

FORMS FOR

BENCHMARK

RUNNING RECORDS

Running Record

Student: _____ Grade: _____ Teacher/Rm: _____ Level: _____
 Date: _____ Recorder: _____

Strategies: monitors cross checks searches self-corrects	Calculations: Accuracy % _____ S/C Rate (E + SC) = 1: _____ SC Level: Easy Instr. Hard																																																				
Attempts using: meaning (m) syntax (s) visual (v) Self-corrects using: meaning (m) syntax (s) visual (v)																																																					
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		Level: A	RW: 10	Totals:			Cues Used	
Page	Title:			Words:	E	SC	E	SC
7	"No."							
9	"No."							
11	"No, no."							
13	"No. No. No."							
15	"Yes! Yes! Yes!"							

Running Record

Student: _____ Grade: _____ Teacher/Rm: _____ Level: _____

Date: _____

Recorder: _____

Strategies:
 monitors cross checks searches self-corrects

Calculations:
Accuracy % _____
 S/C Rate (E + SC) = 1: _____
 SC
 Level: Easy Instr. Hard

Attempts using: meaning (m) syntax (s) visual (v)
Self-corrects using: meaning (m) syntax (s) visual (v)

Comprehension (see Narrative Retelling Rubric)

	Limited 1-3	Capable 4	Strong 5-6
Characters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Theme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Fluency (see Fluency Rubric)

	Limited 1-3	Capable 4	Strong 5-6
Phrasing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pacing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Punctuation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Level: 1 **RW:** 16

Totals:

Page	Title: Things That Go	Words:	Cues Used	
			E	SC
4	The car can go.			
6	The bus can go.			
8	The boat can go.			
10	The plane can go.			

Running Record

Student: _____ Grade: _____ Teacher/Rm: _____ Level: _____

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Strategies: monitors cross checks searches self-corrects	Calculations: Accuracy % _____ S/C Rate (E + SC) = 1: ____ SC Level: Easy Instr. Hard																																												
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Pacing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																																										
Punctuation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																																										
Expression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																																										

Level: 2 RW: 36

Totals:

Page	Title: I Can See	Words:	Cues Used	
			E	SC
4	I can see a green frog.			
6	I can see a red flower.			
8	I can see a brown tree.			
10	I can see a black bird.			
12	I can see a yellow sun...			
14	...and I can see a rainbow.			

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		Level: 3	RW: 46	Totals:			Cues Used	
Page	Title:	The "I Like" Game		Words:	E	SC	E	SC
4	"No," said the girl. "I like apples. Do you?"							
6	No," said the boy. "I like bananas. Do you?"							
8	"No," said the girl. "I like grapes. Do you?"							
10	"No," said the boy. "I like ice cream. Do you?"							
12	"Yes," said the girl. "I like ice cream too!"							

Running Record

Student: _____ Grade: _____ Teacher/Rm: _____ Level: _____
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Strategies: monitors cross checks searches self-corrects	Calculations: Accuracy % _____ S/C Rate (E + SC) = 1: ____ SC Level: Easy Instr. Hard																																																				
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	Level: 4	RW: 53	Totals:	Cues Used		
Page	Title: Where Is My Hat?	Words:	E	SC	E	SC
2	"Where is my hat?" said Ben.					
3	Ben looked under his bed. "It is not here," he said.					
4	Mom looked in the closet. "It is not here," she said."					
5	Ben looked in his toybox. "It is not here," he said. He looked and looked.					
6	"Mom looked behind the chair.					
7	"Here it is!" she said.					

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	Level: 6 RW: 71	Totals:			Cues Used	
Page	Title: Why Are We Stopping?	Words:	E	SC	E	SC
2	“Stop!” said the policeman. The bus stopped.					
3	A truck stopped behind the bus. “Why are we stopping?” said the truck driver.					
4	A car stopped behind the truck. “Why are we stopping?” said the car driver.					
5	A mother duck and her babies went across the street.					
6	“Go,” said the policeman. The bus went on. The truck and the car went on. Then the mother duck and her babies went for a swim.					

