.g., creative—he found many uses for peanuts) . . . 1 .5 0
- What might have happened if Moses and Susan hadn't sent George to school? (E)
He wouldn't have gone to college. He may not have helped farmers. He might not have made so many inventions. 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.

		Reading Level						
		0	1	2	3	4	5	6
Errors		100	99	98	97	96	95	94
Comprehension Score	10							
	9							
	8							
	7							
	6							
	5							
<=4								

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

Level 5 texts are at this student's:

- Independent Level _____
 Instructional Level _____
 Frustrational Level _____

7 REFLECT

What did you learn about this child as a reader?

Reading Record

LEVEL | Literary Text: Fiction

T

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.

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

Text	Cues Used				
	Errors	SC	M	S	V
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.					

Word Count: 105

Total Errors

Key Recording Conventions

- Write substituted word above correct word:

cat
car
- Write O above omitted word.
- Write ^{inserted} word with a caret.
- Write T for teacher assistance.
- Draw an arrow back to where the student reread.
- Write SC for self-corrections. (Self corrections do not count as errors.)

2 ANALYZE ERRORS AND STRATEGY USE

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

What problem-solving strategies does the reader use?

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

3 FLUENCY RUBRIC

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

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

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.

4 RETELLING RUBRIC

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

5 COMPREHENSION QUESTIONS

Accept any reasonable answers; samples provided.

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, desired . . . 1 .5 0
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
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 . . . 1 .5 0
4. Julia did not accuse her friends of stealing. What does that show about her? (CA)
She thinks before she speaks; she trusts her friends . . . 1 .5 0
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 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.

		Reading Level							
		Errors	0	1	2	3	4	5	6
		A.R.%	100	99	98	97	96	95	94
Comprehension Score	10								
	9								
	8								
	7								
	6								
	5								
	<=4								

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

Level T texts are at this student's:
 Independent Level _____
 Instructional Level _____
 Frustrational Level _____

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

Reading Record

LEVEL | Literary Text: Nonfiction

U

**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.

1 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.

Text	Errors	SC	Cues Used		
			M	S	V
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				

Key Recording Conventions

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

2 ANALYZE ERRORS AND STRATEGY USE

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

What problem-solving strategies does the reader use?

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

3 FLUENCY RUBRIC

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

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

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.

4 RETELLING RUBRIC

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

5 COMPREHENSION QUESTIONS

Accept any reasonable answers; samples provided.

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

- 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 . . . 1 .5 0
- Why did Eleanor Roosevelt get involved with Marian Anderson? (KD)
She didn't like the way Marian had been treated by Constitution Hall. 1 .5 0
- 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 . . . 1 .5 0
- 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 . . . 1 .5 0
- Explain how the two women showed courage. (E)
Both fought against prejudice when African Americans were not treated fairly. 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.

		Reading Level						
		Errors	0	1	2	3	4	5
A.R.%		100	99	98	97	96	95	94
Comprehension Score	10							
	9							
	8							
	7							
	6							
	5							
<=4								

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

Level U texts are at this student's:

- Independent Level _____
- Instructional Level _____
- Frustrational Level _____

7 REFLECT

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

Reading Record

LEVEL | Literary Text: Fiction

V

The Cupcake King

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

Text	Errors	SC	Cues Used		
			M	S	V
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 <i>did</i> 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 <i>that</i> .					
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.					
Word Count: 116	Total Errors				

Key Recording Conventions

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

2 ANALYZE ERRORS AND STRATEGY USE

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

What problem-solving strategies does the reader use?

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

3 FLUENCY RUBRIC

<ul style="list-style-type: none"> ◆ word-by-word reading ◆ no expression 	1
<ul style="list-style-type: none"> ◆ moderately slow reading in two- or three-word phrases ◆ some expression 	2
<ul style="list-style-type: none"> ◆ phrased but some rough spots ◆ appropriate expression most of the time 	3
<ul style="list-style-type: none"> ◆ smooth reading with a few pauses ◆ consistent appropriate expression 	4

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

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.

