

From Nest to Bird • Level F • Non-fiction

Student _____

Year _____ Date _____

Teacher _____

School _____

Place the book in front of the student. Read the title and introduction.

Introduction: Mother Bird makes a nest with sticks and grass and then she lays her eggs in the nest. Read to find out what she does to take care of her new baby birds.

Summary of Scores:			
Accuracy	_____	Comprehension	_____
Self-correction	_____	Writing About Reading	_____
Fluency	_____		_____

Page	Text	<i>From Nest to Bird Level F, RW: 168, E: 18</i>		E	SC
2	This is Mother Bird. What does Mother Bird do?				
3	Mother Bird gets sticks and grass. Then she makes a nest.				
4	Why does Mother Bird need a nest?				
5	Mother Bird needs a nest for her eggs! She lays eggs in the nest. The eggs are blue.				
Subtotal					

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Page	Text	E	SC
6	What does Mother Bird do now?		
7	Mother Bird sits on her eggs to keep them warm.		
8	Why does Mother Bird keep the eggs warm?		
9	Baby birds are in the eggs. The baby birds will come out of the eggs soon.		
10	The baby birds are out! What does Mother Bird do now?		
11	Mother Bird feeds her baby birds. She feeds bugs to them.		
Subtotal			


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Page	Text	E	SC
12	The baby birds chirp and chirp. They want to eat more bugs. Where is Mother Bird?		
13	Mother Bird is getting bugs. The baby birds want to eat and eat.		
14	The baby birds hop up and down. Why do they hop?		
15	The baby birds hop and hop. Soon they will fly!		
16	Look at the baby birds. Now the baby birds can fly!		
Subtotal			
Total			

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 Accuracy Rate	Errors	18 or more	17	15-16	13-14	11-12	10	8-9	6-7	5	3-4	1-2	0
	%	Below 90%	90%	91%	92%	93%	94%	95%	96%	97%	98%	99%	100%

 Self-Correction Ratio	$(E + SC) \div SC = 1: \underline{\hspace{2cm}}$
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Fluency Score	0 1 2 3	Fluency Scoring Key 0 Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing and no attention to author's meaning or punctuation; no stress or inappropriate stress and slow rate. 1 Reads primarily in two-word phrases with some three- and four-word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author's meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time. 2 Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation and pausing guided by author's meaning and punctuation; mostly appropriate stress and rate with some slowdowns. 3 Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing guided by author's meaning and punctuation; appropriate stress and rate with only a few slowdowns.

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Beginning with the first prompt, have a conversation with the student. Note the key understandings the student expresses. Use the prompts to give you information about the student’s understanding. Score for evidence of all understandings expressed—with or without a prompt. For scoring details, see the rubric in the *Assessment Guide*. Circle the number in the score column that reflects the level of understanding demonstrated.

Comprehension Scoring Key	
3	Student demonstrates proficiency in understanding the text.
2	Student is approaching proficiency in understanding the text.
1	Student demonstrates limited proficiency in understanding the text.
0	Student’s comprehension is not proficient .

Key Understandings	Prompts	Score
<p>Within the Text</p> <p>Mother Bird makes a nest and lays her eggs.</p> <p>She sits on the eggs until the baby birds hatch.</p> <p>She feeds the baby birds bugs.</p> <p>The baby birds hop and then fly.</p> <p><i>Note any additional understandings:</i></p>	<p>Tell the important information in the book.</p> <p>Is there anything else?</p>	0 1 2 3
<p>Beyond and About the Text</p> <p>The eggs have to stay warm so the babies can grow and hatch.</p> <p>Mother Bird takes care of the baby birds because they are helpless.</p> <p>The baby birds are hungry. They want to eat a lot.</p> <p>Sample response: I knew a bird makes a nest, but I didn’t know they hop. (Accept logical responses that make a connection between the student’s personal experiences and the content.)</p> <p>It’s important because that’s the way it happens. The pictures show you how this happens. The writer tells what comes first, like making a nest and then laying an egg.</p> <p><i>Note any additional understandings:</i></p>	<p>Why does Mother Bird have to keep the eggs warm?</p> <p>Why does Mother Bird have to do things for the babies?</p> <p>How do the baby birds feel when they come out of their eggs?</p> <p>What did you know about birds and what was new to you?</p> <p>Why is it important to tell what happens to the bird in the right order?</p>	0 1 2 3

Guide to Total Score, Levels A-K
5-6 Proficient
4 Approaching Proficiency
3 Limited Proficiency
0-2 Not Proficient

Total Score: _____ /6

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt below to the student. Specify the amount of time for the student to complete the task. (See the *Assessment Guide* for more information.)

Writing About Reading Scoring Key	
3	Reflects excellent understanding of the text.
2	Reflects partial understanding of the text.
1	Reflects very limited understanding of the text.
0	Reflects no understanding of the text.

Write about how Mother Bird takes care of her baby birds. You can draw a picture to go with your writing.

ANALYSIS OF ORAL READING

After determining a reader's instructional level, use this chart to analyse the reader's strengths and needs.

<p>Processing Actions</p>	<p>What did the reader do at difficulty or after error? (e.g., stop, appeal, attempt, reread, self-correct)</p> <hr/> <hr/> <hr/> <hr/>
<p>Phonics / Word Analysis</p>	<p>How did the reader use phonics skills? (e.g., letter-sound relationships [initial, medial, final], phonograms/spelling patterns, word parts, syllables, high-frequency words)</p> <hr/> <hr/> <hr/> <hr/>
<p>Fluency</p>	<p>How did the reading sound? (e.g., pausing, phrasing, stress, intonation, rate, integration)</p> <hr/> <hr/> <hr/> <hr/>
<p>Language / Comprehension</p>	<p>What is the evidence that the reader used syntax and understood the text?</p> <hr/> <hr/> <hr/> <hr/>
<p>TEACHING PRIORITIES</p>	<p>Tomorrow I will need to:</p> <hr/> <hr/> <hr/> <hr/>