



An Important Partnership with Coral Reefs

Name: _____

Date: _____

Accuracy Rate %: _____

SC Rate 1: _____



Check One



Independent (98-100%)



Instructional (95-97%)



Hard (90-94%)

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
12	Coral reefs are often called the rain forests of the sea because of the many life forms that make their home there. Many types of animals find food and shelter in a reef's cracks and crevices. Some animals eat the corals . Others eat the animals that eat corals. It's a complex food web made of colorful				

PAGE		Count		Analysis of Errors and Self-Corrections	
		E	SC	E MSV	SC MSV
	<p>fishes, eels, octopuses, sponges,</p> <p>shrimps, and crabs. Even sharks, sea</p> <p>turtles, and sea snakes come to</p> <p>coral reefs to find food.</p>				
13	<p>Reefs consist of the hard shells of millions of corals and are found in sunny, shallow water in warm seas all over the world. As corals live and die, their shells create a giant, rocky honeycomb. Only the thin top layer is living coral.</p> <p>It takes a long time to make a coral reef. Today's reefs are 5,000 to 10,000 years old. A reef grows very slowly—three-quarters of an inch a year. But coral reefs are huge, and a healthy reef can be over a thousand miles long.</p> <p>Coral reefs exist because of partnerships with other organisms. One key partnership is between corals and tiny algae. They need each other to survive. Together, the algae and the coral build the reef.</p>				

1. ACCURACY RATE

Directions:

Count the number of miscues that are not self-corrected. Circle the percentage of accuracy based on the number of miscues. If the student's score falls in the shaded area (Hard), STOP! Reassess with a lower-level text.

	INDEPENDENT			INSTRUCTIONAL			HARD
Number of Miscues	0	1–2	3–4	5–6	7–8	9–10	11 or more
Percentage of Accuracy	100%	99%	98%	97%	96%	95%	94% or less

2. RATE FLUENCY

Directions:

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.

3. ASSESS COMPREHENSION

Directions:

Since students have read the entire book during their guided reading lesson, you will be assessing their understanding of the whole book here. Start a conversation about the text by saying, *Talk about what happened in this book.* Circle key understandings. Use prompts as needed to encourage students to talk about the text. It is not necessary to use every prompt. Score for evidence of all understandings that are expressed with or without the prompt. Using the comprehension rubric, circle the number in the score column that reflects the level of understanding demonstrated.

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

KEY UNDERSTANDINGS	PROMPTS	SCORE
<p>ATTEND AND REMEMBER</p> <p>A coral reef is made up of hard shells of coral. There is a thin layer that is living. Many animals in the sea come to find food there. The algae is disappearing. Algae and the coral have a partnership, and together they build a coral reef. Algae live in the coral and give the coral oxygen so it can survive. The algae also give the coral many beautiful colors. The algae are disappearing and so are the colorful coral reefs. When the reefs die, many animals and fish will also lose their lives. It is important to protect the coral reefs and keep them growing. (Key Details)</p>	<p><i>What is a coral reef?</i></p> <p><i>What two things have a partnership that make up a coral reef?</i></p> <p><i>What happens when the algae die?</i></p>	0 1 2 3
<p>CONNECT AND INFER</p> <p>There are many animals that live there, it is colorful, and animals find food there. (Infer)</p> <p>A crevice is a small opening. (Vocabulary)</p>	<p><i>How is a coral reef like a rain forest?</i></p> <p><i>The text includes the phrase a reef's cracks and crevices. What is a crevice?</i></p>	0 1 2 3
<p>ANALYZE AND EVALUATE</p> <p>Scientists believe algae are dying because of many factors like warmer water, erosion and extra mud in the water, and/or pollution. Humans depend on reefs for many things, such as protection from storms, for medicines, and for fish to eat. If we lose the reefs, our islands could be destroyed in storms, we may not be able to make some medicine, and those who depend on fish for food could lose their resource if the fish don't have the reefs as their home. (Analyze)</p> <p>The coral reefs are in danger, and we might be hurting them with global warming and pollution. We need to be mindful of what we put into the ocean. (Evaluate)</p> <p>(Note any additional understandings.)</p>	<p><i>What is causing algae to die? What are the effects of losing the coral and algae relationship?</i></p> <p><i>Do you think the author has a message for us? What is it?</i></p>	0 1 2 3

COMPREHENSION NONFICTION RUBRIC – FLUENT (LEVELS O–Z)

ATTEND AND REMEMBER		Score
	Does not communicate any important ideas and information explicit in the text.	0
	Communicates only a few (1–3) important ideas and information explicit in the text.	1
	Communicates some important ideas and information explicit in the text.	2
	Communicates most of the important ideas and information explicit in the text.	3
CONNECT AND INFER	Shows no understanding of the message or deeper meaning of the text.	0
	Shows limited understanding of the message or deeper meaning of the text.	1
	Shows some understanding of the message or deeper meaning of the text.	2
	Shows complete understanding of the message and meaning of the text.	3
ANALYZE AND EVALUATE	Shows no analysis or evaluation of the text.	0
	Shows limited analysis or evaluation of the text.	1
	Shows some analysis or evaluation of the text.	2
	Demonstrates the ability to analyze and evaluate the text.	3
Total Comprehension Score:		_____

COMPREHENSION SCORING	
8–9	Proficient
6–7	Approaching Proficiency
4–5	Limited Proficiency
3	Not Proficient

4. OBSERVE READING BEHAVIORS

Directions:

Record what reading behaviors the student exhibited during the assessment, and note any additional observations in the space provided.

√	READING BEHAVIORS	NOTES
	Notices errors and orchestrates multiple sources of information (meaning, structure, and visual information)	
	Takes apart multisyllabic words on the run and demonstrates flexibility when word solving	
	Uses more complex punctuation to regulate phrasing and fluency	
	Uses a variety of vocabulary strategies to determine the meaning of unknown words	
	Demonstrates an understanding of domain specific and usual words	
	Demonstrates strong literal and deeper understanding of the text	