



Running Records

Practice #4

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, complain, and shrug. Other people figure out ways to help. They solve problems when they see them. What can you do to help your community?	and _o				MSV	
4	Spread Cheer Spread You don't have to be grown up to help others. Anna lived next door to Mrs. Ms. Hanson. Anna didn't talk to Mrs. Ms. Hanson very much. One day, she saw that Mrs. Ms. Hanson looked lonely and sad.			 		MSV MSV MSV	
5	Anna decided to visit Mrs. Ms. Hanson. Ms. Hanson was happy to see her. They talked and played games. Now Anna visits every week.					MSV	
6	Fix Up Some kids disliked the way the playground looked. The swings are _{are} broken. There _{They/sc} were no plants. The kids decided to help fix the playground.					MSV	MSV
7	The kids helped plant a garden. Some parents fixed the swings. Now the playground looks nice. Preschool children can enjoy						

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	the swings. / ended @ 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?				
		15	1		

Accuracy Rate: 90% Error Rate: 152:15 Self-Correction Rate: 16:1
(Instr.)

Coding: Student did not finish but t. may use completed portion.

Conclusion: Student is a "word caller" (fluent w/o comprehension)

Follow-up lessons => | ea | words, following text as a reader.
Student self-corrects phonetically but is not self-monitoring for meaning.

Practice #4 – What Can You Do?

Accuracy Rate	Error Rate	Self-Correction Rate
<p style="text-align: center;"> $\frac{\text{Total Words Read} - \text{Total Errors}}{\text{Total Words Read}}$ </p> <p> $\frac{152 - 15}{152} = \frac{137}{152} = 90\% \text{ (Instr.)}$ </p>	<p style="text-align: center;"> $\frac{\text{Total Words Read}}{\text{Total Errors}}$ </p> <p> Ratio (Expressed in Lowest Terms): $\frac{152 \text{ Words Read} : 15 \text{ Errors}}{152 : 15} =$ </p> <p> Percentage: <u>10</u> % errors for all words read </p>	<p style="text-align: center;"> $\frac{\text{Total Self-Corrections} + \text{Total Errors}}{\text{Total Self-Corrections}}$ </p> <p> Ratio (Expressed in Lowest Terms): $\frac{15 \text{ Errors} + \text{SCs} : 1 \text{ SCs}}{16 : 1}$ </p> <p> Percentage: <u>6</u> % of errors corrected </p>