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Date: _____ Recorder: _____

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	Level: 8	RW: 86	Totals:			Cues Used	
Page	Title: Duke	Words:	E	SC	E	SC	
2	Jim had a dog. The dog was black and white. The dog's name was Duke.						
3	Duke was a big dog. He had big feet. Jim liked his dog.						
4	Duke liked to play with Jim. He could do lots of tricks. He could sit up and shake hands. "Good dog!" said Jim.						
5	He could jump over Jim's arm. "Good dog!" said Jim.						
6	Jim could throw a ball and Duke could get it. "Good dog!" said Jim.						
7	Duke could keep Jim clean too. He was a good dog!						

Running Record

Student: _____ Grade: _____ Teacher/Rm: _____ Level: _____

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Level: 10 RW: 134

Totals:

Page	Title: Shoe Boxes	Words:	E	SC	Cues Used	
					E	SC
2	Mandy and her brother and sister got new shoes. Her brother got a pair of shoes for his soccer game. The shoes came in a red box with white stripes on it.					
3	Her brother kept the red box. He put a caterpillar in it. The caterpillar liked his new home.					
4	Mandy's sister got new baseball shoes for her baseball game. The shoes came in a blue box with a string around it.					
5	Her sister kept the blue shoe box and the string. She put her baseball cards and the string in her shoe box.					

Running Record Form

Continued

Level: 10		Totals:			Cues Used	
Page	Title: Shoe Boxes	Words:	E	SC	E	SC
6	<p>Mandy got a new pair of blue shoes for her birthday.</p> <p>Her shoes came in a green box with flowers on it.</p>					
7	<p>Mandy gave her green shoe box to her baby sister and</p> <p>she sat on it. Oh, no!</p>					

Running Record

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Level: 12 RW: 137

Totals:

Page	Title: Robert's New Friend	Words:	Cues Used	
			E	SC
3	Robert had a new baby sister. She was very little. Her name was Maria.			
5	Robert wasn't sure he liked Maria. She cried a lot.			
6	Mama was giving Maria a bath. So Mama was too busy to play with Robert. Robert felt left out. Mama was taking care of his baby sister.			

Running Record Form

Continued

Level: 12		Totals:			Cues Used	
Page	Title: Robert's New Friend	Words:	E	SC	E	SC
7	<p>Papa was feeding Maria.</p> <p>So Papa was too busy to read to Robert. Robert felt left out. Papa was taking care of his baby sister.</p>					
8	<p>One day, Maria cried and cried.</p> <p>Mama couldn't make Maria stop crying.</p>					
9	<p>Robert went over to his baby sister, Maria.</p> <p>He put his finger in her hand.</p> <p>Maria stopped crying and smiled at Robert.</p>					
10	<p>Robert smiled back at Maria.</p> <p>For the first time he like his baby sister.</p> <p>He was happy.</p> <p>Robert told Mama he would take care of Maria too.</p>					

Running Record

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Level: 14

RW: 203

Totals:

Page	Title:	The Wagon Words:	Cues Used	
			E	SC
2	One day Kevin's big brother got a new wagon. He used it to carry his newspapers. Kevin liked the wagon, but he never got to ride in it.			
3	Then one day Kevin's brother gave the wagon to their sister. She used the wagon for a sandbox. Sometimes Kevin got to play in the wagon, but he never got to ride in it.			
4	Then one day Kevin's sister gave the wagon to their other brother. This brother used the wagon for a fort. He covered it with dirt and sticks. Kevin never got to ride in the wagon.			

