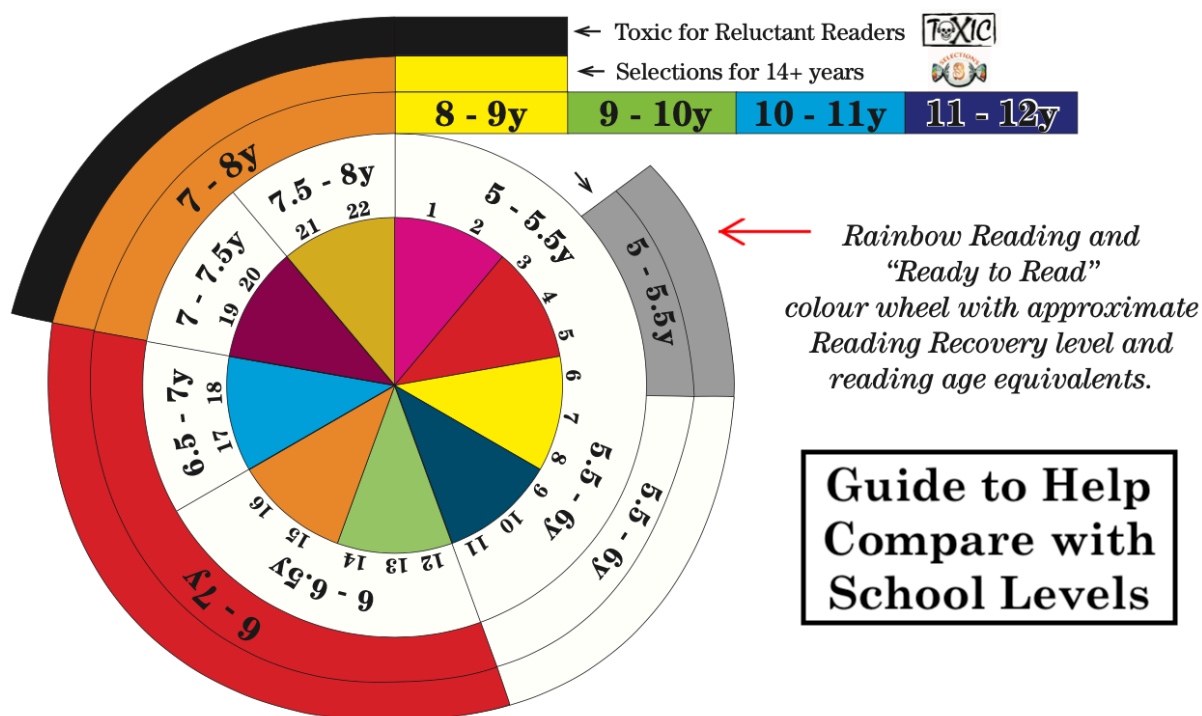


Running Record Assessment Sheets

Reading Levels 5-12 years



The forms marked 'ASSESSMENT SHEET' are designed for tutor use only. Students should read from the corresponding book-pages, where text size, pictures and layout are appropriate to the reading level. -Free downloads of the books are here: rainbowreading.org.nz/products/reading-level-assessment/

NOTE: The assessment book should be new to the student. Other factors, some particular to the individual reader, such as interest and background knowledge, can also affect text readability.

If more variety is needed, 20 Running Record & 20 Close Assessment sheets of each level can be purchased (books need to be purchased separately for student use) here: www.rainbowreading.org.nz/series/activity-sheets-20/

Information gained from the analysis of the assessment will guide the tutor in making decisions about future books and teaching points, based on the student's strengths and needs.

Included on the assessment sheets are introductory statements to each story to present a standardised orientation to the text for students.

Markers for each set of words ($\overset{100}{\nabla}$, $\overset{150}{\nabla}$ etc.) and a final word count make it easy to calculate accuracy and self-correction rates.

