



Smooth Sailing

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
22	<p>"Prepare to come about!"</p> <p>Sean turned to look at his father, who was standing confidently at the helm of his new sailboat. His dad had named it <i>Smooth Sailing</i>, which was painted in white lettering on the back of the boat.</p> <p>Sean hated that he couldn't remember all the sailing terms his dad had tried to teach him. He was afraid to ask, anticipating his father's reaction, but pushed himself to speak up anyway. "Which way are we turning?"</p> <p>He saw his father frown. "We're coming about," his father said sternly.</p> <p>After a pause, he continued, "That means we are turning into the wind. That way." His father's frown deepened.</p>				

PAGE		Count		Analysis of Errors and Self-Corrections	
		E	SC	E MSV	SC MSV
23	<p>Sean tried to think of a way to remember this so he would not disappoint his father next time. Like the way he remembered the difference between the port side and starboard side of the boat.</p> <p>Port had four letters and so did left, so it was easy to remember that port was the left side. But he could think of no easy way to remember coming about.</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. The text says: Sean turned to look at his father, who was standing confidently at the helm of his new sailboat. What does <i>confidently</i> mean? (Vocabulary) (being sure of oneself)	1	0.5	0
2. How does Sean feel at the beginning of the story and why? (Character Analysis) (anxious—he doesn't want to disappoint his father by not remembering sailing terms.)	1	0.5	0
3. Why do you think Sean's father frowns and speaks sternly to Sean? (Infer) (He wants Sean to be as interested in sailing as he is and thinks he isn't paying attention.)	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 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			