



Rampaging Reptiles

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 |
| 13 | The beginning of the end for dragons came in 1735. A famous Swedish scientist was asked to admire the corpse of a seven-headed dragon. The dragon, called a hydra, was on display in the city of Hamburg, Germany. But instead of admiring the dragon, the scientist praised the skill of the craftsman who had stitched animal parts into a convincing fake. The outraged owners had paid a fortune for the dragon. They threatened the scientist with prosecution, and he had to leave town in a hurry. | | | | |

| PAGE | | Count | | Analysis of Errors and Self-Corrections | |
|------|---|-------|----|---|-----------|
| | | E | SC | E MSV | SC MSV |
| 13 | <p>Why did so many people believe in dragons for so many years? All over the world, for more than 4,000 years, people told stories of dragons they had seen. In some stories, the dragons had clawed feet and wings. Others told of dragons that were poisonous or breathed fire. Dragons were carefully recorded in brick, paint, rock, and precious metals. Dragon images were carved into cliffs, woven into bracelets, and stitched onto clothing.</p> <p>Did the dragon legends come from rare glimpses of pythons or crocodiles? Were dragons human attempts to explain fossil bones of extinct animals? Or was the dragon a nightmare combination of snakes, birds of prey, and other animals people instinctively feared?</p> | | | | |

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

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 | 1 |
| Retells most of the information (main ideas/facts) | 2 |
| Retells all important information and adds personal thinking and inferences | 3 |

| COMPREHENSION QUESTIONS | Complete answer | Partial answer | Wrong or no answer |
|--|-----------------|----------------|--------------------|
| 1. Why would someone create a fake dragon to display? (Infer) (People will pay to see the dragon.) | 1 | 0.5 | 0 |
| 2. The text says: They threatened the scientist with prosecution, and he had to leave town in a hurry. What does <i>prosecution</i> mean? (Vocabulary) (pursuing formal charges against an offender) | 1 | 0.5 | 0 |
| 3. What might have led people to believe in dragons? (Key Details) (They may have seen fossils of extinct animals like dinosaurs.) | 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 | | | |