

## How to Mark Errors for RMSE Grades K and 1 and Teach Your Child to Read in 100 Easy Lessons (TYC)

Type of Error and Description of Error Marking	Example of Error Marking	How to Score Errors
<p><b>Omission:</b> student omits a word.</p> <p><i>Circle the omitted word. Point to the omitted word. If the student reads the word correctly, do not record an error.</i></p>	<p>... went down the road in a <u>little</u> car.</p>	Count as one error for each if not read correctly after teacher points to the word.
<p><b>Insertion:</b> student adds a word.</p> <p><i>Make a caret between the two words where the word was added (if possible, write what word was added).</i></p>	<p>... sitting<sup>^</sup> on the road.</p>	Count as one error for each.
<p><b>Misidentification or word substitution:</b> student says the word incorrectly or substitutes a different word.</p> <p><i>Slash the word (if possible, write what student said). Also, tell student the correct word.</i></p>	<p>felt <del>lift</del></p>	Count as one error for each.
<p><b>RMSE 1 Sounds out &amp; TYC Sounds out:</b> student sounds out a word correctly, but doesn't say the word.</p> <p><i>For the first occurrence, say to student, "What word?" If student can't identify the word, treat the same as a misidentification. Write SO above the word. After the first occurrence, do not prompt with "What word?" and mark one error for each word that is sounded out and is not said the fast way.</i></p> <p><b>Note: For RMSE K Sounds out: students do not need to say the word the fast way. Do not count sound outs as errors in RMSE K.</b></p>	<p>so <del>little</del></p>	Count as one error for each.
<p><b>Hesitation:</b> student doesn't say the word in four seconds.</p> <p><i>Tell student the word and write an H above it.</i></p>	<p>H <del>down</del></p>	Count as one error for each.
<p><b>Self-correct:</b> student says the word incorrectly but corrects the word without a prompt.</p> <p><i>Write SC above the word.</i></p>	<p>sc <del>cow</del></p>	Count as one error for each.
<p><b>Reversal:</b> student reverses the position of two words ("said he" for "he said").</p> <p><i>Mark the transposed part with a loop.</i></p>	<p>he<sup>∩</sup>said</p>	Count as one error for each word.
<p><b>Repetition:</b> student repeats words or phrases.</p> <p><i>If student says each word correctly both times, you do not need to mark it.</i></p>	<p>He had sand had sand . . .</p>	Not counted as an error.
<p><i>If student repeats a word or words more than twice in a sentence, mark an error.</i></p>	<p>He had sand had sand sand <del>sand</del></p>	Count each word repeated more than twice as an error.
<p><b>Skips a line:</b> if student skips a line of text, point to the appropriate line.</p>		Do not record an error.