



RUNNING RECORDS ASSESSMENT

Book Title
Level

Camping
Level: D

- ☒ Cold read (no picture walk)
☐ First read
☐ Familiar read

Student Name

Maia

FREE FILE

Running Record

Word Count: 99

E=Errors S-C=Self-Correction
M=Meaning S=Structure V=Visual

Page	Text	E	S-C	E M S V	S-C M S V
2	I went camping in the forest. I saw a raccoon climbing in a tree.				
3	I went camping in the forest. I saw a bear hiding behind my tent.				
4	I went camping in the forest. I saw an owl sitting on a branch.				
5	I went camping in the forest. I saw a fish jumping out of the water.				
6	I went camping in the forest. I saw a woodpecker pecking at a tree.				
7	I went camping in the forest. I saw a rabbit hiding in the grass.				
8	I went camping in the forest. I saw my friends sitting by the campfire.		✓		M
Totals		0	1		

errors	Frustration 8+	Instructional 10-6	Independent 5-0
%	Under 90%	90%-94%	95%-100%

Strategies Observed



Notes/Instructional Goals

Raccoon - tree

Bear - tent

* Take finger out of text

♥ favorite
p woodpecker

Fluency



Conf

Example Running Record Observation

M. Cay Holbrook, Alan J. Koenig



Example Running Record Observation:

Social Skills Training for Adolescents with General Moderate Learning Difficulties Ursula Cornish, Fiona Ross, 2004 A resource for educators offers an effective tool to help teenagers with learning difficulties develop skills in social interaction communication and conflict resolution and to build their confidence and self esteem *Observation: Origins And Approaches In Early Childhood* Podmore, Valerie, Luff, Paulette, 2012-03-01 This New Zealand adaptation looks both at historical roots of child observation as well as various approaches to observing young children in early years settings

Foundations of Education: Instructional strategies for teaching children and youths with visual impairments M. Cay Holbrook, Alan J. Koenig, 2000 *The Portfolio Book* Elizabeth F. Shores, Cathy Grace, 1998 Presents the use of portfolio books to assess children's learning Provides ten easy to use steps that can be integrated into everyday teaching CACHE Level 3 in Child Care and Education Student Book Penny Tassoni, 2007 Written to match the specifications of all mandatory and a range of popular optional units at Level 3 this Student Book provides complete support for students studying for the new CACHE Level 3 Child Care and Education qualification It is presented with an eye catching page layout designed for maximum ease of use including an extensive and user friendly index to help students find just what they're looking for It includes case studies activities and photos that encourage the practical application of knowledge and help students to apply their learning develop professional skills and reflect on their practice It is supported by a free interactive website with practice multiple choice questions to help students prepare for external assessment Observation and Participation in Early Childhood Settings Jean Billman, Janice A. Sherman, 2003 This text was written to give students experience in using effective methods for observing young children's development ages 0-8 and documenting their observations Designed to guide students participation with children of different age groups in a variety of early childhood settings the text encourages students to interact with children as they learn more about development by carrying out the activities outlined in each chapter This text models the educational approaches that professionals advocate for early childhood classrooms observational learning active learning guided discovery choice mini lessons and cooperative learning These approaches are incorporated into this text through concise overviews and numerous activities related to early childhood development and education *Becoming a Writing Researcher* Ann M. Blakeslee, Ann Blakeslee, Cathy Fleischer, 2009-03-04 *Becoming a Writing Researcher* effectively guides students through the stages of conducting qualitative writing research from the initial step of seeing themselves as researchers to identifying research questions selecting appropriate tools conducting the research and interpreting and reporting the findings Authors Ann M Blakeslee and Cathy Fleischer describe various qualitative methods and provide readers with examples of real world applications Exercises and activities as well as anecdotes from both novice and seasoned researchers serve to acquaint readers thoroughly with the practice of carrying out research for scholarly or professional purposes The textbook introduces students to research methods in a gradual and

contextualized manner Each chapter opens with a discussion of general issues regarding a particular portion of the research process followed by a consideration of the various physical conceptual and strategic tools that allow a beginning researcher to conduct that part of the process Sections within each chapter also cover personal and theoretical perspectives and biases that influence specific stages of the research process ethical issues associated with phases of the research process the identity ethos and experiences of the researcher *Becoming a Writing Researcher* is an essential text for all novice researchers and is well suited for use in graduate level research methods courses in composition and technical communication It is also ideal for use in other disciplines with strong qualitative methodology research programs including education

