



# Gateway to America

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
32	As the steamship navigated up New York Bay, 16-year-old William Cline stood at the ship's rail, watching the most beautiful sight of the New World pass into view. This stern-looking guardian of New York Harbor was known as Lady Liberty, Liberty Enlightening the World, and the Statue of Liberty. But to this young Hungarian immigrant in 1902, a hint of kindness in the face of the copper-clad statue reminded him of the mother he had lost in Europe. To him, the uplifted torch in one hand and the book engraved with July 4, 1776, in the other symbolized the lighting of a path to a new life and the hope of an independence he had not known in his homeland.				

PAGE		Count		Analysis of Errors and Self-Corrections	
		E	SC	E MSV	SC MSV
33	<p>William felt relieved that the long trip was close to being over.</p> <p>Everyone on the ship seemed to speak a different language, so communication was difficult. William had comforted himself by thinking about America and all the opportunities that awaited him. In America, he would have plenty of food to eat and a good job.</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. Which sentence best describes why William came to America? ( <b>Key Details</b> ) (In America, he would have plenty of food to eat and a good job.)	1	0.5	0
2. How do you think William felt on the steamship to America? ( <b>Infer</b> ) (William felt lonely, because everyone spoke a different language, and it was difficult to communicate.)	1	0.5	0
3. The text says: To him, the uplifted torch in one hand and the book engraved with July 4, 1776, in the other symbolized the lighting of a path to a new life and the hope of an independence he had not known in his homeland. What does <i>independence</i> mean? ( <b>Vocabulary</b> ) (freedom from outside control or influence)	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			