		Running Record Recording Form			P	11				
	Read	er Mitchell — Gr	1	Date_	+0	111				
	Reco	rder Kelly — Read Butterflies by: D. Freeman	-				-			
	Text.	Familiar / Unfamiliar Genre experitory Tex	t Le	vel	3.4		400			
	Accu	Familiar Unfamiliar Genre expository Tex racy 88 % SC %: 22% E freq.: 1:8 Fluency Av.	3	WC	PM	47				
	Comp	prehension full satisfactory fragmented / or		%	on q	uesti	ons			
	Read	ing level for this text: independent instructional	/	fi	rustra	ation	al			
	Com	ments Mitchell enjoyed reading this book.	_H	e +	rie	dy	ery			
	hard to sound out words that he didn't recognize. He									
	Wa:	was interested in the information even though he didn't grasp many details. His accuracy with word reading								
	917	as 88% (frustrational) but several errors	di	dno	+ IV	nter	Jub;			
		eaning.		<u>u , 10</u>			- July			
	pg	Marking for text read	#	#	Err	or ma	itch			
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Pg	Marking for text read (cont.)		#	Error match		
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Pg	Marking for text read (cont.)	#	#	Err	or ma	itch
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	J					
	accuracy = 293/3 = 87.9 = 88% total	40	11			
	E. freq. = $\frac{333}{40} = 8.325 = 1.8$					
	SC 70 = 11 × 100 = 11 × 100 = 21.5 = 2270					

Figure 3.2: 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 flow (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 flow 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 flow 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 made 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 flow 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	3

Student's average fluency score = ___3__ (add scores for each column and divide by 4)

Comments — Strengths and Weaknesses:

Mitchell was comfortable and confident. He appeared enthusiastic about the information in the book. He tried to use expression, but it was inconsistent.

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 Mitchell		Date_fal/_
Selection read But	terflies	

Did the student identify the topic? Can the student summarize the main idea? Can the student use any new vocabulary in the retelling? Chartysalis	Question for teacher	Unassisted	Assisted Retell	Look Back
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Comprehension ____full /detailed ____partial, but satisfactory ___fragmented

Mitchell understood the basic concept of this selection in a vague way. He touched on main points when retelling. Retelling is a new activity for him. He needs to gain experience with it.