

Running Records

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What is a running record?

- An assessment tool
- To assess a student's oral reading proficiency
- Used in early stages of literacy development\
- May be used with older students with reading difficulty
- RR are one of the 3 key elements of the diagnostic procedure – RR, Retelling, Questions to check for understanding

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- RR provide an opportunity to observe children's difficulties in self-monitoring and self-correcting
- Should be implemented by the end of the first year with all children
- At least with the lowest 50% of learners

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In a nutshell:

Running records show what a student **said** and **did** while reading a specific text

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Pros

- RR can identify approaches to reading that are not readily identifiable by other means of assessment
- They can provide early intervention
- They are quick and can be done within the classroom

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Cons

- RR can be subjective and rely too heavily on the accuracy of the administrator recording the notes
- Can decrease the reliability of the assessment
- Calculating the results can be time consuming
- Take practice to administer

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Use RR to inform your teaching

- Help select appropriate level texts
- Monitor student progress
- Plan for instruction
- Communicate information

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Results of Running Records

- Determines the % Accuracy Rate
- Determines the Self Correction Ratio (SC)

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% Accuracy Rate

Independent level	$\geq 95\%$
Instructional level	90-94%
Frustration level	$< 90\%$

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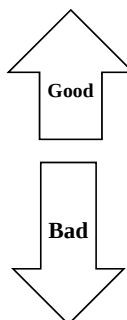
SC Ratio (MSV)

- Shows insight into student's reading process
- A proficient reader will watch for words that do not make sense (M), do not sound according to their structure (S) or do not look right (V visual) and then go back to try to make everything match.

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Understanding SC Ratio

- **1:2 student self corrects every miscue**
- **1:3 student self corrects $\frac{1}{2}$ of miscues**
- **1:4 student self corrects $\frac{1}{3}$ of miscues**
- 1:5 student self corrects $\frac{1}{4}$ of miscues
- 1:6 student self corrects $\frac{1}{5}$ of miscues
- 1:7 student self corrects $\frac{1}{6}$ of miscues
- 1:8 student self corrects $\frac{1}{7}$ of miscues



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- A SC ratio of 1:4 or better, indicates student is effective in noticing errors
- 1:5 (6,7,8...) or greater is bad.
- (If student makes no errors, there will be no SC ratio.)

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Taking a Running Record

- Quick
- Passages 100-200 words
- The hardest part is the shorthand conventions and MSV analysis – practice!

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Shorthand Conventions

General Rule

What student says	Student action
What is written	Teacher action

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Conventions: Accurate Reading

Each word read correctly is scored with a ✓

✓✓✓✓

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Conventions: Substitution

- If the student reads a word incorrectly, teacher writes the incorrect word and the correct word under it. (Each example is scored as only 1 error)

take		take	took
taken		taken	

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Conventions: Self Corrections (SC)

- If the student self corrects an error, teacher writes “SC” following the incorrect word. Not counted as an error.

take	SC
taken	

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Conventions: Repetition (R)

- Not counted as errors

Student: Jarrett ran to to the store

Text: Jarrett ran to the store

✓✓✓ R ✓✓

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Conventions: Omission

- Counted as an error

Student: Jarrett was ----- to jail.

Text: Jarrett was taken to jail.

✓✓	_____	✓✓
	taken	

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Conventions: Insertion

- Counted as an error

Student: There is a little bug in Jarrett's ear

Text: There is a bug in Jarrett's ear

✓✓✓	little	✓✓✓✓

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Conventions: Appeal (A)

- Not counted as an error

Sometimes Jarrett eats worms

_____	A	SC	✓✓✓
sometimes	Y		

Teacher response to appeal: "You try it"

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Conventions: Told (T)

- Counted as an error

sometimes	T

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Conventions: Try That Again (TTA)

- Counted as an error

[] TTA

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Conventions: Sounding Out Words

- Use lowercase and dashes

c-a-t		error: Student did not say the word
cat		

c-a-t	cat	not an error: Student blended the sounds and said the word
cat		

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Conventions: Spelling the Word

- Use UPPERCASE and dashes

C-A-T | error: Student did not say the word
cat

C-A-T | cat not an error: Student spells then
cat says the word

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Recording Examples

One day, Mom and Dad

went to the lake.

Jenny, Jay, and Adam

went to the lake, too.

✓✓✓✓✓
walked | A | SC ✓✓ water
went | Y | lake
Jamie ✓✓
Jenny ✓✓
water | SC ✓
lake

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At the lake,

Jenny played in the sand

with Jay and Adam.

✓✓✓
Jamie p - p - l | play - d | ✓✓✓
Jenny played | ✓✓✓

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Adam and Jay

went for a swim in the lake.

