

# Running Record Recording Form

Reader Mitchell — Gr. 1 Date fall

Recorder Kelly —

Text Read Butterflies by: D. Freeman

Familiar ☒ Unfamiliar Genre expository Text Level 3.4

Accuracy 88 % SC %: 22 E freq.: 1:8 Fluency Av. 3 WCPM 47

Comprehension full satisfactory ☒ fragmented / or      % on questions

Reading level for this text: independent instructional ☒ frustrational

Comments Mitchell enjoyed reading this book. He tried very hard to sound out words that he didn't recognize. He was interested in the information even though he didn't grasp many details. His accuracy with word reading was 88% (frustrational), but several errors did not interrupt meaning.

pg	Marking for text read	# E	# SC	Error match		
				M	S	L/S
1	✓✓✓✓✓✓✓ <u>mu...munching</u> <u>munching</u>					
	✓✓✓✓✓ <u>will</u> ✓✓✓ <u>flitting</u> ✓✓	2				
	✓✓✓✓✓✓✓✓✓✓✓✓✓✓					
	✓✓ <u>beautiful</u> ✓✓✓		1			
2	✓✓✓✓					
	✓✓✓✓					
3	<u>trans...form...trans...Tons-T</u> <u>transformations</u> ✓✓✓	1	1			
	✓✓✓✓✓✓✓ <u>complet...le</u> <u>completely</u> ✓✓	2		—	—	✓
	✓✓✓✓✓✓✓✓✓✓					
	✓ <u>circle</u> <u>cycle</u> ✓✓✓	1		✓	✓	✓
4	<u>egg</u> <u>eggs</u>		1			
	✓✓✓✓✓✓✓✓✓✓ <u>fē m alē</u> <u>female</u>	1		—	—	✓
	✓✓✓✓✓✓✓ <u>kind</u> <u>kinds</u> ✓✓✓	1		✓	—	✓

one minute mark  
47 WCPM

Pg	Marking for text read (cont.)	# E	# SC	Error match		
				M	S	L/S
4 cont.	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓					
	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓					
5	✓ ✓					
	✓ <sup>SC</sup> the ✓ ✓ ✓ grown known ✓	1	1	—	✓	✓
	✓ ✓ <sup>SC</sup> ( ) ✓ ✓ ✓ it's (has) ✓ <sup>e. nor. m. sa</sup> enormous	3		✓	—	✓
	ap. a. little appetite ✓ ✓ ✓ (by) ✓ ✓ ✓ ✓	2		—	—	—
	✓ ✓ ✓ ✓ ✓ crawled called ✓	1		—	✓	—
	✓ ✓ ✓ ✓ ✓					
6	✓ ✓ ✓ ✓ ✓ ✓ ✓ until ✓ ✓	1				
	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓					
	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓					
	✓ (a) ✓ <sup>SC</sup> silk skin ✓ ✓ ✓ ✓	2		—	✓	—
7	✓ <sup>SC</sup> pupa pupa	1		—	—	✓
	✓ ✓ ✓ reaches the reached ✓ ✓ ✓ re. vul reveal ✓	3		✓	—	✓
	✓ ✓ ✓ ✓ ✓ pupa prepupa ✓ ✓ ✓ ✓	1		—	—	—
	✓ ✓ (to) <sup>SC</sup> from <sup>SC</sup> form ✓ ✓		2			
8	✓ <sup>SC</sup> the this ✓ ✓ (the) ✓ <sup>SC</sup> crawled called ✓ pupa pupa	3	1	✓	—	B only
	✓ ✓ ✓ ✓ ✓ transforming transformation ✓	1		✓	—	✓
	✓ ✓ ✓ ✓ (for) ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	1				
	year <sup>SC</sup> year <sup>SC</sup> ✓ ✓		1			



Pg	Marking for text read (cont.)	# E	# SC	Error match		
				M	S	L/S
9	✓ ✓					
	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ <del>a</del> SC ✓		1			
	✓ ✓ ✓ ✓ <del>fires</del> SC ✓		1			
10	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓					
	✓ ✓ ✓ <del>the</del> SC ✓ ✓ ✓ ✓ ✓ ✓ ✓		1			
	✓ <del>it</del> In ✓ ✓ ✓ ✓ <del>its</del> (is) really SC ready ✓ ✓	3	1	-	-	-
	✓					
	<u>hatching</u> ✓ ✓ ✓	1		✓	-	✓
	<u>Hatches</u> ✓ ✓ ✓					
	<u>molts</u> ✓ <del>a</del> ✓ ✓	2		✓	✓	✓
	<u>molts</u> ✓ <del>the</del> ✓ ✓			✓	✓	✓
	<u>from</u> ✓ ✓ <u>into</u> ✓ <u>pupa</u> <u>start</u>	4		✓	✓	✓
	<u>Form</u> ✓ ✓ <u>in</u> ✓ <u>pupa</u> <u>stage</u>			✓	✓	✓
	<u>emerge</u> ✓ <del>a</del> ✓ ✓ ✓ ✓	2		✓	-	✓
	<u>Emerges</u> ✓ <del>a</del> ✓ ✓ ✓ ✓					
	accuracy = $\frac{293}{333} = 87.9 = 88\%$	total	40	11		
	E. freq. = $\frac{333}{40} = 8.325 = 1:8$					
	SC % = $\frac{11}{40+11} \times 100 = \frac{11}{51} \times 100 = 21.5 = 22\%$					

Mitchell

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 <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	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

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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.



# 10 Questions for Assessing Retelling with Informational Text

Name Mitchell Date fall

Selection read Butterflies

Question for teacher observation	Unassisted Retell	Assisted Retell	Look Back
1. Did the student identify the topic?	yes - stages of butterflies		
2. Can the student summarize the main idea?	identified how a butterfly transforms		
3. Did the student use any new vocabulary in the retelling?	yes - metamorphosis chrysalis		
4. Was the student able to read and interpret graphs, charts, tables, diagrams, or pictures?			look back to chart
5. Did the student share any extra information that wasn't in the text or visuals?	not prompted	→	
6. Did the student indicate that he knew anything about the topic before reading it (background knowledge)? <i>bk</i>	shared some bk in pre-reading discussion		
7. Did the student make a connection between the material and real life (application)?		compared butterfly stages to sizes of trucks	
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)?		yes	
10. Is the student willing/able to respond to questions and participate?	- questions were not asked - fully participated		

Comprehension \_\_\_ full / detailed \_\_\_ partial, but satisfactory ☒ fragmented

## Comments:

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.