Running Record Form Continued

Level: 14		Totals:			Cues Used	
Page	Title: The Wagon	Words:	E	SC	E	SC
5	<p>Then one day Kevin's brother gave the wagon to Kevin. Kevin was very happy. Kevin looked at the wagon. The wagon looked old and dirty. It had dents in it.</p>					
6	<p>Kevin's big brother said, "We'll fix the wagon. It will look as good as new."</p> <p>Kevin's sister got a rag and a bucket of water. His big brother got a hammer. His other brother got some paint and a brush.</p>					
7	<p>They washed the wagon with water. They took out the dents with the hammer. They painted the wagon a nice bright green. The wagon looked better than new because it had Kevin's name on it.</p>					

Running Record

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Comprehension (see Narrative Retelling Rubric)			Fluency (see Fluency Rubric)				
	Limited 1-3	Capable 4	Strong 5-6		Limited 1-3	Capable 4	Strong 5-6
Characters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Phrasing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Plot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Punctuation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Theme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Expression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

		Level: 16	RW: 266	Totals:			Cues Used	
Page	Title:			Words:	E	SC	E	SC
2	Once upon a time there was a mean man named Grumble. One day he saw an elf in the woods. Grumble said, "An elf always has a pot of gold. I'll make this elf take me to his pot of gold."							
3	Grumble took hold of the elf. The elf began to jerk this way and that way. But Grumble didn't let go. The elf said, "Let me go! Let me go!" Grumble said, "Take me to your pot of gold. Then I'll let you go."							

Running Record Form Continued

Level: 16		Totals:			Cues Used	
Page	Title: The Pot of Gold	Words:	E	SC	E	SC
4	The elf took Grumble to a big tree. The elf said, "The gold is under this tree. You'll have to dig deep to get it."					
5	Grumble said, "I'll need a shovel to dig with. I'll go home and get one. But first I'll mark the tree so I can find it again." Grumble took off his red scarf and put it on a branch of the tree.					
6	He said, "Now promise you won't take my scarf off the tree." The elf said, "I promise." Grumble let the elf go.					
7	Then Grumble ran home to get a shovel. Grumble said, "Now all I have to do is dig up the gold, and then I'll be rich."					
8	When Grumble got back, he looked for the tree that had his red scarf on it. The elf had kept his promise.					
9	He had not taken Grumble's scarf off the tree. He had put a red scarf on every tree.					
10	Grumble began to yell and scream and stamp his feet. But that didn't help at all. So he began to dig, and he may still be digging.					

Running Record

Student: _____ Grade: _____ Teacher/Rm: _____ Level: _____
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	Level: 18	RW: 181	Totals:				
Page	Title: A Giant in the Forest		Words:	E	SC	Cues Used	
	E	SC	E	SC			
4	One day when the little boy was going to take his bath, he saw a baby bird on the ground. It had fallen out of its nest. The boy put the bird back in its nest. The mother bird was so happy that she sang a song. It was a pretty song, and the boy sat down to listen.						
5	The little boy stayed too long. It was getting dark when he got to the lake. He took his bath as fast as he could. Then he started home. He hadn't gone far when he saw a huge footprint on the ground.						

Running Record Form

Continued

Level: 18		Totals:			Cues Used	
Page	Title: A Giant in the Forest	Words:	E	SC	E	SC
6	<p>Then he saw something else. It was the big, ugly giant. The little boy turned and ran back to the lake.</p> <p>The big giant was right behind him.</p>					
7	<p>The little boy dropped his bar of soap on the ground right in front of the giant. The giant stepped on the soap and slipped. He fell into the lake. SPLASH! And that's how the little boy saved himself from the big giant who walked in the cool, green forest at night.</p>					

Running Record

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	Level: 20	RW: 154	Totals:			
Page	Title: Green Freddie	Words:	E	SC	E	SC
4	A chipmunk came skipping along. The chipmunk stopped at the pond. She looked at herself in the water, and she smiled. Then she patted her golden-brown fur with her paw. "My fur looks pretty today, doesn't it?" said the chipmunk. "Yes," said Freddie the Frog. "It looks very pretty." "Don't you wish you looked like me?" asked the chipmunk. "No," said Freddie the Frog. "I look OK."					

