|  |  |
| --- | --- |
| Name: | Date: |
| Book Title: | Level: |

**Accuracy and Rate:**

Miscues: \_\_\_\_\_ Self Corrections: \_\_\_\_\_

Accuracy: \_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 100% | 99% | 98% | 97% | 96% |
| 0 miscues | 1 miscue | 2miscues | 3miscues | 4miscues |

96%-100% accuracy will place a child in an independent level (Richard Allington).

Rate: \_\_\_\_

* Mark off 100 words in the book.
* Student should read that section aloud.
* Complete a running record M/S/V.
* Count the uncorrected miscues to determine accuracy.

**Observed Reading Behaviors:**

* Flexible word-solver
* Reads in short and longer phrases
* Miscues make sense

Notes about Accuracy, Fluency and Intonation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Miscues fit syntax or sentence structure
* Miscues look similar to words in the text

**Fluency and Intonation:**

If you feel the student’s expression was impacted by the newness of the passage

 or if you are questioning their fluency, you can ask them to reread the section.

**Observed Reading Behaviors:**

* Responds to punctuation (changing his/her voice
* Reads dialogue with phrasing and expression
* Reads in short and longer phrases
* Changes voice to mark shifts in mood or tone
* Changes voice to reflect meaning and understanding

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Text |  E | SC | E | SC |
| M | S | V | M | S | V |
|  |  |  |  |  |  |  |  |  |
| Subtotal |  |  |  |  |  |  |  |  |
| Total |  |  |  |  |  |  |  |  |

**Comprehension:**

You will want to assess the student’s ability to tell you the big events so far or in this section/chapter. You will also want to know what they’ve noticed so far about the character. If they are able to tell you the character’s feelings, motivations, and/or relationships, this lets you know they are probably reading between the lines. At about Level 40/R and above, students do not need to provide a sequential retelling but should be able to recognize the big important events.

To gather this information you could ask:

|  |
| --- |
| * Tell me what seems important in the story/what has really stuck in your mind so far.
 |
| * Explain why that part seems important.
 |
| * Where does the story take place? What kind of place is it?
 |
| * Tell what you know about the character so far.
 |
| * At this point in the story (or in this section/chapter), what do you imagine the character might be feeling and why?
 |
| * Tell me about any themes or issues you are noticing.

  |
| * Are there any lessons so far that you think the character is learning or could learn?
 |
| * How would you describe this genre and what do you know about it?
 |

The reader does not need to answer every question. This is a sample that will lead you to an understanding of how the student is comprehending the text. The first four questions are literal and the last four indicate that the student is able to be insightful about the text.