

# Running Record Recording Form

Reader Emma Gr. 1 Date fall

Recorder Erin

Text Read Monkey to the Top (leveled text)

Familiar ☒ Unfamiliar ☒ Genre narrative Text Level F (1.1)

Accuracy 86 % SC %: 5 % E freq.: 1:8 Fluency Av. 2 WCPM 45

Comprehension full ☒ satisfactory ☐ fragmented / or ☐ % on questions

Reading level for this text: independent ☐ instructional ☒ frustrational ☐

Comments Many errors were left uncorrected. Some affected meaning more than others.  
Using split levels, this text was overall frustrational for Emma. Background knowledge assisted her with understanding the gist of the story.

pg	Marking for text read	# E	# SC	Error match		
				M	S	L/S
	✓✓✓✓✓					
3	✓✓✓✓✓✓✓					
	✓✓ <u>about</u> <u>something</u>	2		-	✓	B/E only
	✓✓ <u>almost</u> <u>everything</u>			-	✓	✓
	✓ <u>like</u> <u>sc</u> ✓✓✓✓✓✓✓✓✓✓		1			
4	✓✓✓✓✓✓✓					
	✓✓✓✓✓✓✓					
	✓✓✓✓✓✓ <u>branches</u> ✓✓✓	1		✓	-	✓
	✓✓✓✓✓✓ <u>branch</u>			✓	-	✓
5	✓✓✓✓✓ <u>up</u> ✓ <u>monkeys</u> / <u>branches</u>	3		-	✓	B only
	✓✓✓✓✓ <u>monkey</u> / <u>bars</u>			-	-	-
	✓✓✓ <u>the</u> ✓✓✓✓ <u>branches</u>	2		-	-	-
	✓✓✓ <u>and</u> ✓✓✓✓ <u>bars</u>			-	✓	minimal
	✓ <u>rights</u> ✓✓✓✓✓✓ <u>branches</u>	2		-	-	B only
	✓ <u>reaches</u> ✓✓✓✓✓✓ <u>bars</u>			-	✓	minimal
6	✓✓ <u>on</u> <u>the</u> <u>flag</u>	3		-	-	-
	✓✓ <u>up</u> <u>a</u> ✓ <u>flagpole</u>			✓	✓	✓
	✓✓✓✓✓✓✓✓✓✓					
7	✓✓✓✓✓✓ <u>tallest</u> ✓	1		✓	-	✓
	✓✓✓✓✓✓✓✓					
	✓✓✓✓✓✓✓✓✓					

one minute mark  
45 WCPM

Pg	Marking for text read (cont.)	# E	# SC	Error match		
				M	S	L/S
8	✓ ✓ ✓ ✓ ✓ ✓					
	✓ ✓ <sup>up</sup> <u>the</u> <u>ladders</u> ✓ ✓ ✓ <del>ladder</del>	3		✓	—	✓
	✓ ✓ ✓ <sup>on</sup> ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	1				
9	✓ ✓ ✓ ✓ ✓ ✓					
	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓					
	✓ ✓ ✓ <u>monkeys</u> ✓ ✓ ✓ <u>mountains</u>	1		—	✓	B/E only
10	✓ ✓ <u>branches</u> ✓ ✓ <u>being</u>	1		—	—	Bp only
	✓ ✓ ✓ ✓ ✓ ✓					
	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓					
	✓ <u>she</u> ✓ ✓ <u>if</u>	1		—	✓	—
	total	21	1			
	accuracy = $\frac{151}{175} = 86\%$					
	E. freq = $\frac{175}{21} = 8.3 = 1:8$					
	SC % = $\frac{1}{21+1} \times 100 = \frac{1}{22} \times 100 = 4.5 = 5\%$					



