

Running Record and Comprehension Assessments

Assessments Directions:

1. Select a running record at the student's instructional level.
2. Conduct the running record assessment.
 - If the student scores 95% - 100% accuracy, select a level higher
 - If the student scores 50% - 89% accuracy, select a level lower
 - Continue using the running record assessments until you are able to identify a book at the student's instructional level (90% - 94% accuracy)
3. If the student is able to read independently, allow the student to read the book. If the student is not able to read independently, read the book aloud to the student.
4. Provide the student with the comprehension assessment. Read the questions on the assessment to the student. Answer any questions the student may have.
5. Allow the student to complete the assessment.
 - If necessary, the assessment may be completed verbally
6. Score the assessment using the Comprehension Assessment Rubric
 - If the student is at the beginning level, select a lower level text and repeat the assessment process
 - If the student is at the secure level, select a higher level text, and repeat the assessment process.
7. You have identified the student's instructional reading level when the student exhibits instructional abilities on both the running record and comprehension assessment.

Note:

Please keep in mind that these assessments are intended to help you gather "snapshots" of your students' abilities. Further assessment should be performed in order to create a comprehensive instructional plan.

Comprehension Assessment (Fiction)

Title:

Tell what this story was about in 3 sentences or less.

Tell what happened in the beginning, middle, and end of the story.

Beginning	Middle	End

What was the most important part of the story? Why?

Name:

Comprehension Assessment Rubric (Fiction)

Title:

Beginning (Frustration)	Developing (Instructional)	Secure (Independent)
<ul style="list-style-type: none">• Responds with incorrect information• Refers to characters using pronouns (he, she, it, they)• Is not able to put the events of the story in order• Includes limited details and does not use key language or vocabulary from the text• Provides limited or no response	<ul style="list-style-type: none">• Responds with mostly correct information• Refers to most characters by name• Is able to put most of the events of the story in order• Includes several important details and uses some key language and vocabulary from the text• Provides adequate response	<ul style="list-style-type: none">• Responds with correct information• Refers to all characters by name• Is able to correctly sequence events from the story• Includes details and key language or vocabulary from the text• Provides insightful response

Name:

Comprehension Assessment (Nonfiction)

Title:

Tell what the text was about in 3 sentences or less.

Tell about an important fact that you learned during each part of the text.

Beginning	Middle	End

What was the most important part of the text? Why?

Comprehension Assessment Rubric (Nonfiction)

Title:

Beginning (Frustration)	Developing (Instructional)	Secure (Independent)
<ul style="list-style-type: none">• Responds with incorrect information• Is not able to identify key facts in the text• Includes limited details and does not use key language or vocabulary from the text• Provides limited or no response	<ul style="list-style-type: none">• Responds with mostly correct information• Is able to identify some key facts in the text• Includes some important details and uses some key language and vocabulary from the text• Provides adequate response	<ul style="list-style-type: none">• Responds with correct information• Is able to identify most or all key facts in the text• Includes several details and key language or vocabulary from the text• Provides insightful response

Name:

Running Records

Guided Reading Level	Book Title
A	Title Unavailable (too little text to assess)
B	Title Unavailable (too little text to assess)
C	Brown Bear, Brown Bear, What Do You See
D	Title Unavailable
E	Title Unavailable
F	Biscuit's First Trip
G	The Carrot Seed
H	Miss Smith's Incredible Storybook
I	A Color of His Own
J	The Giving Tree
K	Curious George
L	Amelia Bedelia
M	Cloudy with a Chance of Meatballs
N	The Pain and the Great One
O	Owl Moon
P	The Stranger
Q	The True Story of the Three Little Pigs
R	Because of Winn-Dixie
S	Pink and Say
T	Love that Dog
U	The BFG
V	Holes
W	The Lightning Thief

Name:

Running Record

Title: **Brown Bear, Brown Bear, What Do You See?**

Guided Reading Text Level: **C**

Word Count: **100**

Name: _____ Date: _____

Accuracy Rate: (# of words correct/100 words) _____

Error Rate: (# of incorrect words/100 words) _____

Self-Correction Rate: (# of words self-corrected/100 words) _____

Time: (in seconds) _____ Words Per Minute: (100/seconds read x 60) _____

Easy 95 % - 100 % Accuracy	Instructional 90 % - 94 % Accuracy	Hard 50 % - 89 % Accuracy
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		COUNT		INFORMATION USED	
		E	SC	E MSV	SC MSV
	E = Errors SC = Self-Correction M = Meaning S = Structure/Syntax V = Visual				
Page					
1	Brown Bear, Brown Bear, What do you see?				
2	I see a red bird looking at me.				
3	Red Bird, Red Bird, What do you see?				
4	I see a yellow duck looking at me.				
5	Yellow Duck, Yellow Duck, What do you see?				
6	I see a blue horse looking at me.				
7	Blue Horse, Blue Horse, What do you see?				
8	I see a green frog looking at me.				
9	Green Frog, Green Frog, What do you see?				
10	I see a purple cat looking at me.				

Analysis and Comments:

Tested By: _____

Running Record

Title: Miss Smith's Incredible Storybook

Guided Reading Text Level: H

Word Count: 100

Name: _____ Date: _____

Accuracy Rate: (# of words correct/100 words) _____

Error Rate: (# of incorrect words/100 words) _____

Self-Correction Rate: (# of words self-corrected/100 words) _____

Time: (in seconds) _____ Words Per Minute: (100/seconds read x 60) _____

Easy 95 % - 100 % Accuracy	Instructional 90 % - 94 % Accuracy	Hard 50 % - 89 % Accuracy
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E = Errors SC = Self-Correction M = Meaning S = Structure/Syntax V = Visual		COUNT		INFORMATION USED	
Page		E	SC	E MSV	SC MSV
1	It was the first day of school. Zack was waiting for his teacher to arrive. Boring, boring...he thought. Why would this year be any different from the last one? Then the door swung open. "Good morning, class. My name is Miss Smith, and I am your new teacher				
3	Miss Smith seemed very ... different from Zack's other teachers. But the day went along like every school day Zack could remember – until Miss Smith said, "It's story time." When she sat at her desk and started to read from the book she had brought with her, Zack couldn't believe his eyes. The storybook *...				

Analysis and Comments:

Tested By: _____