4 RETELLING RUBRIC

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

5 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, Max is indisputably the best at baking cupcakes.
What does indisputably mean? (V)
absolutely; without a doubt; couldn't be argued with . . . 1 .5 0
2. Why are Max's cupcakes so popular? (KD)
They taste delicious, have new flavors . . . 1 .5 0
3. How does the reporter probably feel about getting the recipe? (I)
She's happy to have a big story; surprised Max is giving it away 1 .5 0
4. How do Max's feelings change throughout the story? Support your thinking with examples from the story. (CA)
Unhappy—he believes he is not good at anything; happy—people like his cupcakes; unhappy—making cupcakes is boring; happy—can play drums again . . . 1 .5 0
5. What lesson does Max learn in this story? (E)
Sometimes it is not about being really good at one thing but about enjoying what you do . . . 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.

		Reading Level							
		Errors	0	1	2	3-4	5	6	7
		A.R.%	100	99	98	97	96	95	94
Comprehension Score	10								
	9								
	8								
	7								
	6								
	5								
	<=4								

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

Level V texts are at this student's:
 Independent Level _____
 Instructional Level _____
 Frustrational Level _____

7 REFLECT

What did you learn about this child as a reader?

Reading Record

LEVEL | Literary Text: Biography
W | Roberto Clemente

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: 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	Cues Used		
			M	S	V
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	Total Errors _____				

Key Recording Conventions

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

2 ANALYZE ERRORS AND STRATEGY USE

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

What problem-solving strategies does the reader use?

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

3 FLUENCY RUBRIC

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

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

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.

4 RETELLING RUBRIC

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

5 COMPREHENSION QUESTIONS

Accept any reasonable answers; samples provided.

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

- Roberto Clemente is described as a humanitarian. What is the meaning of humanitarian? (V)
someone who helps others, tries to make life better for others . . . 1 .5 0
- 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 . . . 1 .5 0
- 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. 1 .5 0
- What evidence supports the claim that Clemente was generous and kind? (CA)
He built playgrounds; held baseball clinics; helped earthquake victims . . . 1 .5 0
- What makes Roberto Clemente a good role model? (E)
He worked hard; helped others; cared about civil rights . . . 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.

		Reading Level						
		0	1	2	3	4	5	6
Errors		100	99	98	97	96	95	94
Comprehension Score	10							
	9							
	8							
	7							
	6							
	5							
<=4								

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

Level W texts are at this student's:
 Independent Level _____
 Instructional Level _____
 Frustrational Level _____

7 REFLECT

What did you learn about this child as a reader?

Reading Record

LEVEL | Literary Text: Fiction

X

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.

1 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.

Text	Errors	SC	Cues Used		
			M	S	V
Snow had been falling ceaselessly all week, and 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

Total Errors

Key Recording Conventions

- Write substituted word above correct word:
 cat
 ~~caf~~
- 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	1
◆ no expression	
◆ moderately slow reading in two- or three-word phrases	2
◆ some expression	
◆ phrased but some rough spots	3
◆ appropriate expression most of the time	
◆ smooth reading with a few pauses	4
◆ consistent appropriate expression	

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

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.

4 RETELLING RUBRIC

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

5 COMPREHENSION QUESTIONS

Accept any reasonable answers; samples provided.

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

- 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 . . . 1 .5 0
- Why is Ryan reluctant to agree to play soccer inside? (KD)
Ryan thinks it is risky, something could get damaged, Zach will be grounded . . . 1 .5 0
- 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 . . . 1 .5 0
- 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. 1 .5 0
- 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

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.

		Reading Level							
		0	1	2	3	4-5	6	7	
		A.R.%	100	99	98	97	96	95	94
Comprehension Score	10								
	9								
	8								
	7								
	6								
	5								
	<=4								

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

Level X texts are at this student's:
 Independent Level _____
 Instructional Level _____
 Frustrational Level _____

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

Reading Record

LEVEL Informational Text

Y

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.

1 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.

Text	Errors	SC	Cues Used		
			M	S	V
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 Willow. Eventually the family gave up all hope of ever seeing their beloved kitty again.					
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 assumed she was a stray.					
Word Count: 99	Total Errors				

Key Recording Conventions

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

2 ANALYZE ERRORS AND STRATEGY USE

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

What problem-solving strategies does the reader use?

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

3 FLUENCY RUBRIC

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

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

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.

