

Running Record Recording Form

Reader Nicholas Gr. 3 Date fall

Recorder Kari

Text Read Dandelions by Eve Bunting

Familiar ☒ Unfamiliar ☐ Genre narrative Text Level 2.2

Accuracy 97% SC %: 27% E freq.: 1:34 Fluency Av. 3.25 WCPM 93

Comprehension full ☐ satisfactory ☒ fragmented / or % on questions

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

Comments Nicholas demonstrated overall good word decoding. However, he had difficulty with expressing his understanding. He seemed to only have a vague understanding of the story.

one minute mark
93 WCPM

pg	Marking for text read	# E	# SC	Error match		
				M	S	L/S
p.1	✓					
par.1	✓✓✓✓✓✓✓✓✓✓✓✓✓✓✓✓					
	✓✓✓✓ ^{SC} Ki-gars cigars ✓✓✓✓✓✓✓✓✓✓		1			
	✓✓✓ ^{hōlt} hotel ✓✓✓✓✓✓✓✓✓✓✓✓	1		-	-	✓
	✓✓✓✓✓ ^{the} a ✓✓✓✓✓✓✓✓✓✓	1				
par.2	✓✓✓✓✓✓✓✓✓✓✓✓✓✓✓✓					
	✓✓✓✓✓✓✓✓✓✓✓✓ ^{whining of} whinnying and ✓	2		✓	✓	✓
	✓✓✓✓✓✓✓✓✓✓✓✓✓✓✓✓					
par.3	✓✓✓✓✓✓✓✓✓✓✓✓✓✓✓✓					
	✓✓✓✓ ^{ilic} ilac ✓✓✓✓✓✓✓✓✓✓ ^{that} ✓✓	2		-	-	✓
	✓✓✓✓✓✓✓✓✓✓✓✓✓✓✓✓					
	^{lic..✓} licorice ✓✓✓✓✓✓✓✓✓✓✓✓✓✓✓✓					
	✓✓✓✓✓✓✓✓✓✓✓✓✓✓✓✓					
	✓✓✓✓ ^{for SC} from ✓✓✓✓✓✓✓✓✓✓		1			
par.4	✓✓✓✓✓✓✓✓✓✓✓✓✓✓✓✓					

Pg	Marking for text read (cont.)	# E	# SC	Error match		
				M	S	L/S
par. 4 cont.	✓✓✓✓✓✓✓✓✓✓✓✓✓✓✓					
	✓✓✓✓✓✓✓✓✓✓✓✓✓✓ ^{was} ✓ saw ✓ ← R	1		—	✓	✓
	✓✓✓✓✓✓✓✓✓✓✓✓✓✓✓					
	✓✓ ^{I+} I ✓✓✓✓✓✓✓✓✓✓✓✓ ^{no} SC ← R so ✓✓✓ ← R	1		—	✓	B only
	✓✓✓✓✓✓✓✓✓					
P. 2 par. 1	✓✓✓✓✓✓✓✓✓✓✓✓✓✓✓					
	✓✓					
par. 2	✓ ^{SC} Papa stop ✓✓ ← R		2			
par. 3	✓ ^{would} whoa ed ✓✓✓✓✓✓✓✓✓✓✓✓✓✓	1		—	—	B/E only
	✓✓✓✓✓✓✓✓✓✓✓✓✓✓✓					
	✓✓✓✓✓✓✓✓✓✓✓✓✓✓✓					
	✓✓✓✓✓					
par. 4	✓✓✓✓✓✓✓✓✓✓✓✓✓✓✓					
	✓✓✓✓✓✓✓✓✓✓✓✓✓✓✓					
	✓✓ ^a The ✓✓✓✓✓✓✓✓✓✓✓✓✓✓✓	1		✓	✓	—
	✓✓✓✓✓✓✓✓✓✓✓✓✓✓ [⊙] ← R					
	✓✓					
par. 5	✓✓✓✓✓ ^{I SC} the ✓✓✓✓✓✓✓✓✓✓✓✓		1			
	✓✓✓✓✓✓✓✓✓ ^{precurious} precious ✓✓✓✓✓✓✓✓	1		—	—	✓
	✓✓✓✓✓✓✓✓✓✓✓✓✓✓✓					

Pg	Marking for text read (cont.)	# E	# SC	Error match		
				M	S	L/S
p.2 par.6	✓✓✓✓✓✓✓					
p.3 par.1	✓✓✓✓✓ <u>Seven's</u> <u>Svensons'</u> ✓✓✓✓✓✓✓✓✓	1		✓	✓	✓
	✓✓✓✓✓✓✓✓✓✓✓✓✓ <u>ting. /d/</u> <u>tinged</u>	1		—	—	✓
	✓✓✓✓✓✓✓✓✓✓✓✓✓✓✓					
	✓✓					
par.2	✓✓✓✓✓✓✓✓					
par.3	✓✓✓✓✓✓✓ <u>at</u> <u>him</u>	2				
par.4	✓✓✓✓✓					
p.4 par.1	✓✓✓✓✓✓✓✓✓✓ <u>Seven's</u> <u>Svensons'</u> ✓✓ repeated P. hour					
	✓✓✓✓✓✓✓✓✓✓✓✓✓✓✓					
	✓✓✓					
par.2	✓✓✓✓✓✓✓✓					
par.3	✓✓✓✓✓✓✓✓✓ <u>him</u> <u>myself</u> ⊙ ✓✓✓✓✓	1		—	✓	—
	✓✓✓✓✓✓✓✓✓✓✓✓✓✓✓					
	✓✓✓✓✓✓✓✓✓✓✓✓✓✓✓					
	✓✓✓✓✓					
par.4	✓✓✓✓✓✓✓✓✓✓✓✓✓✓✓					
	✓✓✓ <u>skent</u> SC <u>scant</u> ✓✓✓✓✓✓		1			
	accuracy = $\frac{526}{542} = 97\%$ total 16 6					
	E. freq. = $\frac{542}{16} = 33.8 = 1:34$					

$$SC \% = \frac{6}{16+6} \times 100 = \frac{6}{22} \times 100 = 27\%$$

Nicholas

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	4	2	3

Student's average fluency score = 3.25 (add scores for each column and divide by 4)

Comments — Strengths and Weaknesses:

Nicholas appeared confident. He read with a steady pace. Some uncorrected errors did change meaning. Nicholas made some attempts to change tone and pitch.

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

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 Nicholas Date fall

Text Dandelions

 familiar ☒ unfamiliar Background information full ☒ limited

	Unassisted Retelling	Assisted Retelling	Rereading needed; Illustrations reviewed
Named main characters.	girl + Papa		
Named other characters.	sister + Mother		
Identified setting (time/place).		old west or farm country	
Stated initiating event.	girl and Papa got lost in a wagon		
Identified problem.	girl and Papa were lost		
Described attempts to solve the problem.		on the way home found dandelions to give Mother	
Identified reaction of main character to attempts and solution of problem.	not prompted →		
Retold story in correct order.	only main ideas and vaguely		
Made inferences related to the text.	not prompted →		
Made connections with other texts or experience.		has made pictures for his Mom	
Made evaluative statements about the writing, illustrations, or story.	not prompted		

Comprehension: full and detailed partial, but satisfactory ☒ fragmented

Comments: Nicholas told only very general information even with questioning. He left out much of the plot and was unable to add details.