Reading Comprehension

Comprehension questions check the student's understanding of the text presented. These questions are suggestions only. Tutors may find that more appropriate comprehension questions present themselves. The five comprehension questions include three to check recall of text and two to check deeper understanding.

NOTE: If, at any level, a student's comprehension is poor then the student is struggling to read effectively at that level. Assessing at a higher level would not be appropriate at that time.

Student's Reading Level

There is a reminder-summary of this on the assessment pages.

Generally, using your own judgement as well as ensuring comprehension and fluency, after deducting the number of E = errors (SC = self-correction; not counted against total correct although S.C.1: ratio - 1 in... is useful to record):

Easy:	95-100%	accuracy	(may go up a level)
Instructional:	90-94%	accuracy	(at correct level - practise more here)
Hard:	<90%	accuracy	(should go down a level)

Other Records

You may also like to interpret errors and self-corrections of the three main sources of information that the student was using on each occasion (there is a place for this on the assessment pages).

Up until the point where the error or self-correction occurred, the reading showed understanding from:

M = Meaning	- The text and/or the pictures
S = Structure/Syntax	- The structure of the sentence in English
V = Visual	- The features of the words; information of the print.

Commonly Used Recording Procedures

BEHAVIOUR	RECORDING	SCORE AS
Accurate reading	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">✓ went</div> <div style="text-align: center;">✓ to</div> <div style="text-align: center;">✓ the</div> </div>	
Substitution	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"><u>was</u> saw</div> <div style="text-align: center;">(student response) text</div> </div>	Error
Self correction	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"><u>some/sc</u> same</div> <div style="text-align: center;"><u>substitution/sc</u> text</div> </div>	Self correction (not error)
Rerun/repeat	<div style="display: flex; align-items: center; justify-content: center;"> I looked at him R </div>	No error
Omission	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> but . ? </div> <div style="text-align: center;"> word omitted punctuation ignored </div> </div>	Error No error
Insertion	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> away He ran [^] quickly </div> <div style="text-align: center;"> Insertion Text </div> </div>	Error
Pause	<div style="display: flex; align-items: center; justify-content: center;"> //// </div>	No error
Told	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> //// hurry T </div> </div>	Error
Appeal	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> /// A // hurry </div> </div>	Error (if told)
Try that again	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">TTA</div> <div style="text-align: center;"> when student becomes confused, point to beginning of sentence and say "Try that again". </div> </div>	1 Error for TTA. Then score second attempt



Accuracy Rates Table (Clay, 1993)

ERROR RATE	PERCENT ACCURACY	
1:200	99.5	Easy
1:100	99	
1:50	98	
1:35	97	
1:25	96	
1:20	95	Instructional
1:17	94	
1:14	93	
1:12.5	92	
1:11.75	91	
1:10	90	Hard
1:9	89	
1:8	87.5	
1:7	85.5	
1:6	83	
1:5	80	
1:4	75	
1:3	66	
1:2	50	

Calculations

ACCURACY

RW = Running Words; E = Errors

<u>ACCURACY</u>
$100 - \frac{E}{RW} \times \frac{100}{1}$
<p>e.g. $100 - \frac{15}{150} \times \frac{100}{1}$</p>
<p>= 90%</p>

SELF-CORRECTION RATE:

E = Errors; SC = Self-corrections

<u>SELF-CORRECTION RATE</u>
$\frac{E + SC}{SC}$
<p>e.g. $\frac{15 + 5}{5} = \text{Ratio } 1:4$</p>



ASSESSMENT SHEET

Name: _____

Age: _____

Date: _____

Recorder: _____

Heard Seen Unseen

Running words	_____	Easy (95-100%)	_____
Errors	_____	Instructional (90-94%)	_____
Accuracy	_____ %	Hard (<90%)	_____
Self corrections	_____	S.C. 1:	_____

Errors			Self-corrections		
M	S	V	M	S	V
---	---	---	---	---	---

Finger points _____ Voice points _____ Fluent _____ Monotone _____ Expressive _____

COMMENT: _____

INTRODUCTION: The family is all looking for Dad's phone. Read this book to find out where they look, who finds the phone and where they find it.

