

My Little Dog • Level B • Fiction

Student _____

Year _____ Date _____

Teacher _____

School _____

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

Introduction: This girl has a little dog. Read to find out all the things her little dog likes to do with her. Point under each word as you read.

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

Sources of Information Used


Page	Text	<i>My Little Dog</i> Level B, RW: 55, E: 6						Sources of Information Used					
		E	SC	E			SC						
				M	S	V	M	S	V				
2	My little dog likes to sleep with me.												
4	My little dog likes to eat with me.												
6	My little dog likes to run with me.												
8	He likes to play with me.												
10	He likes to ride with me.												
Subtotal													


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Page	Text	E	SC	Sources of Information Used							
				E			SC				
				M	S	V	M	S	V		
12	He likes to jump with me.										
14	My little dog likes to read with me.										
16	My little dog likes me.										
Subtotal											
Total											

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 Accuracy Rate	Errors	6 or more	5	4	3	2	1	0
	%	Below 90%	91%	93%	95%	96%	98%	100%

 Self-Correction Ratio	$(E + SC) \div SC = 1: \underline{\hspace{2cm}}$
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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>The dog likes to sleep, eat, run, play, ride, jump and read with the girl.</p> <p><i>Note any additional understandings:</i></p>	<p>Tell all the things the dog likes to do with the girl.</p> <p>Is there anything else?</p>	0 1 2 3
<p>Beyond and About the Text</p> <p>The girl loves her dog. She is happy that he likes to do things with her.</p> <p>The picture shows that they like each other because the girl is smiling and petting the dog and the dog is licking her.</p> <p>Sample response: I love my (fish, bear, little brother, etc.) and I take care of it/him. (Accept logical responses that make a connection between the student’s personal experiences and the content of this text.)</p> <p><i>Note any additional understandings:</i></p>	<p>Talk about how the girl feels about her dog. How do you know?</p> <p>Look at page 16. How does the picture show you how the girl and the dog feel about each other?</p> <p>The girl loves her dog and takes care of it. What do you love and take care of? How is that like the story?</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 on the next page 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.

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Write about three things the dog likes to do with the girl. You can draw a picture to go with your writing.