

Running Record Recording Form

Reader A.J.

Gr. 1 Date fall

Recorder Jaime

Text Read Mouth (leveled text - beginner)

Familiar ☒ Unfamiliar Genre expository Text Level D

Accuracy 93 % SC %: 29 % E freq.: 1:15 Fluency Av. 2.25 WCPM 34

Comprehension ✓ full 1 satisfactory 1 fragmented / or % on questions

Reading level for this text: independent ✓ instructional frustrational

Comments Picture walk done before reading. A.J. generated many appropriate ideas from the illustrations.

	pg	Marking for text read	# E	# SC	Error match		
					M	S	L/S
one minute mark 34 WCPM		✓					
	4	✓ ✓ ✓ ✓					
	6	✓ ✓ ✓ ✓					
		✓ ✓					
	8	✓ ✓ ✓ ✓					
		✓ ✓					
	10	✓ ✓ ✓ ✓ ^{with SC} <u>m..v my</u> <u>b.d-o-lv doll</u>		1			
		✓ ✓ ✓					
	12	✓ ✓ ✓ ✓					
		✓ ✓					
	14	✓ ✓ ✓ ✓ ✓					
		✓ ✓ <u>b.bru.</u> ✓ <u>brush</u> ✓					
		✓ H <u>ev..everything</u> ^{SC} H <u>mar..marning</u> morning	1	1	-	-	✓
		✓ H <u>e..</u> every <u>n..ing..everything</u> night	1		-	✓	-
	16	✓ <u>talk</u> <u>take</u> (care) ✓ ✓	2		-	✓	✓

Pg	Marking for text read (cont.)	# E	# SC	Error match M S L/S
16 cont.	✓ ✓ ✓ ✓ ✓			
	✓			
18	✓ ✓ ✓			
	H k..kept keep ✓ ✓	1		- - ✓
	✓ ✓ ✓			
20	✓ ✓ ✓ ✓			
	✓ ✓ ✓			
	✓			
	total	5	2	
	accuracy = $\frac{69}{74} = 93\%$			
	E. freq = $\frac{74}{5} = 14.8' = 1:15$			
	SC % = $\frac{2}{5+2} \times 100 = \frac{2}{7} \times 100 = 28.5 = 29\%$			

A.J.

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 →	2	2	2	3

Student's average fluency score = 2.25 (add scores for each column and divide by 4)

Comments — Strengths and Weaknesses:

A.J. noticed the repetitive wording in the beginning and used this to increase smoothness in decoding. As he met unknown words, flow diminished.

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.

10 Questions for Assessing Retelling with Informational Text

Name A. J. Date fall

Selection read Mouth

Question for teacher observation	Unassisted Retell	Assisted Retell	Look Back
1. Did the student identify the topic?	✓		
2. Can the student summarize the main idea?	- what mouth can do - dentist tells us to keep our mouth healthy		
3. Did the student use any new vocabulary in the retelling?	dentist, healthy, clean		
4. Was the student able to read and interpret graphs, charts, tables, diagrams, or pictures?	✓ - noted in picture walk		
5. Did the student share any extra information that wasn't in the text or visuals?	can drink with mouth		
6. Did the student indicate that he knew anything about the topic before reading it (background knowledge)?	not fully		
7. Did the student make a connection between the material and real life (application)?	dentist uses tools like my dad.		
8. Can the student connect the material to other subject areas?	not prompted →		
9. Did the student sequence steps that needed to be sequenced (e.g. stages of frogs)?	order of ideas not relevant		
10. Is the student willing/able to respond to questions and participate?	fidgety, but fully participated		

Comprehension ✓ full / detailed partial, but satisfactory fragmented

Comments:

A.J. retold most of the ideas reported in the book. He continued to share when asked, "Anything else?"