

# Running Record for Intervention

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

WPM: \_\_\_\_\_

Accuracy: \_\_\_\_\_% Time: \_\_\_\_\_ Fluency Score: \_\_\_\_\_

DRA/EDL Score

	Interv	Instr	Indep	Adv.
Fluency				
Comp.				

Title: Strategies/ skills observed:	Level:	ERROR			SELF-CORRECT				
		E	S C	M	S	V	M	S	V
<b>TOTAL</b>									

**Comprehension:**

Retell/Summary	Reflection	Making Connections	Interpretation	Literal Comprehension	Other:
Comprehension Score: _____					

**Notes:**



## Three Reading Levels-One Student

**Most authorities define three reading levels.**

- 1. *Independent Reading Level:*** Easy reading. In oral reading, a child would have one or less word calling errors in 100 words of text, with 95-100 % accuracy on comprehension questions about the story. A student could read and understand the passage alone with ease.
- 2. *Instructional Reading Level:*** This is the best level for learning new vocabulary. It requires the assistance of a teacher or tutor. The word error range allowed while reading orally to the teacher is from 2 to 5 word calling errors per 100 words of text (95% accuracy or better), with at least 80 percent comprehension on simple recall questions about the story. This is where the best progress is made in reading. Children who are forced or permitted to attempt reading beyond the 5-word error limit soon begin to feel frustration when in an instructional setting.
- 3. *Frustration Reading Level:*** This is too hard for the reader. Word errors are over 5 per 100 words of text. Comprehension questions are below 70 percent accuracy. Unfortunately, teachers sometimes allow this to happen, especially when the words missed are basic sight vocabulary words, such as “was” for “saw” and “what/that”. The practice of having young children work in frustration level reading materials is not professionally sound. It is, however, all too often observed in the classrooms of well-meaning teachers.

## Elección de palabras para la instrucción de vocabulario

Nivel 1 (Tier One)	Nivel 2 (Tier Two)	Nivel 3 (Tier Three)
Este nivel consiste de las palabras más básicas en el repertorio de un niño. Estas son palabras comunes que no necesitan ser explicadas.	En este nivel se encuentran las palabras de uso frecuente que son utilizadas por personas con conocimiento del lenguaje. <i>(mature language users)</i>	Las palabras en este nivel incluyen palabras que nos son de uso frecuente. Usualmente se encuentran en temas específicos.
Ejemplos:  <div style="text-align: center;">                     pato                      gato                      perro                      mesa                      feliz                      dormir                      brincar                 </div>	Ejemplos:  <div style="text-align: center;">                     afortunado                      coincidencia                      excelente                      querido                      fortuna                      beneficio                      alterar                 </div>	Ejemplos:  <u>Matemáticas:</u> algoritmo, hipérbola, integral <u>Geografía:</u> cordillera, erosión, glaciar

Source: Becker, I. L., McKeown, M. G., Kucan, L. (2002). Bringing words to life. The Guilford Press. New York, NY.

## SMART Goals

S	<b>Specific, strategy based,</b> significant, stretching	<ul style="list-style-type: none"> <li>▪ Well defined</li> <li>▪ Clear to anyone that has a basic knowledge of the subject</li> <li>▪ Clearly define what you want to accomplish</li> <li>▪ Align with checklists and standards</li> </ul>
M	<b>Measurable,</b> meaningful, motivational	<ul style="list-style-type: none"> <li>▪ Know that the goal is obtainable and how far away completion is</li> <li>▪ Know when it has been achieved</li> <li>▪ If you can't measure it, you can't manage it</li> <li>▪ Identify how the goal will be measured</li> </ul>
A	<b>Attainable, appropriate,</b> agreed upon, achievable, acceptable, action oriented	<ul style="list-style-type: none"> <li>▪ Agreement with all stakeholders</li> <li>▪ Available in student language</li> <li>▪ Targets students' needs</li> </ul>
R	<b>Relevant,</b> realistic, reasonable, rewarding, results oriented	<ul style="list-style-type: none"> <li>▪ Based on student data</li> <li>▪ Consider the availability of resources</li> <li>▪ Reasonable for the student</li> <li>▪ Do-able</li> </ul>
T	<b>Time-bound,</b> timely, time based, track able	<ul style="list-style-type: none"> <li>▪ Have a definite, clear target to assess if the goal has been met</li> </ul>



