

PROCEDURES

PREPARATION

1. **Determine the Starting Level** by using the end-of-year level from the previous grade
 - o If this data is not available or accurate, use the **WORD LIST**
2. **Pull Materials:** Recording Forms, Book(s), and timer/stopwatch
3. **Record the Student Information** on the recording form(s)

Part 1: Oral Reading

4. **Read the title of the book then read the standardized introduction to the student.**

Do not embellish the introduction or enter into any additional conversation with the student about the text.
5. **Ask the student to read orally and start your timer**
6. **Code the oral reading behavior** on the Recording Form until student reaches the stopping point indicated in the text.

NOTE: If you get behind on your coding, you can ask the student to stop at the end of a page. It is extremely important that you follow the established guidelines for errors to ensure accuracy in testing across the district. **(see Coding Guidelines)**

Part 2: Comprehension Conversation

7. **Ask “Tell me about what you read or learned.”** Note any key understandings
8. **Prompt the student as needed** to stimulate discussion of understandings the student does not express on their own.

SWITCH GENRES each time you move up the level gradient. Ex. Test on a Level L FICTION, then Level M NON-FICTION

GUIDELINES FOR CODING

No Error

- Repetition
- Teacher “You try it” followed by child reading correctly
- Student “sounding out” followed by correct response
- Student sounding the first letter and then saying the word correctly

No Error: One Self-Correct (SC)

- Substitution, self-corrected
- Multiple substitutions, self-corrected
- Sounding the first letter incorrectly and then saying the word correctly

Special Situations

- **Student skips a page:** Intervene and tell him to read the page. *Do not count as an error*
- **Student inserts more words than what is on the page:** Score the page as having the same number of errors as words on the page.
- **Student begins to “invent” text or make up his own story, disregarding the print:** Write inventing at top of scoring sheet and stop the assessment.
- **Student loses his place while reading:** Ask the student to start over at a good starting point and begin coding again. *Do not count as an error.*

Errors

- Substitution, not self-corrected
- Multiple substitutions, not corrected: *one error per word in text*
- Missing the same word several times in a text: *one error each time missed*
- Repeated errors on names and proper: **one error the first time;** *no error after that, even if different substitutions are made for the nouns*
- Contractions (reads as two words or reads two words as contraction)
- Insertion of a word: *one error per word inserted*
- Omission of a word: *one error per word*
- Skipping a line: *one error per word*
- Teacher “You try it” followed by a substitution
- Told (teacher supplied word)
- Teacher “You try it” followed by a Told
- “Sounding out” followed by incorrect response

Part 3: Analyze

AFTER you have administered the Running Record

9. **Errors:** Hypothesize what the student was using to try and solve the word

MARK WHAT THE STUDENT USED

- **(M) Meaning:** Did the Error MAKE SENSE?
- **(S) Structure:** Did the error SOUND RIGHT (Think proper English Grammar: the replacement was the same tense/part of speech, etc)
- **(V) Visual:** Was the error visually similar or did the reader use pictures, graphs or other visual supports?

WHAT YOU LEAVE BLANK IS WHAT THE STUDENT DID NOT USE

10. **Self-Corrections:** Hypothesize what the student **used** to make the correction

11. Total Each Column

What patterns do you notice in the errors and self-corrections?

12. **Comprehension:** Questions to ask yourself as you review and score the student's responses

- Did they **retell in sequence** or did they recall events in a random order?
- **How much prompting** was needed for the student to display understandings?
- How much of the **content** did the student understand? (Non-Fiction)
- Did the student discuss the characters' choices?
- Did the student discuss the author's choices or intent?
- Is there an indication of background knowledge that helped the student understand the text?

Part 4: Decide

How will what you discovered inform your instruction?

13. **What is the student's Independent & Instructional Level**

INDEPENDENT LEVEL

A-K 95 – 100% Accuracy +
Excellent or Satisfactory Comprehension

L+ 98 – 100% Accuracy +
Excellent or Satisfactory Comprehension

INSTRUCTIONAL LEVEL

A-K 90 – 94% Accuracy +
Excellent or Satisfactory Comprehension
95 - 100 % Accuracy + Limited Comp

L+ 95 – 97% Accuracy +
Excellent or Satisfactory Comprehension
98 - 100 % Accuracy + Limited Comp

DO NOT PLACE MORE THAN 1 GRADE LEVEL ABOVE STUDENT'S CURRENT LEVEL

14. **Consider accuracy, comprehension, fluency, and processing strategies when deciding where to begin instruction**

Remember: pulling back increases your momentum as you move forward!



15. **Locate the Behaviors to Notice, Teach and Support.** What does the student do well, where do they need support and teaching?

16. **Create Flexible Groups.** Find students who are on similar levels AND have similar needs.

17. **What Strategic Actions** will you focus on during your GUIDED READING LESSONS to help you meet the students' needs?

18. **REMEMBER:** The F & P Benchmark is only 1 piece of the puzzle when it comes to understanding how students are developing meaning from text. Use all of your sources to create a complete picture of your students as readers!