Emma

### Rubric for Evaluating Fluency

Possible Score/ Actual score	Confidence	Flow/Pace of Reading	Word Reading Accuracy	Prosody/Expression
4	The reader was relaxed throughout the reading and self-corrected when meaning was lost.	Most of the reading was done in meaningful phrases. The reader's <i>flow</i> (movement across the lines of print) was strategically adjusted to the overall text, content, and decoding demands. Pacing was highly appropriate	Word reading accuracy was high. The reader self-corrected most miscues.	The reader attended to print cues (i.e. punctuation) to effectively make changes in voice pitch, intonation, and word/phrase emphasis. The reader's use of expression reflected full comprehension.
3	The reader was relaxed most of the time, but appeared a little nervous whenever a miscue was made. He had some difficulty recovering flow.	Much of the reading was completed in meaningful phrases, but a few parts were 'choppy' (inappropriate phrasing). The reader's <i>flow</i> mostly demonstrated appropriate pacing, but there were instances of awkward phrasing and pauses.	Some miscues that did not interrupt meaning were left uncorrected.	There was evidence of attention to print cues. The reader often made changes in voice pitch, intonation, and word/phrase emphasis in ways that matched the text and reflected comprehension.
2	The reader appeared somewhat nervous. He became flustered whenever a miscue was made and struggled to regain flow.	Much of the reading was completed in halting, disjointed or word-by-word speaking. The reader's <i>flow</i> was significantly affected as he tried to apply word recognition and comprehension strategies.	The reader left uncorrected errors that did interrupt meaning.	The reader attempted to make changes in voice pitch, intonation, and word/phrase emphasis based on print cues, but the overall effect was monotone. The reader tried to be expressive, but it did not match the text or reflect comprehension.
1	The reader was obviously nervous to a point that concentration on the reading was impaired.	Most or all of the reading was completed in halting (word-by-word) speech with long hesitations. The reader's <i>flow</i> was interrupted as he tried to apply word recognition and comprehension strategies.	The reader frequently made and left uncorrected errors that did interrupt meaning	The reading was done in a monotone voice with little attention to print cues. There were no attempts to add emphasis, adjust pitch and intonation, or use expression.
score in each column →	4	3	2	1

Student's average fluency score = 2 (add scores for each column and divide by 4)

**Comments — Strengths and Weaknesses:**

The pace and flow of the reading was somewhat satisfactory. She read in a monotone voice without expression. Emma did not fully attend to punctuation.

Fountas, I. and G. Pinnell, 1996. *Guided Reading*. NH: Heinemann

Fountas, I. and G. Pinnell, 2001. *Guiding readers and Writers: Grades 3-6*. NH: Heinemann.

Indiana Department of Education. 2005. Academic Standards and Resources: *Fluency Rubric*. Retrieved 6/14/05 from [www.indianastandardsresource.org/documents/1.pdf](http://www.indianastandardsresource.org/documents/1.pdf)

Shea, 2006. *Where's the Glitch?: How to Use Running records with Older Readers*, Grades 5-8. Portsmouth, NH: Heinemann.

# Retelling Checklist for Narrative

Name Emma Date fall

Text Monkey to the Top

   familiar ☒ unfamiliar Background information    full ☒ limited

	Unassisted Retelling	Assisted Retelling	Rereading needed; Illustrations reviewed
Named main characters.	✓		
Named other characters.	NA no other characters		
Identified setting (time/place).	not prompted →		
Stated initiating event.	"Molly climbed a flag all the way to the top."		
Identified problem.	NA		
Described attempts to solve the problem.	NA	Simple text - no story problem	
Identified reaction of main character to attempts and solution of problem.	NA		
Retold story in correct order.		she climbed a mountain and roof	
Made inferences related to the text.	not prompted →		
Made connections with other texts or experience.		"reminded me of climbing monkeys"	
Made evaluative statements about the writing, illustrations, or story.		liked the story	

Comprehension:    full and detailed ☒ partial, but satisfactory    fragmented

Comments: Emma did not recall all of the things that the monkey climbed or that she liked climbing mountains most of all.