Running Record Form

Continued

Level: 20		Totals:			Cues Used	
Page	Title: Green Freddie	Words:	E	SC	E	SC
5	<p>“But look at you,” said the chipmunk. “You poor thing. You’re all green.”</p> <p>Then the chipmunk skipped away, all shining and golden brown in the sunshine.</p> <p>Freddie the Frog sat on his log. He wasn’t eating. He wasn’t drinking. He wasn’t thinking. He was crying.</p> <p>The wise old owl came flying by. He stopped at the pond. He looked at Freddie the Frog. “Why are you crying, Freddie?” asked the owl. “It’s such a pretty day. No one should be crying on such a pretty day.”</p>					

Running Record

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Date: _____ Recorder: _____

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	Level: 24	RW: 141	Totals:				
Page	Title: The Wonderful Day	Words:	E	SC	Cues Used		
			E	SC	E	SC	
4	And because Roger couldn't help himself, he began to cry. Big splashy tears bounced off the cabbage. "I'd stop crying," he said to the cabbage. "Crying never helps anything. Thinking helps. I'll do some good thinking." So he thought. And then he had an idea. He left the cabbage where it was. And he ran through the woods calling.						

Running Record Form

Continued

Level: 24		Totals:		Cues Used		
Page	Title: The Wonderful Day	Words:	E	SC	E	SC
4	<p>“Rabbits big and rabbits small, rabbits, rabbits, one and all follow, follow, follow me – I’ve got a surprise for your to see!”</p> <p>And suddenly a long line of rabbits, all colors and all sizes, was running after Roger. He led them to his house. Then he turned around and said to them, “See this cabbage? It’s too big to go into my house. But I don’t want it wasted, so you are all invited to a cabbage party, here and now!”</p>					

Running Record

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	Level: 28	RW: 181	Totals:		Cues Used		
Page	Title: You Don't Look Beautiful to Me		Words:	E	SC	E	SC
5	Little Snake curled and uncurled himself while he stared at Little Skunk. "You're much too fat," he said loudly. "And your skin doesn't have any pretty designs on it. You sure don't look beautiful to me." And he wiggled away. Little Skunk hurried back to Mother Skunk. "Oh, mother," he sobbed. "You told me I was beautiful. But Little Rabbit said my tail was too long, and my ears were too short. Little Deer said my legs						

Running Record Form

Continued

	Level: 28	Totals:			Cues Used	
Page	Title: You Don't Look Beautiful to Me	Words:	E	SC	E	SC
5	<p>should be longer. And Little Snake said I was too fat.</p> <p>I'm not beautiful at all."</p> <p>And he cried harder.</p> <p>"Of course you are," said Mother Skunk, patting his head.</p> <p>"Well, which is better," asked Little Skunk, "my tail or Little Rabbit's my legs or Little Deer's?"</p> <p>"Neither one is better," Mother Skunk said. "Your tail is right for you, and Little Rabbit's tail is right for him. Your legs are right for you, and Little Deer's are right for him. All of the animals are beautiful. But each is beautiful in a different way.</p> <p>"How can we all be beautiful if we're different?"</p>					

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	Level: 30	RW: 158					
Page	Title: Touchdown!	Totals:	Words:	E	SC	Cues Used	
mid-page 6	<p>“There go our football games,” said Russell.</p> <p>“That’ll mean there’ll be girls all over the place,” said Greg.</p> <p>Alan just sat down on the steps and looked glum.</p> <p>The next day the boys came over again to toss the football around. They couldn’t really play a game in Alan’s yard. It was too small. But tossing the ball was better than nothing.</p> <p>The boys hadn’t been playing long when the girl came out of the house and walked over to the boys.</p>					E	SC

Running Record Form

Continued

Level: 30		Totals:			Cues Used	
Page	Title: Touchdown!	Words:	E	SC	E	SC
7	The boys pretended they didn't see her.					
8	<p>She watched the boys toss the ball. Nobody said anything to her. Finally she said, "Hi. My name's Lisa. You boys don't have much room to play football over there, do you?"</p> <p>"Nope," said Alan. But he still didn't look at her.</p> <p>"We have a nice big yard," she said. "Why don't you come over here and play football?"</p> <p>Alan looked at Lisa. "Won't your parent mind?" he asked.</p>					

Running Record

Student: _____ Grade: _____ Teacher/Rm: _____ Level: _____

Date: _____ Recorder: _____

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	Level: 34	RW: 188	Totals:			Cues Used
Page	Title: Be Nice to Josephine		Words:	E	SC	E SC
mid-page 7	He got two fishing poles and a tackle box out of the garage and gave them to Josephine to carry.					
8	“Let’s pretend we’re explorers,” he said. “OK,” Josephine agreed. The shortest way to the creek was right past the schoolyard and over the hill. But who’s in a hurry? Charlie thought. We’ll take the long way. They sneaked down the alley and across a vacant lot, staying close to the bushes. “So the fierce animals won’t see us,” Charlie explained.					

