

92% accuracy  
1:3 scratch

# Reading Record

**LEVEL** Informational Text  
**G** All About Owls

Student Nate Date 4/26  
Teacher E. Luis Grade 1

## Assess: Decoding & Fluency

**Directions:** Share the book introduction; invite the student to read the text aloud. Record errors and self-corrections, using the Key Recording Conventions. Analyze the student's errors and strategy use, answering the questions at right; see the Assessment Conference Book for complete guidelines. Assess fluency with the rubric below; circle the rating. Then flip to the back to complete the assessment.

**1 Book Introduction:** In this book *All About Owls* you will learn about what owls look like and what they do. Read to learn more about this interesting bird.

**Key Recording Conventions**

**Errors**

- Write substituted word above correct word: <sup>cat</sup> ~~car~~
- Write O above omitted word.
- Write <sup>inserted</sup> word with a caret.
- Write T for teacher assistance.
- Draw an arrow back to where the student reread.

**Self-Corrections**

- Write SC for self-corrections. (Self corrections do not count as errors.)

Pg #	Errors	SC	Cues Used		
			M	S	V
2	1		(M)	(S)	(V)
3	1	1	(M)	(S)	(V)
4	1		(M)	(S)	(V)
5	1	1	(M)	(S)	(V)
6	1		(M)	(S)	(V)
7	1	1	(M)	(S)	(V)

## 2 ANALYZE ERRORS AND STRATEGY USE

Analyze errors and self-corrections to determine whether the student is using meaning cues (M), structure cues (S), or visual cues (V); record the cues the student uses for each error.

### What problem-solving strategies does the reader use?

- picture clues
- rereading
- cross-checking
- letter-sound clues
- no observable strategies

### Is the reader self-monitoring?

- yes
- sometimes *sporadically*
- no

## 3 FLUENCY RUBRIC

◆ word-by-word reading	1
◆ no expression	
◆ moderately slow reading in two- or three-word phrases	2
◆ some expression	
◆ phrased but some rough spots	3
◆ appropriate expression most of the time	
◆ smooth reading with a few pauses	4
◆ consistent appropriate expression	

Word Count: 99

Total Errors **8** **3**

Have the student read the rest of the text silently. Begin analyzing the student's errors and strategy use while he or she finishes. *6/8 errors have meaning. He is not consistently self-monitoring. Some clean stretches of reading. Then sc but should know it. They Some wait time on known words: round, behind, like, daytime*

STEP 4: Reading Record

### Assess: Comprehension

**Directions:**

- ▶ Ask the student to retell the book. Say, "Tell me what happened in this book." You may prompt the student, saying "Tell me more" or "What else happened?" Prompting does not lower a student's score. Rate the retelling with the rubric; circle the score.
- ▶ Then ask the comprehension questions; circle 1 for a correct answer, .5 for a partially correct answer, and 0 for an incorrect one. Total the Question Score. The student may look back in the text; record LB next to the question if the student looks back.
- ▶ Add the retelling rating to the Question Score to get the Comprehension Score.

#### 4 RETELLING RUBRIC

◆ Recalls little or no information.	<b>1</b>
◆ Retells basic information (one or two facts).	<b>2</b>
◆ Retells important information (main idea/random facts).	<b>3</b>
◆ Retells important information (main idea and key facts).	<b>4</b>
◆ Retells all important information and adds personal thinking.	<b>5</b>

#### 5 COMPREHENSION QUESTIONS

Accept any reasonable answers; samples provided.

**Question Types:** KD = key detail; I = infer; V = vocabulary; E = evaluate; TF = text feature

1. What are some of the things that owls do? (KD)  
~~sleep in daytime; fly at night; catch animals.~~  
 (2+ details = 1 point) quietly flap wings ① .5 0
2. How do owls' fluffy feathers help them? (I) fly quietly!  
~~They help them fly quietly to sneak up on animals...~~ ① .5 0
3. Owls swoop down to catch animals. What does the word swoop mean? (V)  
~~(child shows/says) dive down quickly, fly down fast~~ ① .5 0
4. What is the author trying to teach you in this book? (E)  
~~about owls; what owls look like and do...~~ hunt, fly ① .5 0
5. Look at page 12. What is the author helping you learn on this page? (TF)  
~~what owls eat; about owl food...~~ ① .5 0

**Retelling Notes:** *Nate recalled random facts. Did not need to look back.*

Question Score 5  
 + Retelling Rating 3  
 = **Comprehension Score** 8

#### 6 Scoring Directions:

- ▶ Total the number of errors from the first page.
- ▶ Locate the error number on the table at right; the accuracy rate (A.R.) appears below it.
- ▶ Record the accuracy rate (A.R.), comprehension score, and fluency rating (see Fluency Rubric) in the space provided.
- ▶ Determine whether the text is at the student's instructional, independent, or frustrational level using the table; the intersection of the accuracy rate (A.R.) and comprehension score indicates the level.
- ▶ Consider the student's fluency rating; if it is a 3 or above, the student is fluent at this level. If it is a 2 or below, fluency will be a focus during guided reading.

		Reading Level												
		Errors	0	1	2	3	4	5	6	7	8	9	10	11
		A.R.%	100	99	98	97	96	95	94	93	92	91	90	89
Comprehension Score	10													
	9													
	8										X			
	7													
	6													
5														

Accuracy Rate (A.R.) 92  
 Comprehension Score 8  
 Fluency Rating 3

Level G texts are at this student's:  
 Independent Level  
 Instructional Level  
 Frustrational Level

**7 REFLECT** What did you learn about this child as a reader? *Nate is rushing through his reading, lapsing into old habits. Concern about known word errors and not noticing when errors don't make sense, at times. No prefers non-fiction to fiction.*