4 RETELLING RUBRIC

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

5 COMPREHENSION QUESTIONS

Accept any reasonable answers; samples provided.

- Question Types:** V = vocabulary; KD = key detail; I = infer; AR = analyze relationships; E = evaluate
- The passage says that the workers at the animal shelter did some sluething when Willow was brought to the shelter. What does sluething mean? (V)
investigating; looking for information . . . 1 .5 0
 - How does the microchip inserted inside an animal work? (KD)
The identification number on the chip helps locate the pet owner. 1 .5 0
 - Why does a vet use a syringe to insert a microchip in a pet? (I)
To put the microchip under the skin; it won't hurt the pet . . . 1 .5 0
 - Why is implanting a microchip better than putting a tag on a pet's collar? (AR)
A collar could come off or someone could take the collar off; the microchip can store more information than a tag. 1 .5 0
 - How do the diagram and map work together to give information about microchips? (E)
Both work together to show how a small microchip can transmit information across many miles. 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.

		Reading Level							
		Errors	0	1	2	3	4	5	6
		A.R. %	100	99	98	97	96	95	94
Comprehension Score	10								
	9								
	8								
	7								
	6								
	5								
<=4									

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

Level Y texts are at this student's:

- Independent Level _____
- Instructional Level _____
- Frustrational Level _____

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

Reading Record

LEVEL | Informational Text

Z

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.

- 1 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	Cues Used		
			M	S	V
<p>Visiting Antarctica, becoming a veterinarian, starring in a Hollywood movie—achieving any of these impressive goals is more common than 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 mountain when he was just 13 years old!</p>					
<p>Mighty Everest</p> <p>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.</p>					
Word Count: 114	Total Errors				

Key Recording Conventions

- Write substituted word above correct word:

cat
car
- Write O above omitted word.
- Write word with a caret.

inserted
^
- Write T for teacher assistance.
- Draw an arrow back to where the student reread.

←

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

2 ANALYZE ERRORS AND STRATEGY USE

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

What problem-solving strategies does the reader use?

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

3 FLUENCY RUBRIC

<ul style="list-style-type: none"> ◆ word-by-word reading ◆ no expression 	1
<ul style="list-style-type: none"> ◆ moderately slow reading in two- or three-word phrases ◆ some expression 	2
<ul style="list-style-type: none"> ◆ phrased but some rough spots ◆ appropriate expression most of the time 	3
<ul style="list-style-type: none"> ◆ smooth reading with a few pauses ◆ consistent appropriate expression 	4

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

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.

4 RETELLING RUBRIC

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

5 COMPREHENSION QUESTIONS

Accept any reasonable answers; samples provided.

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

- 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 . . . 1 .5 0
- How did Jordan prepare for the climb? (KD)
he skied; snowshoed; climbed mountains; slept in a special tent . . . 1 .5 0
- Why can climbing Mount Everest be so dangerous? (AR)
little oxygen at top, so it's hard to breathe; get cramps; it's cold . . . 1 .5 0
- 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 . . . 1 .5 0
- 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 . . . 1 .5 0

Question Score _____

+ Retelling Rating _____

= **Comprehension Score** _____

Retelling Notes:

6 Scoring Directions:

- Total the number of errors from the first page.
- Locate the error number on the table at right; the Accuracy Rate (A.R.) appears below it.
- Record the Accuracy Rate (A.R.), Comprehension Score, and Fluency Rating (see Fluency Rubric) in the space provided.
- Determine whether the text is at the student's instructional, independent, or frustrational level using the table; the intersection of the Accuracy Rate (A.R.) and Comprehension Score indicates the level.
- Consider the student's Fluency Rating; if it is a 3 or above, the student is fluent at this level. If it is a 2 or below, fluency will be a focus during guided reading.

		Reading Level							
		Errors	0	1	2	3	4-5	6	7
A.R.%		100	99	98	97	96	95	94	
Comprehension Score	10								
	9								
	8								
	7								
	6								
	5								
<=4									

Accuracy Rate (A.R.) _____

Comprehension Score _____

Fluency Rating _____

Level Z texts are at this student's:

Independent Level _____

Instructional Level _____

Frustrational Level _____

7 REFLECT

What did you learn about this child as a reader?