	Dad's Phone	Silver Level (5-5.5y)					Errors	Self Corr.
			E	SC	MSV	MSV	MSV	MSV
2	<p>Ring-ring! Ring-ring!</p> <p>"My phone!" says Dad. / "Where is my phone?"</p> <p>Dad is looking for his phone. / So is Mum. So are we.</p>							
3	<p>Ring-ring! Ring-ring!</p> <p>"Is it in the bed?" says Mum.</p> <p>Dad looks in the bed. / So do we.</p> <p>"No," says Dad. / "It is not in the bed."</p> <p style="text-align: center;">50 ▼</p> <p>Ring-ring! Ring-ring!</p>							
4	<p>"Is it on the TV?" we say.</p> <p>"No, the phone is not here," / says Dad.</p> <p>"No phone."</p>							

ASSESSMENT SHEET

Dad's Phone		Silver Level (5-5.5y)		E	SC	Errors MSV	Self Corr. MSV
5	<p>Ring-ring! Ring-ring!</p> <p>"Look in your bag," we say.</p> <p>"I looked in my bag," says Dad.</p> <p>"My phone is not there. / I have to go.</p> <p style="text-align: center;">100 ▼</p> <p>I have to go now! / And I have to have my phone!"</p>						
6	<p>Ring-ring! Ring-ring!</p> <p>We look on the table. / We look under the table. / No phone!</p>						
7	<p>"Come here!" says Mum. / "I have found the phone.</p> <p>Come and look!"</p>						
8	<p>"Dad's phone was in / the washing machine," says Mum.</p> <p>"Again!" # 139</p>						

M - Meaning Does it make sense? S - Structure Can it be said that way? V - Visual Does it look similar?

COMPREHENSION QUESTIONS

1. What is the family all looking for?
2. Where do they look for Dad's phone?
3. Where do they find Dad's phone?
4. How might Dad feel about finding his phone?
5. What might happen next?



ASSESSMENT SHEET

Name: _____

Age: _____ **Date:** _____

Recorder _____

Heard **Seen** **Unseen**

Running words _____	Easy (95-100%) _____
Errors _____	Instructional (90-94%) _____
Accuracy _____ %	Hard (<90%) _____
Self corrections _____	S.C.1: _____

<u>Errors</u>			<u>Self Corrections</u>		
M	S	V	M	S	V
—	—	—	—	—	—

Finger points _____ **Voice points** _____ **Fluent** _____ **Monotone** _____ **Expressive** _____

COMMENT: _____

INTRODUCTION: How big is the biggest crocodile? How big is the biggest earthworm?
How big is the biggest crab? Find out by reading “Big Animals”.

	Title - <i>Big Animals</i>	White Level (5.5-6y)			<u>Errors</u>	<u>Self</u>
			E	SC	MSV	MSV
2	Some animals are small. Some animals are big. Some animals are very, very big.					
3	How big is the biggest / crocodile?					
4	The biggest crocodile is / about six metres long. That’s as long as three tall men / lying down in a line. The biggest crocodiles live in swamps in Asia and Australia.					
5	How big is the biggest earthworm?					
6	The biggest earthworm is also about six metres long.					

Title - <i>Big Animals</i>	White Level (5.5-6y)		E	SC	Errors MS V	Self Corr. MS V
<p>That's as long as three tall men / lying down in a line.</p> <p>That's also as long / as the biggest crocodile.</p> <p>The biggest earthworms live / in South Africa.</p>						
<p>7</p> <p>How big is the biggest crab?</p>						
<p>8</p> <p>The biggest ¹⁰⁰▼ crab is / about 45 centimetres across.</p> <p>That's about the size of a car wheel.</p> <p>But when it stretches out its legs</p> <p>the biggest crab is more than / seven metres across.</p> <p>That's bigger than the biggest</p> <p>crocodiles and earthworms.</p> <p>The biggest crabs live in Japan. # 144</p>						

M - Meaning *Does it make sense?* **S** - Structure *Can it be said that way?* **V** - Visual *Does it look similar?*

COMPREHENSION QUESTIONS

1. How big are the biggest crocodiles?
2. Where do the biggest earthworms live?
3. Which is biggest: the biggest crocodile or the biggest crab with its legs stretched out?
4. What would the biggest earthworm look like?
5. In which part of Japan would you find the crabs?



