Reading Rate Chart

Student _____ Program _____ Beginning Reading Rate _____ Goal _____

Wpm																						
Errors																						
Date																						
Lesson																						

Error Types:

Self corrections: ***e.g., the student says 'coat' instead of 'coast', but quickly corrects himself.*** This is a pernicious error and must be recorded and counted toward the error limit, regardless of how sincerely/quickly/vehemently the student makes the self-correction. It isn't debatable; it isn't up to tutors' discretion. Self-corrections are errors.

Altering endings: ***e.g., the student says 'was laughing' instead of 'laughed', 'boot' instead of 'boots', etc...*** These kinds of errors can be hard to hear, especially if the student is reading above 200 wpm. If you think you heard a mistake, count it as an error. You are not doing your students favours by giving him the benefit of the doubt.

Contextually correct substitutions: ***e.g., the student says 'mom' for 'mother'.*** These errors count!

Substituting words: Even what seem to be small errors are errors, such as substituting 'a' for 'the', 'is' for 'was', etc... are errors.

Adding words: ***e.g., the student says 'was laughing' instead of 'laughing'.***

Omitting words: e.g., ***the student says 'laughing' instead of 'was laughing'***

Altering word order: e.g., ***the student says 'Chee said' instead of 'said Chee'***

Formula for Calculating Accuracy

words read correctly DIVIDED BY the # of total words read