Observation and Recording ,1996 This training guide is intended to enhance the skills of Head Start education staff so they can accurately and objectively observe record and interpret young children s behavior and make thoughtful decisions about program planning for each child Each of the modules in the guide details module outcomes key concepts and background information Module 1 assists participants in identifying and using a variety of observational methods matching observation goals to observation techniques and writing a running record accurately and objectively Module 2 addresses overcoming observation challenges and provides staff members with practice in identifying and challenging their personal biases which could interfere with conducting and recording observations objectively Module 3 addresses enhancing staff s ability to involve parents in the observation process and work with them as partners Module 4 addresses interpreting and using observation results and serves to increase staff s ability to make valid inferences and draw meaningful conclusions from collected observation data Contains resources Five appendices provide sample observation records a description of observation instruments and other information SD

Assessing Students with Special Needs to Produce Quality Outcomes
Carol A. Layton,Robin Hartman Lock,2008 *Assessing Students with Special Needs to Produce Quality Outcomes* promotes outcome based evaluation to guide the Multidisciplinary Team MDT in selecting appropriate Individualized Education Program IEP goals classroom modifications and accommodations as well as optimal instructional strategies It advances the development of assessment based IEPs to enable the MDT to pinpoint and address specific needs to improve student outcomes Obtaining data from a variety of perspectives and settings improves the opportunity for identifying overall competencies and needs in preparation for higher functioning in all settings *Assessing Students with Special Needs to Produce Quality Outcomes* presents an integrated look at a variety of assessment methods in an easy to read book

FEATURES Recommends student centered strength based assessment techniques by providing reality based stories to aid the reader in understanding how the tools of formal informal and authentic assessment merge to provide a more complete understanding of the student Provides special features for linking IEP development and daily instruction to highlight the fundamental relationship between assessment and the IEP Emphasizes the growing role of technology in the assessment process as identified by IDEA 2004 to utilize assistive technology in evaluation and instruction Includes innovative research

based techniques not extensively explored in other assessment textbooks Explains the impact of cultural diversity on assessment issues and provides specific recommendations for addressing nondiscriminatory culturally sensitive evaluation to prepare the reader to meet the needs of a diverse society Proposes authentic strategies to increase parent teacher and student participation in the IEP process as mandated by IDEA 2004 **Through the Looking Glass** Sheryl Nicolson, Susan G. Shipstead, 1998 A detailed text on early childhood classroom observation uniting solid methodological instruction with a broad understanding of children's development This second edition integrates concepts from the National Association for the Education of Young Children's Code of Ethical Conduct and illustrate *Understanding Child Development* Rosalind Charlesworth, 2008 *Understanding Child Development 7e* is a text designed for students in early childhood teacher preparation programs and for teachers in service and those in related in service and preparation programs It is now available in the seventh edition and includes many new features and benefits For students it introduces the unique qualities of the young child as distinguished from older children and demonstrates how to work with young children in ways that correspond with their individual developmental level and social and cultural environment For in service teachers the text offers an opportunity to evaluate their views of young children and compare them with the views presented in the text In each section of the book critical social and cultural factors are related to young children's development and factors relevant to working with children with special needs are integrated throughout the text Other areas covered include developmentally appropriate practice readiness assessment working with children and families from diverse cultures development of early stages of reading the importance of brain development and play and learning Content is connected directly to the importance of play and technology to a young child's learning is included along with the popular theoretical views of learning Many real life examples and anecdotes are included in the text in order to make theory and research come alive The text is organized in larger sections with chapter divisions that provide the reader with easily digested segments of material Each chapter includes boxed problems for reflection and for further learning as well as further activities reference lists and review questions at the end of each chapter The text includes many examples explanatory charts and full color photographs and the online resources are expanded **Indian Psychological Review** , 1987 **Advancing Reading Achievement** David W. Collins, 2002 Right from the Start Bernard Spodek, Olivia N. Saracho, 1994 This revised text reflects changes in ECE in the past few years It looks at early childhood education as a unified field which encompasses the nursery school pre school and primary years ages 3-8 The book consists of three parts a foundation for curriculum teaching in the early years a discussion of educational issues that affect early childhood teachers and coverage of specific subject areas in the early childhood programmes from preschool through the primary grades **Observation Skills for Effective Teaching** Gary D. Borich, 1994 This edition presents observation skills in conjunction with effective teaching practices Presents observation skills according to eight areas related to positive outcomes in learners which include learning climate classroom management

lesson clarity instructional variety task orientation student engagement student success and higher thought processes
Prepares pre service teachers student teachers and first year teachers for classroom observation **Detection of**
Developmental Problems in Children Marilyn J. Krajicek,Alice I. Tearney Tomlinson,1983 *Whole Language Evaluation*
Jill Eggleton,1992 The books in this kit cover language development and provide ways to integrate the curriculum Back of
container Intervention in Human Services Eveline D. Schulman,1991 Campus and Classroom Carl A. Grant,Mary
Louise Gomez,2001 A guide to help prepare educators and their students for the diversity of people they will encounter in
their classrooms Teaching Infants and Preschoolers with Disabilities Donald B. Bailey,Mark Wolery,1992

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