Running Record Form

Continued

Level: 34		Totals:			Cues Used	
Page	Title: Be Nice to Josephine	Words:	E	SC	E	SC
7	<p>Especially a bunch of fierce baseball players, he thought, like Toby, Spider, Winkie and most of all, that loud-mouth, Howard. Josephine trotted along behind him. Charlie wondered when she was going to start giggling and asking questions and acting silly like a girl. Then he certainly couldn't be blamed if he forgot to be nice to Josephine for a minute and told her how she was ruining his holiday when he could be playing baseball. He wished she'd hurry up and start acting like a stupid girl.</p> <p>She was quiet. She was as quiet as a boy.</p>					
8	<p>"Don't you want to know where we're going?" Charlie demanded.</p>					

Running Record

Student: _____ Grade: _____ Teacher/Rm: _____ Level: _____

Date: _____ Recorder: _____

Strategies: monitors cross checks searches self-corrects	Calculations: Accuracy % _____ S/C Rate (E + SC) = 1: ____ SC Level: Easy Instr. Hard																																																				
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	Level: 38	RW: 264	Totals:		
Page	Title: Trouble at the Beaver Pond	Words:	E	SC	Cues Used
6	<p>Then she was terrified! Instead of deep, protecting water there were shallows where she landed. Fifty feet downstream the water ran slow and deep again. But here it was so shallow that she could not swim.</p> <p>She heard a splash behind her. The bear had jumped into the shallows after her! Frantically she moved toward deeper water, but her feet bumped the bottom as she tried to swim. The bear was gaining on her. Her webbed hind feet, so powerful in the water, were clumsy on land. They were made for swimming, not for running</p>				E SC

Running Record Form Continued

Level: 38		Totals:			Cues Used	
Page	Title: Trouble at the Beaver Pond	Words:	E	SC	E	SC
6	<p>in shallow water. Her heavy tail weighed her down.</p> <p>The bear struck at her, and she ducked sideways, away from those terrible claws. He struck again.</p> <p>But suddenly the water became deeper, and she could swim. Her back feet caught the water and sent her shooting swiftly ahead. Before she dived, the beaver took a moment to show her scorn for the old bear. She lifted her tail and brought it down hard on the water. SLAP! Water sprayed in the bear's face. Then she dove deep underwater and began swimming downstream. In a few minutes she quietly came up for air. As she watched, the bear climbed out on the bank. The beaver slapped her tail on the water again, loud enough for the bear to hear. He moved along the bank, following her downstream as she led him away from the beaver pond. Finally he gave up and disappeared into the woods. Then the mother beaver turned back toward the pond upstream, swimming underwater whenever she could.</p>					

Running Record

Student: _____ Grade: _____ Teacher/Rm: _____ Level: _____

Date: _____ Recorder: _____

Strategies: monitors cross checks searches self-corrects			Calculations: Accuracy % _____ S/C Rate (E + SC) = 1: ____ SC Level: Easy Instr. Hard				
Attempts using: meaning (m) syntax (s) visual (v)		Self-corrects using: meaning (m) syntax (s) visual (v)					
Comprehension (see Narrative Retelling Rubric)			Fluency (see Fluency Rubric)				
	Limited 1-3	Capable 4	Strong 5-6		Limited 1-3	Capable 4	Strong 5-6
Characters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Phrasing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Theme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Expression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

		Level: 40	RW: 163	Totals:			Cues Used	
Page	Title:	Old Ben Bailey Meets His Match		Words:	E	SC	E	SC
9	While they were eating supper that night, Lester and his pappy heard a familiar bark outside the back door. When they let Funny in, as you may believe, there was a great hip-and-hurrah. No telling which was happier, the boy or his dog! Old Ben Bailey's mule awoke him with a loud "Heehaw" next morning. He looked out his cabin door to see the mule grazing about the yard.							

