



# The Gold Locket

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Accuracy Rate %: \_\_\_\_\_

SC Rate 1: \_\_\_\_\_



**Check One**



Easy (98-100%)



Instructional (95-97%)



Hard (94% and below)

Analysis  
of Errors and  
Self-Corrections

**Analysis of Errors  
and Self-Corrections**

PAGE		Count		Analysis of Errors and Self-Corrections	
		E	SC	E MSV	SC MSV
2	<p>Clara stared at the poster plastered on the side of the building:</p> <p>Enrico Caruso in <i>Carmen</i></p> <p>San Francisco Opera</p> <p>April 17, 1906</p> <p><i>Why, the performance is tonight</i>, Clara realized. If only she could go! But, of course, that was out of the question.</p> <p>She knew her parents couldn't afford luxuries such as opera tickets. Clara sighed. One day, she promised herself, she would go to the opera, but not as a member of the audience. It would be her name on the poster, she would be the one onstage, and audiences would flock to hear her sing.</p>				



PAGE		Count		Analysis of Errors and Self-Corrections	
		E	SC	E MSV	SC MSV
3	<p>But how would her dream ever come true? She knew she had a good voice, and she was always given a solo in the church choir. But to become a truly great singer she would need special training, and her parents didn't have money for voice lessons.</p>				

FLUENCY RUBRIC	
Word-by-word reading No expression	<b>1</b>
Slow reading with a mix of word-by-word and phrased reading Some expression	<b>2</b>
Mostly phrased reading with a moderate pace Mostly appropriate expression	<b>3</b>
Smooth and fast-paced reading Consistent, appropriate expression	<b>4</b>

## 1. RATE FLUENCY

While the overall sound of the student's reading is fresh in your mind, use the Fluency Rubric to determine the student's reading fluency rating.

## 2. ASSESS COMPREHENSION

Directions:

- Remove the text. Ask the student to retell what they read. Say, "Tell me what happened in this book." Rate the retelling using the Retelling Rubric. You can prompt the student with phrases such as "Tell me more," or "What else happened?" without affecting the rating.
- Next, ask the comprehension questions. We have provided sample answers, but use your best judgment when scoring the responses. If the student answered the question during the retelling, simply give credit for the answer.

RETELLING RUBRIC	
Recalls little or no information	<b>1</b>
Retells most of the information (main ideas/facts)	<b>2</b>
Retells all important information and adds personal thinking and inferences	<b>3</b>

COMPREHENSION QUESTIONS	Complete answer	Partial answer	Wrong or no answer
1. The text says: It would be her name on the poster, she would be the one onstage, and audiences would flock to hear her sing. What does <i>flock</i> mean? ( <b>Vocabulary</b> ) (to gather in large numbers)	1	0.5	0
2. How do you think Clara feels about not being able to go to the opera performance? ( <b>Character Analysis</b> ) (disappointed)	1	0.5	0
3. What makes Clara think she could be a great singer? ( <b>Key Details</b> ) (She knew she had a good voice, and she was always given a solo in the church choir.)	1	0.5	0
Question Score: _____			
+ Retelling Score: _____			
= Comprehension Score: _____			

## 3. REFLECT

- What did you learn about the student as a reader?
- Does the student read accurately? Consider their errors and how to improve accuracy.
- Does the student read with phrasing and fluency? If not, provide more instruction in fluency.
- Does the student understand what they are reading? If not, provide more opportunities for discussion of themes, concepts, and story structure to help the student build a deeper understanding of what they are reading.

WHEN ACCURACY RATE IS ...	AND THE COMPREHENSION SCORE IS ...	THIS TEXT IS AT THE CHILD'S ...	USE TEXTS AT THIS LEVEL FOR ...	NEXT ASSESSMENT STEPS
98–100%	4–6	independent level	independent reading	Try moving the student up 1–2 text levels
98–100%	0–3	instructional level	guided reading	Use this level for guided reading
95–97%	4–6			
93–94%	<3	frustration level	read-alouds and shared reading	Try moving the student down 1–2 text levels
Below 93%	0–6			