

RUNNING RECORD

Student: <u>Eli</u>	First Language:	English Language Level:
Teacher: <u>Bates</u>		Date: <u>11/18/20</u>
Text Title: <u>Claude</u>	Level: <u>G</u>	Running Words (RW): <u>173</u>
Accuracy Rate: <u>96</u> %	Formula: $\frac{RW - E}{RW} \times 100$	Self-Correction Rate: <u>1</u> : <u>2</u>
		Formula: $\frac{SC}{E + SC}$

Notes/Observations on Reading Behaviors and Strategic Actions:

Errors for the most part are integrated. Beginning to search beyond initial and ending visual information. Attention to punctuation & the way sentences are parsed is contributing to some confusions.

Page #	Running Record	Count		Information Used	
		E	SC	E M S V	SC M S V
2	<u>deep</u> SC ✓ ✓ ✓ ✓ ✓ ✓ ✓ <u>deep</u> ✓ <u>✓</u> ✓ ✓ <u>name</u>		1	ms ✓	ms ✓
3	✓ ✓ ✓ ✓ ✓ ✓ ✓				
4	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓				
5	✓ ✓ <u>think</u> R SC ✓ ✓ <u>touch</u> ✓ ✓ ✓ ✓ ✓ ✓ ✓ <u>fly</u> SC ✓ ✓ ✓ <u>fly</u> ✓ <u>Bet</u> - ty ✓ <u>Betty</u>		1	ms ✓	ms ✓
			1	ms ✓	ms ✓

APPENDIX B (continued)

RUNNING RECORD

Page #	Running Record	Count		Information Used	
		E	SC	E M S V	SC M S V
6	✓✓✓✓✓✓✓				
7	✓✓✓ has ✓ was ✓✓✓✓✓ ✓R ✓✓✓✓	1		(MS)✓	
8	✓✓✓				
9	✓✓✓ where ✓ Walter ✓ - R ✓ other T	1		(MS)✓	
10	✓✓✓ green Marcia ✓✓✓✓✓ tree tall ^{SC} ✓✓✓✓ tallest	1		(MS)✓	
11	✓✓✓✓ away SC ✓ tree SC way there ✓✓ green Marcia		2	(MS)✓ (MS)✓ (MS)✓	MS✓ MS✓ MSV
12	wait SC ✓✓✓ what anything SC /B/V asked Betty ✓✓✓✓✓ where We're R Walter T		1 1	(MS)✓ (MS)✓	MS✓ MS✓
		name			
		name			

inserts period
after Betty -
Reads where as
new sentence

already
counted once
as an error

already
counted once
as an error

RUNNING RECORD

Page #	Running Record	Count		Information Used	
		E	SC	E M S V	SC M S V
14					
15		1		ms⓪	
16		1		ms⓪	
		1		ms⓪	

Comprehension Conversation Discuss the text, asking questions that reveal the student's literal comprehension (recall) and deeper comprehension (inferential thinking). Notes/Observations:

Eli understood the Claude was a hero because he rescued Sophia with his antlers.

Fluency and Comprehension

Rating	Fluency	Rating	Literal Comprehension	Rating	Deeper Comprehension
0	Slow or choppy word-by-word reading with no expression.	0	Recalls no important facts/events.	0	Shows no understanding of inferences or deeper meaning.
1	Moderately slow reading with 2 or 3 words grouped together. Little expression.	1	Recalls a limited number of important facts/events.	1	Shows limited understanding of inferences or deeper meaning.
2	Acceptable reading rate with 3 to 4 words grouped in meaningful phrases most of the time. Some expression.	2	Recalls some important facts/events.	2	Shows some understanding of inferences or deeper meaning.
3	Phrased and fluent reading with appropriate intonation and expression.	3	Recalls most of the important facts/events.	3	Shows full understanding of inferences or deeper meaning.

attending
punctuation-
will help Eli
with fluency