Running Record Form

Continued

Level: 40		Totals:			Cues Used	
Page	Title: Old Ben Bailey Meets His Match	Words:	E	SC	E	SC
9	<p>This might have been the end of the tale, but of course it wasn't. The news went up and down No-End Hollow and traveled over Near-Side and Far.</p> <p>Folks everywhere bemeaned Old Ben Bailey for the trick he had played on the boy and his dog. And every time the tale was told, they bragged on Lester.</p> <p>"He beat Old Ben at his own game," they said.</p> <p>Old Ben met the tale wherever he went, going or coming.</p> <p>And it made him so ashamed that he moved to Far-Side.</p>					

Running Record

Student: _____ Grade: _____ Teacher/Rm: _____ Level: _____

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Strategies: monitors cross checks searches self-corrects	Calculations: Accuracy % _____ S/C Rate (E + SC) = 1: ____ SC Level: Easy Instr. Hard																																																				
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Level: 44

RW: 241

Totals:

Page	Title: Danger in the Deep	Words:	Cues Used	
			E	SC
14	<p>Then, numbly, Stan realized that there was little chance of the current changing. He had stayed out too long. The tide was coming in. It was the pressure of the tide that had pinned his shoulders so tightly to the cave.</p> <p>Stan's lungs were crying for air. Rockets were beginning to explode in his head, when he felt something suddenly grasp his ankle.</p> <p>The first thought that flashed into Stan's mind was the</p>			

Running Record Form Continued

Level: 44		Totals:			Cues Used	
Page	Title: Danger in the Deep	Words:	E	SC	E	SC
14	<p>shark. Maybe if it saw something struggling, it would become brave enough to attack. But then Stan realized that the grip had no teeth. He knew that it was two hands – Doug’s two hands.</p> <p>Stan’s thoughts spun wildly. He realized that there was just time for one good effort. He braced his hands against the top of the cave. As he felt Doug’s downward and outward pull, he shoved with all his waning strength. And he came free!</p> <p>Immediately he kicked upward. Numbly, he felt Doug shove him from beneath to help him surface faster. Up, up he went. Moments later Stan was clinging weakling to his inner tube, and Doug’s head broke the surface at his side.</p> <p>“Looked like you were in a bit of trouble down there, chum,” Doug said, smiling. “Don’t you know that you’re not supposed to go poking into - -“</p> <p>“Yeah, yeah, I know,” Stan gasped. “Doug, I – I was a nut. Buy, if you hadn’t –“ A shudder passed over Stan.</p>					

BENCHMARK READING PROGRESS TEST

Grade 2

WHAT?

The Benchmark Progress Tests are holistic, comprehensive measures of students' reading and writing achievement. Each test includes:

- a narrative and an expository selection
- a variety of test formats, including multiple choice questions, short answer questions, and a metacognitive awareness question

The Benchmark Progress Tests measure:

- silent reading comprehension
- metacognitive awareness
- writing

WHY?

The Benchmark Progress Test provides the teacher with an opportunity to evaluate a child's written response to a reading selection. Each written response targets a specific comprehension or metacognitive strategy.

HOW?

Administration

The Benchmark Progress Test is a group test. There is no time limit and student may refer back to the reading selection. The student begins by reading the title and the brief introduction and writing a response to the prediction question. Then the selection is read silently and the student provides a written response to a variety of questions. The student also answers 5 multiple choice questions.

Scoring and Analysis

The teacher uses the 0-4 rubric guide to score each of the 5 written responses for a total of 20 points possible. The multiple choice section is scored by giving one point for each circle filled in or left blank correctly, for a total of 20 points possible. The metacognitive question is not part of the total score but will provide teacher with insight about the child's thinking.

The same procedure is used for both the narrative and expository selections. Scores are recorded on the Benchmark Progress Test Record form. Total the scores and use the conversion scale to determine reading grade level estimate.