



Running Records

Level: 1.5.2

Quarter:

Student's Name: _____ Date: _____ Word Count: 318

Have the student read out loud as you record.

Assessed By: _____

Book Title: "What Can You Do?"

Video Recording Sample

| Page | E = errors M = meaning | S-C = self-correction S = structure | V = visual | E | S-C | E M S V | S-C M S V |
|------|--|--|------------|-------------|-----|------------|--------------|
| 3 | What can you do to help others? Some people do not like to answer this question. They just mumble, <u>complain</u> , and shrug. ⁶ Other people figure out ways to help. They solve problems when they see them. What can you do to help your community? | | | 1 | | | |
| 4 | Spread Cheer <u>Omitted</u> You don't have to be grown up to help others. Anna lived next door to Ms. ^{Mrs. Hanso} Hanson. ^{sc} Anna didn't talk to Ms. ^{Mrs.} Hanson very much. One day, she saw that Ms. Hanson looked ^{Miss} lonely and sad. | | | 2 2 1 | 1 | | |
| 5 | Anna decided to visit ^{Mrs.} Ms. Hanson. ^{Mrs.} Ms. Hanson was happy to see her. They talked ^{the} and played games. Now Anna visits ^{off} every week. [^] | | | 2 1 1 | | | |
| 6 | Fix Up <u>Omitted</u> Some kids disliked the way the playground looked. The swings were broken. There were no plants. The kids decided to ^{omit} help ^{R/sc} fix the playground. | | | 2 | 1 | | |
| 7 | The kids helped plant a garden. Some parents fixed the swings. ^R Now the playground looks nice. Preschool children ^{play} can ^{R/sc} enjoy | | | | 1 | | |

| | | | | | |
|--------------|---|-----------|----------|--|--|
| | the swings. /end@152 words | | | | |
| 8 | Clean Up A city park was overgrown with weeds. Trash covered the ground. It was no fun to play there because it was ugly and dirty. What could kids do? | | | | |
| 9 | The kids meet on Saturdays at 1:00 p.m. to pull weeds. They also work together to put the trash in trash cans. After they finish, they play! | | | | |
| 10 | Write Letters A busy street was unsafe because cars were going too fast. The kids wrote a letter to the mayor. Many people agreed that the street was unsafe. The kids asked these people to sign the letter. | | | | |
| 11 | The kids were able to get a lot of signatures. They took the letter to the mayor. The city lowered the speed limit on the street. | | | | |
| 12 | What Can You Do? If you spot a problem, you need to make a plan. Ask your friends to help you. You can work together to solve the problem. What annoys you? What are some things you can do to help your community? | | | | |
| Total | | 12 | 3 | | |

Accuracy Rate: 92%
(Instr.)

Error Rate: 38:3
(8%)

Self-Correction Rate: 5:1
(20%)

Questions:

Coding: Student errors were omissions/insertions, skipped headings, and incorrect reading of "Ms." which may be unfamiliar

Conclusion: st. did not complete, but t. can use completed part. Have st. read headings to verify. Teach "Ms." and have st. re-read with correct vocab. Because of error type and because st. self-corrects, retest at higher level book.

Practice #3 – What Can You Do?

| Accuracy Rate | Error Rate | Self-Correction Rate |
|---|---|--|
| $\frac{\text{Total Words Read} - \text{Total Errors}}{\text{Total Words Read}}$ $\frac{152 - 12}{152} = \frac{140}{152} = 92\%$ <p>(Instr.)</p> | $\frac{\text{Total Words Read}}{\text{Total Errors}}$ <p>Ratio (Expressed in Lowest Terms): 152 Words Read : 12 Errors $152:12 = 38:3$</p> <p>Percentage: 8 % errors for all words read</p> | $\frac{\text{Total Self-Corrections} + \text{Total Errors}}{\text{Total Self-Corrections}}$ <p>Ratio (Expressed in Lowest Terms): 15 Errors + SCs : 3 SCs $15:3 = 5:1$</p> <p>Percentage: 20 % of errors corrected</p> |