



# Reading Record

Student \_\_\_\_\_ Date \_\_\_\_\_

Teacher \_\_\_\_\_ Grade \_\_\_\_\_

## Assess: Decoding & Fluency

**Directions:** Share the text 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 turn the page to complete the assessment.

- 1 Text Introduction:** There are many areas of the ocean that have never been explored. Read to find out how scientists are exploring these areas and what they are finding.

Text	Errors	SC	Cues Used		
			M	S	V
<p>People always talk about how incredible it would be to travel to Mars or some other distant planet. Yet some of the largest places that have never been visited are right here on Earth. The ocean is full of amazing unexplored areas!</p>					
<p>The ocean is huge. That's because a lot more of the Earth is covered with water than with land. Imagine the Earth is a pie cut into ten slices. Seven of the slices would be made up of ocean, and only three slices would be made up of land. That's why when astronauts view the Earth from space it looks blue rather than green.</p>					
<b>Word Count:</b> 106	<b>Total Errors</b>				

### Key Recording Conventions

#### Errors

- Write substituted word above correct word:   
 cat   
 ~~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.)

## 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?

- ☐ monitors for meaning
- ☐ rereads
- ☐ uses decoding strategies
- ☐ self-corrects
- ☐ no observable strategies

## 3 FLUENCY RUBRIC

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

Have the student read the rest of the text silently. Begin analyzing the student's errors and strategy use while he or she finishes.

## Assess: Comprehension

### Directions:

- Ask the student to retell the passage. Say, "Tell me what you read." You may prompt the student, saying "Tell me more" or "What else do you remember?" 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 <i>and</i> 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:** V = vocabulary; KD = key detail; I = infer; AR = analyze relationships; E = evaluate

- There is a trench in the ocean that is 7 miles deep. What is a trench? (V)  
deep ditch, big hole . . . **1 .5 0**
- How did scientists know about giant squids before 2005? (KD)  
The squids washed up on beaches. **1 .5 0**
- Why do scientists know so little about creatures that live at the bottom of the ocean? (I)  
They can only study them through cameras; they are hard to locate because the bottom is so deep . . . **1 .5 0**
- How is the ocean similar to Mars? (AR)  
Many unknowns about both; humans have never visited Mars or some parts of the ocean; people study them with remote control cameras. **1 .5 0**
- Why does the author compare the Mariana Trench to Mt. Everest? (E)  
Mt. Everest is the highest point on the Earth, and the Mariana Trench is the deepest. **1 .5 0**

### Retelling Notes:

Question Score \_\_\_\_\_

+ Retelling Rating \_\_\_\_\_

= **Comprehension Score** \_\_\_\_\_

### 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						
Comprehension Score	Errors	0	1	2	3	4	5	6
	A.R.%	100	99	98	97	96	95	94
	10							
	9							
	8							
	7							
	6							
	5							
	<=4							

Accuracy Rate (A.R.) \_\_\_\_\_

Comprehension Score \_\_\_\_\_

Fluency Rating \_\_\_\_\_

Level 0 texts are at this student's:

☐ Independent Level \_\_\_\_\_

☐ Instructional Level \_\_\_\_\_

☐ Frustrational Level \_\_\_\_\_

### 7 REFLECT

What did you learn about this child as a reader?