ASSESSMENT SHEET

Name: _____ **Age:** _____ **Date:** _____

Recorder: _____ **Heard** **Seen** **Unseen**

Running words _____	Easy (95-100%) _____
Errors _____	Instructional (90-94%) _____
Accuracy _____ %	Hard (<90%) _____
Self corrections _____	S.C. 1: _____

<u>Errors</u>			<u>Self Corrections</u>		
M	S	V	M	S	V
_____	_____	_____	_____	_____	_____

Finger points _____ Voice points _____ Fluent _____ Monotone _____ Expressive _____

COMMENT: _____

INTRODUCTION: When Mum gets stuck in the mud, everyone in the family tries to help.

Title - <i>Stuck in the Mud</i>	Red Level (6-7y)	E	SC	Errors		Self Corr.	
				MS	V	MS	V
2 Mum went down to the river to catch some whitebait. On the way home / she got stuck in the mud. “Help me!” she shouted. “Help me!”							
3 Kay went running to help. She took a spade. / “I’ll help you, Mum,” she said. “I’ll dig you out.” She dug and she dug but Mum was still stuck.							
4 David went running to help. / He took a rope. “I’ll help you, Mum,” he said. “I’ll pull you out.” He pulled and he pulled / but Mum was still stuck.							
5 Dot went running to help. She took a plank of wood.							

Title - <i>Stuck in the Mud</i>	Red Level (6-7y)	E	SC	Errors	Self
				MS V	Corr. MSV
<p>“I’ll help you, Mum,” she ¹⁰⁰ ▼ said.</p> <p>“Step on this plank.”</p> <p>Mum tried and she tried / but she was still stuck.</p>					
<p>6</p> <p>Val went running to help. / She took a bucket.</p> <p>“I’ll help you, Mum,” she said.</p> <p>“I’ll take the whitebait.”</p> <p>Mum gave her the whitebait</p> <p>but she was still stuck.</p>					
<p>7</p> <p>It was Dad who got her ¹⁵⁰ ▼ out.</p> <p>He went running too. / He took his camera.</p> <p>“I’ll help you, dear,” he said.</p> <p>“But you’ll have to wait</p> <p>until I’ve taken your photo.”</p>					
<p>8</p> <p>Mum didn’t wait</p> <p>and she didn’t need his help. # 185</p>					

M - Meaning *Does it make sense?* **S** - Structure *Can it be said that way?* **V** - Visual *Does it look similar?*

COMPREHENSION QUESTIONS

1. What was Mum doing when she got stuck in the mud?
2. What different things did the children use to try to rescue Mum?
3. Who got Mum out of the mud?
4. What do you think Mum thought when she saw Dad with the camera?
5. What do you think Dad said when Mum got out of the mud?



ASSESSMENT SHEET

Name: _____

Age: _____

Date: _____

Recorder: _____

Heard Seen Unseen

Running words _____	Easy (95-100%) _____
Errors _____	Instructional (90-94%) _____
Accuracy _____ %	Hard (<90%) _____
Self corrections _____	S.C. 1: _____


<u>Errors</u>			<u>Self Corrections</u>		
M	S	V	M	S	V
_____	_____	_____	_____	_____	_____

Finger points _____ Voice points _____ Fluent _____ Monotone _____ Expressive _____

COMMENT: _____

INTRODUCTION: The goat in this story gets tricked by Fox, who sends him with a birthday present for Tiger.