Mom and Dad

went for a swim, too.

9 ✓✓✓
✓ R - - swimming ✓✓✓
for a swim
✓✓✓
✓ - SC - swimming ✓ R
for a swim

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"Look at me!" shouted Jay.

"I'm swimming in the lake!"

"Look at me!"

"I'm swimming, too!" shouted Adam.

11 ✓✓✓ s - swam swim sh SC
shouted |
I am ✓✓✓✓
I'm
✓✓✓
I SC ✓✓✓✓
I'm

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Scoring a Running Record

- You need to calculate the % Accuracy
- Determine the Self Correction Ratio

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Calculating % Accuracy

- Count total running words (RW)
- Count total # of errors (E)

$$\left[\frac{\# \text{ Words Correct}}{\# \text{ of Words}} \right] \frac{(RW - E)}{RW} \times 100 = \% \text{ Accuracy}$$

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Example: % Accuracy

- Running Words (RW) = 167
- Total Errors (E) = 10

$$\frac{167 - 10}{167} \times 100 = 94\% \text{ accuracy}$$

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Calculating Self Correction Ratio

- Errors: Count them up (E)
- Self corrections: Count them up (SC)

$$\frac{E + SC}{SC} = \text{SC Ratio}$$

Record in the form of 1 : x

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Example: SC Ratio

- E = 10
- SC = 4

$$\frac{10 + 4}{4} = 3.5$$

SC Ratio is 1 : 3.5

(If student makes no errors, there is no SC ratio)

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Interpreting the Running Record

- Each error and self-correction helps you see why the student read the text a certain way.
- What strategies are successful, what needs to be introduced or reinforced.
- What reading behaviors are interfering with the student's reading process.

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Error Analysis: M – S – V

- Does the miscue change the **meaning** of the text? (M)
- Does the miscue have a **similar sound & structure** to the text? (S)
- Does the miscue **look** similar to the text? (V)

Miscues occur when the student uses the wrong cueing system to figure out the word

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Self Correction Analysis: M – S – V

- Does the reader SC the miscue?
- What information did the student use to self correct? Meaning, Sound & Structure, Visual?
- Does the miscue change the meaning of the sentence?
- Is the miscue phonologically similar to the word in the text?
- Is the miscue acceptable within the syntax (structure) of the sentence?

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Meaning

- “Does it make sense?”
- Even if the reading is inaccurate , if it makes sense the child is using their knowledge of ORAL LANGUAGE
- Grammatical errors can be an indication of the child’s vocabulary.
- Are they reading the way they speak?

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Structure

- “Does it sound right?”
- Is it grammatically correct?

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Visual

- “Does it look right?”

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Recording Sheet

Page:		E	SC	E MSV	SC MSV
	Errors	→			
	Self corrections		→		
	Analysis of errors			→	
	Analysis of self corrections				→

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Reading Strategies

SEARCHING	MONITORING	CROSSCHECKING
Child uses the available information to solve a word	Ensures reading makes sense semantically, syntactically, and visually	For example: child says ran instead of walk
Picture	Proficient readers stop and check all 3 sources	M – does not change
Used initial sound	Paused at errors	S - does not change / sounds OK
Covered ending	Repeated phrases after error	V – does not match
Found chunks	Appealed for confirmation after error	Used V to check MS
Read on		Used MS to check V

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Teaching Strategies to Use		
Analysis	Response	Instructional Approaches
Uses 1-2 sources of information	Direct teaching to the omitted source	Guided Reading Shared Reading
Uses MS but neglects V	Direct teaching to focus on visual information	Effective ways to solve words – chunking, initial sound, repeating and attempting new words
Does not address punctuation and text features	Model Provide opportunities	Model during Read Aloud and writing sessions Shared reading/writing activities Emphasize punctuation
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Teaching Strategies to Use			
Analysis	Response	Instructional Approaches	
Substitutions Omissions Insertions	Emphasize attention to visual information	Pictures Text formation	Provide comprehension strategies “Does that make sense?”
Neglects meaning (focus on V)	Direct teaching Teach pre-reading comprehension strategies	Reread Predict Picture walk Check	Questioning Make connections
Rarely self-corrects	Teach self-monitoring	Check MSV Provide checking strategies	Use Guided Reading and Shared reading sessions to model
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Teaching Strategies to Use			
Analysis	Response	Instructional Approaches	
Reads slowly word for word	Read books – focus on fluency not decoding	Model Use choral reading Books on audiotape	Use patterned text, songbooks, rhymes High interest
Struggles with high frequency words	Create word banks, word wall	Emphasize words in shared writing	
Invents text	Finger pointing -	1:1 print concept	
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How to complete the Running Record Recording Sheet.

