



# A Long, Hard March

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
31	Every time an African American citizen votes in an election, Joanne Bland and Lynda Lowery have a reason to smile. In large part, it's thanks to them and the many thousands of other people who marched for equal voting rights in the 1960s that African Americans can vote freely today.				

PAGE		Count		Analysis of Errors and Self-Corrections	
		E	SC	E MSV	SC MSV
31	<p>Joanne and Lynda are sisters from Selma, Alabama. When they were young girls, African Americans living in the South were frequently prevented from voting. The Alabama governor at the time opposed desegregation, and the local county sheriff led a relentless opposition to voter registration drives. African Americans were beaten, forced to take difficult tests, and made to pay fees when they tried to vote. Only 2 percent of Selma's eligible black voters managed to register to vote. This violated the 15th Amendment to the Constitution, which states that a person cannot be denied the right to vote because of the color of their skin. During the 1960s, many Americans protested the violation of African Americans' rights.</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: The Alabama governor at the time opposed desegregation, and the local county sheriff led a relentless opposition to voter registration drives. What does <i>relentless</i> mean? ( <b>Vocabulary</b> ) (kept going, continued without stopping)	1	0.5	0
2. What are some examples of how African Americans were prevented from voting? ( <b>Key Details</b> ) (African Americans were beaten, forced to take difficult tests, and made to pay fees when they tried to vote.)	1	0.5	0
3. Why is it important that every citizen has a right to vote? ( <b>Evaluate</b> ) (enables a variety of candidates to have a chance of being elected for a particular office, enables every citizen to have a voice in elections)	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			