Title - <i>Tiger's Birthday Present</i>	Orange Level (7-8y)	E	SC	Errors		Self Corr.	
				MS	V	MS	V
2	It was Tiger's birthday. Fox wanted to give him a present / he would really like. So he went to a shop and bought two cabbages and a card. He wrapped up the cabbages and wrote in the card.						
3	Then he called to Goat, "I'm too ill to go to Tiger's birthday party today. Please would you take him these cabbages and this card?" Goat was very pleased to take the cabbages / to Tiger. He knew that tigers didn't like cabbages and he hoped that Tiger would give them to him.						
4	When Goat got to Tiger's den, he said, "Happy Birthday, ¹⁰⁰ ▼ Tiger. Fox asked me to bring						

Title - <i>Tiger's Birthday Present</i>	Orange Level (7-8y)	E	SC	Errors MS V	Self Corr. MS V
<p>you this present and card.”</p>					
<p>5 Tiger opened the present and read the card.</p> <p>He smiled and said, “How kind of Fox.”</p>					
<p>6 “But tigers don’t like cabbages,” said Goat.</p> <p>“No, they don’t,” said Tiger.</p> <p>“The cabbages are for you, Goat.”</p> <p>“How kind of Fox,” said Goat¹⁵⁰ and he ate / them up.</p>					
<p>7 “Goodbye, Tiger, and thank you,” said Goat</p> <p>when he’d finished eating.</p>					
<p>8 “Not so fast, Goat,” said Tiger.</p> <p>“Fox said in the card that you are my birthday present. This way I get to eat the cabbages the way I like them - inside a goat!²⁰⁰ You were so greedy that you didn’t stop to think of the / danger.” # 213</p>					
<p>M - Meaning <i>Does it make sense?</i> S - Structure <i>Can it be said that way?</i> V - Visual <i>Does it look similar?</i></p>					
<p>COMPREHENSION QUESTIONS</p> <ol style="list-style-type: none"> 1. What did Fox buy Tiger for his birthday? 2. What did Goat hope would happen to Tiger’s birthday present? 3. What was Tiger’s real birthday present? 4. What did Fox know about goats that allowed him to trick Goat? 5. If you were Goat, what would you say to Tiger at the end of the story? 					

ASSESSMENT SHEET

Name: _____

Age: _____

Date: _____

Recorder: _____

Heard **Seen** **Unseen**

Running words _____	Easy (95-100%) _____
Errors _____	Instructional (90-94%) _____
Accuracy _____ %	Hard (<90%) _____
Self corrections _____	S.C. 1: _____

<u>Errors</u>			<u>Self Corrections</u>		
M	S	V	M	S	V
_____	_____	_____	_____	_____	_____

Finger points _____ Voice points _____ Fluent _____ Monotone _____ Expressive _____

COMMENT: _____

INTRODUCTION: Once, dogs and possums used to be friends. But Possum made Dog so angry that they turned into lifelong enemies.

Title - <i>The Dog and the Possum</i>	Yellow Level (8-9y)	E	SC	<u>Errors</u>	<u>Self Corr.</u>
		MSV	MSV	MSV	MSV

2

Long, long ago, the dog and the possum were friends. In those days the possum lived on the ground. He and the dog lived together in a little / cave. Near the cave was a water-hole where the two friends liked to swim.

3

One day when they came out of the water, the dog looked at the possum and said, "Your fur looks a mess."
 "Your fur looks a mess too," said the possum.
 "I'll comb your fur if you'll comb mine."
 "I'll get the comb," said the dog.

4

She ran back to the cave to get it.
 "Me first," said ¹⁰⁰▼ the possum. "It was my idea."
 So the dog combed the possum's fur very carefully from his ears to his tail.

--	--	--	--

“How beautiful I look!” said the possum,
looking at his reflection in the waterhole.

5 “Hurry up!” said the dog.¹⁵⁰ “I want to be combed / now.”

So the possum began to comb the dog.

He did not want the dog to look as beautiful as

himself, so he didn’t comb the dog’s hair softly

forward like his own. He combed it back stiffly.