Although you can use a blank piece of paper to administer a running record, it is helpful to use a blank Running Record Recording Sheet to help with organization.

1. Fill in the basic information on the top of the form. Include the number of running words, the level of the text and whether the book is *seen* (familiar) or *unseen* (unfamiliar).
2. After administering the running record, use a scrap piece of paper or a calculator to determine the accuracy and self-correction ratios. Write the ratios on the front of the recording sheet.

A student should self-correct after monitoring, noting a discrepancy, and searching for and using additional information to correct the problem. Self-correction is noted in the form of a self-correction ratio. The goal is for the student to self-correct at least 1 error in every 4 errors (1:4).

3. Under **Cues Used** summarize the cues or sources of information the student used. Look for patterns in the MSV analysis of errors and self-corrections. Use a checkmark to indicate that the source of information was used regularly.
4. Fill in the *Making Instructional Decisions/Teaching for Strategies* sheet. Record whether or not the student used the various sources of information on a regular basis.

Record other observations such as:

- Used MS together
- Neglected V
- Used V at self-correction
- Used sounding at difficulty
- Used all 3 together

5. Under **Strategies Used** consider the student's observed reading behaviours, place a checkmark beside the strategy or strategies used by the student, then add summary comments to the *Making Instructional Decisions/Teaching for Strategies* sheet.

Monitoring: Monitoring ensures that the reading makes sense semantically, syntactically and visually (makes sense, sounds right and looks right). Proficient readers stop and check the reading only if the three sources of information do not match. Young readers need to learn how to monitor reading for accuracy.

Sample monitoring summary comments:

- Paused at errors (the student knew something was wrong but did not yet know what to do about it)
- Repeated phrases after error (the student knew something was wrong and tried to obtain additional information)
- Appealed for confirmation after error

Cross-Checking: Cross-checking is a subset of monitoring. Many early readers use cross-checking. The student uses one or two sources of information, then cross-checks the word by using another (the neglected) source of information. For example: the student reads *ran* instead of *walked*. The student appears to have used meaning and structure but not visual information. If the student cross-checks, the attempt is checked using visual information. The student should note that *ran* does not visually match *walked*.

Sample cross-checking comments:

- Used V to check MS
- Used MS to check V

Searching: Searching is a strategy used by the student to search for (and use) information to solve a word. The student may use meaning, structure or visual information, or a combination of the three sources of information.

Sample searching comments:

- Used picture
- Used initial sound
- Covered ending
- Found chunks
- Read on

6. Write a brief comment on the *Making Instructional Decisions/Teaching for Strategies* sheet about required teaching focus based on the information obtained from the running record. What does the student do well? What needs to be taught next? This teaching focus can then be incorporated into individual, group or whole class instruction.

Running Record Recording Sheet

Name: _____

Date: _____

Book Title: _____

Familiar Text: _____

Number of Words: _____ Level: _____

Unfamiliar Text: _____

Accuracy/Self-Correction Ratio: _____

Cues Used:

Strategies Used:

Meaning _____

Monitoring _____

Structure _____

Cross-Checking _____

Visual _____

Searching _____

Page:		E	SC	E MSV	SC MSV

Running Record Recording Sheet					Page _____	
Page:		E	SC	E MSV	SC MSV	

Making Instructional Decisions/Teaching for Strategies

1. What evidence can you find of strategies being used?
(Identify each strategy and give examples from the running record.)

2. What strategies are needed?

3. How would you teach the needed strategy?

Supporting Students at Reading Level Below 1

The following strategies may help to determine how to support students who are not yet reading at level at the end of their Senior Kindergarten year or in Grade One. Direct teacher support should be provided on an on-going, as-needed basis until the student is reading successfully.

Level of Teacher Support	What to Do	What to Ask Yourself
Step 1	Show the student a new level 1 (or A) book and read the title. Read the first two pages, then ask the student to finish reading the book. Note on the running record sheet that the first two pages were read. Record the student's reading.	Can the student hold the pattern through the rest of the book? Can the student hold the pattern for one or two pages? Does the student lengthen sentences to provide more information? For example, "I am talking" is replaced with "I am talking on the telephone." Does the student immediately revert to a different set of words without acknowledging the pattern?
Step 2	If the student has difficulty holding the pattern, select another simple level 1 (or A) book and read the title. Then read the entire book. Note this on the running record sheet. After you have finished reading, ask the student to read the entire book. Note the oral language control and how well the student holds the pattern.	Can the student hold the pattern through the rest of the book? Can the student hold the pattern for one or two pages? Does the student lengthen sentences to provide more information? For example, "I am talking" is replaced with "I am talking on the telephone." Does the student immediately revert to a different set of words without acknowledging the pattern?

