

Student _____ Grade _____ Date _____

Teacher _____ School _____

Recording Form

Part One: Oral Reading

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

Introduction: In this story, each animal went into a little house and said, "What a nice little house!"
Read to find out what happened when all the animals went in.

Sources of Information Used

Page	Text	Sources of Information Used							
		E		SC		E		SC	
				M	S	V	M	S	V
2	The horse went in the little house. "What a nice little house!" said the horse.								
4	The cow went in the little house. "What a nice little house!" said the cow.								
6	The pig went in the little house. The pig said,								
Subtotal									

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Part One: Oral Reading *continued*

Page	Text	E	SC	Sources of Information Used							
				E			SC				
				M	S	V	M	S	V		
6 <i>cont.</i>	"What a nice little house!"										
8	The chicken went in the little house. "What a nice little house!" she said.										
10	The duck went in the little house. She said, "What a nice little house!"										
Subtotal											

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Part One: Oral Reading *continued*


Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
12	The skunk went in the little house. Then . . .								
14	The horse went out of the little house. The cow went out of the little house.								
15	The pig went out of the little house. The chicken went out of the little house.								
Subtotal									

Part One: Oral Reading *continued*

Page	Text	E	SC	Sources of Information Used						
				E			SC			
				M	S	V	M	S	V	
15 <i>cont.</i>	The duck went out of the little house.									
16	“What a nice big house!” said the skunk.									
Subtotal										
Totals										

 Accuracy Rate	Errors	14 or more	13	11-12	10	9	8	6-7	5	4	2-3	1	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.

Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what happened in this story.

Comprehension Scoring Key

- 0** Reflects **no** understanding of the text. Either does not respond or talks off the topic.
- 1** Reflects **very limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- 2** Reflects **partial** understanding of the text. Includes important information and ideas but neglects other key understandings.
- 3** Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
<p>Within the Text</p> <p>All the animals went in the little house.</p> <p>The skunk went in the house and all the other animals came out (ran away).</p> <p><i>Note any additional understandings:</i></p>	<p>Talk about what happened first in this story.</p> <p>Then what happened?</p> <p>What happened at the end?</p>	<p>0 1 2 3</p>
<p>Beyond the Text</p> <p>The animals did not want to be in the house with the skunk because he might smell it up.</p> <p>The skunk felt good when he saw how big the house seemed when he was there by himself.</p> <p>The little house was big to the skunk because he was there all by himself (and/or he was little).</p> <p><i>Note any additional understandings:</i></p>	<p>Why did the animals run away?</p> <p>How do you think the skunk felt at the end of the story? Why?</p> <p>Why did the skunk call it a “nice big house” when all the other animals said it was a “nice little house?”</p>	<p>0 1 2 3</p>

<p>Guide to Total Score</p> <p>6–7 Excellent Comprehension</p> <p>5 Satisfactory Comprehension</p> <p>4 Limited Comprehension</p> <p>0–3 Unsatisfactory Comprehension</p>
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Subtotal Score: _____/6

Add 1 for any additional understandings: _____/1

Total Score: _____/7

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 *Assessment Guide* for more information.)

Writing About Reading Scoring Key

- 0** Reflects **no** understanding of the text.
- 1** Reflects **very limited** understanding of the text.
- 2** Reflects **partial** understanding of the text.
- 3** Reflects **excellent** understanding of the text.

Student _____

Date _____

Write about what happened to the animals in the nice little house.
You can draw a picture to go with your writing.