As he combed he couldn’t help laughing.²⁰⁰

The dog looked so ridiculous.

6 “Why are you laughing?” asked the dog. She ran
to the water-hole to look at her reflection. When
she saw her hair, the dog was angry with the / possum.

“You made me look ridiculous!” she barked.

“That’s why you’re laughing. You’re not my friend²⁵⁰

any more.” # 252

M - Meaning *Does it make sense?* **S** - Structure *Can it be said that way?* **V** - Visual *Does it look similar?*

COMPREHENSION QUESTIONS

1. Why did the the dog comb the possum’s fur?
2. How did the possum know it looked beautiful?
3. Why did the possum laugh when he was combing the dog ?
4. What other things could the possum have done to make the dog look ridiculous?
5. Name some other animals, which are enemies.



ASSESSMENT SHEET

Name: _____ **Age:** _____ **Date:** _____

Recorder: _____ **Heard** **Seen** **Unseen**

Running words	_____	Easy (95-100%)	_____
Errors	_____	Instructional (90-94%)	_____
Accuracy	_____ %	Hard (<90%)	_____
Self corrections	_____	S.C. 1:	_____


<u>Errors</u>			<u>Self Corrections</u>		
M	S	V	M	S	V
_____	_____	_____	_____	_____	_____

Finger points _____ Voice points _____ Fluent _____ Monotone _____ Expressive _____

COMMENT: _____

INTRODUCTION: Grandad was the best catcher and cooker of whitebait. This story tells how his plans get changed by a phone-call.

	Title - <i>Whitebait Fritters</i>	Green Level (9-10y)	E	SC	Errors		Self Corr.	
					MSV	MSV	MSV	MSV
2	Grandad had spent all day, out at the river. He had a special, secret place he went, for catching whitebait. He was the best whitebaiter in the whole country - at least, that's what he said. And I believed him because Grandad always came home with enough whitebait to make a fritter feast for our tea.							
3	“Here boy,” he said, when he arrived home. “Look at these little beauties. I can smell those whitebait fritters already.” I looked in the bucket. There were heaps of the little white things, squiggling around in there. “Yep. It was a hard day alright. I ¹⁰⁰ really had to work to get these. The sun was hot. My net got heavier by the minute - but I kept going because I could taste							

Title - <i>Whitebait Fritters</i>	Green Level (9-10y)	E	SC	Errors MS V	Self Corr. MS V				
<p>those fritters.</p> <p>I imagined them sliding down my throat. I'm going to make my special batter, for my world famous whitebait fritters."</p>					<p>4 One¹⁵⁰ of Grandad's rules was, if you wanted to eat the food, you had to help cook it. So I filled the sink with cold water, ready to wash the salt water off the whitebait. My mouth was watering. I could taste the fritters too. I picked up the bucket, drained²⁰⁰ out the salty water, then poured the whitebait into the sink. I watched them swim around, for a minute. Then they got slower and slower and, finally, they stopped / moving.</p>				
<p>5 Then the phone rang. I answered it. It was Melissa from school. We talked for ages and ages. I said²⁵⁰ I would sit next to her on the school bus, the next day. # 263</p>					<p>M - Meaning <i>Does it make sense?</i> S - Structure <i>Can it be said that way?</i> V - Visual <i>Does it look similar?</i></p>				
<p>COMPREHENSION QUESTIONS</p> <ol style="list-style-type: none"> 1. Why did Grandad catch so many whitebait? 2. What was Grandad's rule? 3. What distracted the boy from the whitebait? 4. How would you cook whitebait fritters? 5. What could have happened to the whitebait while he was on the phone? 									

Title - <i>Too Easy!</i>	Blue Level (10-11y)		E	SC	Errors MS V	Self Corr. MS V
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“No! You can tidy your own compartment.”

“A telecommunicator?” / “Certainly not!” / “A compuwatch?” / “No!”

6

“A thought printer?”

“No! Even though I don’t know what a ¹⁵⁰▼ thought printer is, the answer is still NO!”

