

# What constitutes an error?

- If a student adds or omits a word part such as “ed,” “ing,” or “s,” count this as an error.

*If an ending was added, mark with a ^ and record the addition.  
If an ending was omitted mark with a slash.*

- When a student adds or omits a word count this as an error on the test.

*Cross out with an X, the word omitted or use this symbol ^ and write the word added.*

- Do not count a re-read as an error as long as word(s) are read correctly both times.

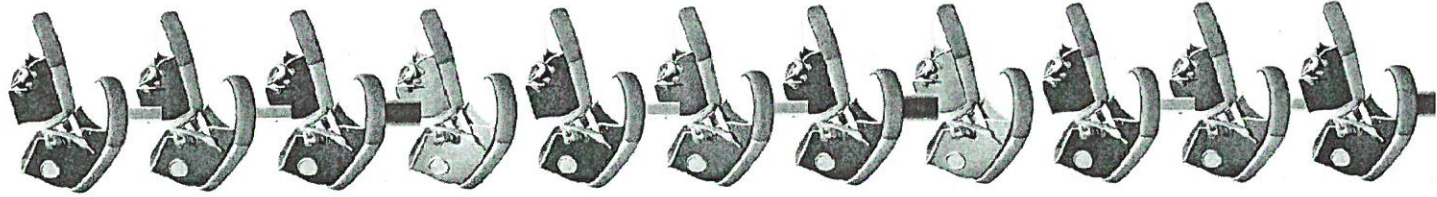
*There is not a need to record this error.*

- When a student skips a line, show the student the correct line and count this as one error.

*Write skip beside the line that was omitted.*

- If a student misses the same word more than once, **count this as only one error.**

*Slash through the first error and circle the error when it occurs again.*



# What constitutes an error?

- If a student cannot identify a word, provide three seconds, say the word, and count this as an error.  
*Underline the word the student did not know.*
- If a student sounds out a word, but does not say the word at a normal speaking rate or says the word incorrectly, count this as an error.

*Mark with a SO if they sound out the word and do not say it at a normal rate.*

*Label as a misread if they sound it out and miss the word when saying it.*

- If a student misreads a word count this as an error.  
Do not interrupt the reading to correct the student.

*Slash through the word that was missed.*

*The incorrect student response needs to be recorded above the correct word.*

- When a student self correct, count this as an error.

*Label with a SC above the word.*

*The incorrect response needs to be recorded.*