Jeremy sighed. Sometimes he thought his mother must be the most old-fashioned person in the entire galaxy.

“A thought printer is when you attach a wire from the machine to your ear and it prints out whatever you’re thinking.”

Mum sighed, ²⁰⁰▼ but Jeremy carried on talking, before she could tell him how they used to do it, when she was / young.

“Just imagine how much easier it would be to do my homework,” he said. “And I’d be able to write letters to Grandma and Grandad.” / Mum was quiet, for a ²⁵⁰▼ moment. # 251

M - Meaning *Does it make sense?* **S** - Structure *Can it be said that way?* **V** - Visual *Does it look similar?*

COMPREHENSION QUESTIONS

1. What is a hoverboard?
2. What was Jeremy planning to do with a thought printer?
3. Why did Jeremy think his Mum was the most old-fashioned person in the galaxy?
4. Why do you think Mum was quiet for a moment?
5. What would you have bought with your credits?



ASSESSMENT SHEET

Name: _____

Age: _____

Date: _____

Recorder: _____

Heard Seen Unseen

Running words _____	Easy (95-100%) _____
Errors _____	Instructional (90-94%) _____
Accuracy _____ %	Hard (<90%) _____
Self corrections _____	S.C. 1: _____

<u>Errors</u>			<u>Self Corrections</u>		
M	S	V	M	S	V
_____	_____	_____	_____	_____	_____

Finger points _____ Voice points _____ Fluent _____ Monotone _____ Expressive _____

COMMENT: _____

INTRODUCTION: This book traces the steps taken by the Sealord Marine Rescue Centre in Nelson to find and rescue two men overdue from a fishing trip.

2	Title - <i>Rescue at Sea</i>	Violet Level (11-12y)	E	SC	Errors	Self
					MSV	Corr.
			MSV	MSV		
<p>Sunday May 5 / 10 am</p> <p>A five-metre runabout boat with two men on board is missing somewhere in Tasman Bay, Nelson. A friend of one of the men reports the overdue boat to Nelson Police. She had expected the men home at 8 pm the previous night. She advises the police that the boat has no emergency flares and no radio.</p> <p>Sergeant Brian Wood starts the enquiry. The search is difficult, to begin with, because the friend doesn't know where the men launched the boat. Also, she can provide only a sketchy description of the towing vehicle and trailer.</p> <p>The police ¹⁰⁰▼ set out to find the vehicle. / 11 am</p> <p>The towing vehicle is found at the Nelson boat ramp, and is confirmed as belonging to the missing men.</p>						

Title - <i>Rescue at Sea</i>	Violet Level (11-12y)	E	SC	Errors MS V	Self Corr. MS V
<p>Sergeant Wood realises the potential search area is huge - anywhere between Nelson and D’Urville Island.</p> <p>Initial descriptions of the boat are vague. Sergeant Wood finally¹⁵⁰ gets a good description from the previous owner. It is a five-metre white runabout with a blue side stripe and yellow engine cover.</p>					
<p>3</p> <p>Midday / The Sealord Marine Rescue Centre is opened.</p> <p>Sergeant Wood arranges for a plane to start an aerial search. On board are the²⁰⁰ pilot, a trained marine rescue observer and air-drop life-rafts. Sergeant Wood also calls the Nelson Coastguard and Nelson Surf Lifesaving Club, to help.</p> <p>The Rescue Centre will serve as the Rescue Headquarters, for coordination of the rescue, and it will stay open until the search is over. # 247</p>					
<p>M - Meaning <i>Does it make sense?</i> S - Structure <i>Can it be said that way?</i> V - Visual <i>Does it look similar?</i></p>					
<p>COMPREHENSION QUESTIONS</p> <ol style="list-style-type: none"> 1. How did the Nelson Police know the men were overdue? 2. What made the search and rescue difficult to get started? 3. How did the police finally find out what the boat looked like? 4. What do you think you would need to do before a fishing trip? 5. What do you think rescue teams think of people who don’t have flares on their boats? 		