Level of Teacher Support	What to Do	What to Ask Yourself
Step 3	If the student still experiences difficulty in holding the pattern, then ask the student to draw a picture. After the picture is finished, ask the student to tell a story about the picture (one or two sentences is fine). Write down, then reread, the story to the student. Ask the student to read the story. Record the reading on the sheet.	Did the student repeat the dictated text? If the reading was different, did it relate to the original? Was it a different story? Did the student understand that words can be written down and made permanent?

Offer Ongoing Support

There are several ways to provide support for the student who is not yet reading from text:

- Remind the student to look at the text as well as the pictures. Demonstrate this behaviour during modelled and shared reading sessions.
- Have the student turn the pages independently.
- When working one-to-one with a student, or in a small group, be sure to introduce the story before starting to read.
- Insist that the student use a finger to direct attention to the words. Prompts such as "Read it with your finger," and "Does it match?" help the student to focus attention on the text.
- Encourage the student to write on a regular basis. This helps build awareness that text carries the meaning of a story. Assess the student's knowledge of concepts of print and teach these in daily reading activities.

Summary of Conventions and Errors

Convention	How to record it	Does it count as an error?
Standard Notation	<u>"student"</u> "text"	If there are two ways to score responses, choose the scoring that results in the fewest errors.
Accurate Reading	✓ ✓ ✓	No. - If a word is pronounced like two words (e.g., in/to) it is considered a pronunciation error, not a reading error, and is not counted. - Mispronunciations due to speech difficulties or accents are not counted as errors (e.g., 'wif' for 'with' or 'dis' for 'this').
Substitution	<u>went</u> want <u>for</u> <u>fit</u> fix	Yes. - If the student makes an error (e.g., 'the' for 'a') and makes the error repeatedly, it is counted as an error each time. - Substitutions of proper nouns (e.g., 'Jack' for 'John') are counted only once. Subsequent repeated errors are coded but not counted. - Contractions are counted as one error, as they are considered one grammatical unit. <u>I am</u> or <u>I'm</u> I'm I am - If the student makes multiple attempts to read one word and still does not correctly read the word, it is scored as one error.
Self-Correction (SC)	<u>went</u> SC want	No. If the student makes one or more attempts but finally corrects the word, there is no error.
Repetition (R)	R or  R or R ₂	No.
Omission	<u>—</u> very	Yes. - If an entire line or sentence is omitted, each word is counted as an error. - If an entire page is omitted, no errors are counted. The number of words on the page should be deducted from the running word total.
Insertion	<u>little</u> —	Yes. Each insertion is one error, so there can be more errors than words on a line. However, a student cannot receive a minus score for a page.
Appeal (A) Teacher response to appeal: "you try it" (Y)	<u>—</u> A sometimes Y	No.
Told (T)	<u>—</u> thought T	Yes.

Convention	How to record it	Does it count as an error?
Try That Again	[] TTA	Yes. "Try That Again" is counted as one error.
Additional Scoring Method	$\frac{\text{c-a-t}}{\text{cat}}$ (error)	Yes. If the student does not solve the word.
	C-A-T (error)	- If a student tries to decode by segmenting a word (or "sounding out"), it is counted as an error if the student does not blend the sounds and say the actual word. Use lower-case letters with dashes to denote sounds. - If the student spells the word and then does not say the word, then it is counted as an error. Use upper-case letters with dashes to denote spelling.
	$\frac{\text{c-a-t}}{\text{cat}} \quad \checkmark$ (not an error)	No. If the student solves the word.
	$\frac{\text{C-A-T}}{\text{cat}} \quad \checkmark$ (not an error)	

A Little Lake for Jenny Text (Grade 1 and non-grade specific)

A Little Lake for Jenny by Pat Etue, The Porcupine Collection, Curriculum Plus, 2001

Page	Text RW 134
3	One day, Mom and Dad Went to the lake. Jenny, Jay, and Adam went to the lake, too.
5	At the lake, Jenny played in the sand with Jay and Adam.
7	"We can make a sand castle," said Jay and Adam. "I can make one, too," said Jenny.
9	Adam and Jay went for a swim in the lake. Mom and Dad went for a swim, too.
11	"Look at me!" shouted Jay. "I'm swimming in the lake!" "Look at me! I'm swimming, too!" shouted Adam.
13	"The lake is too big for me," said Jenny.
14	"We can make a little lake in the sand for you, Jenny," said Jay and Adam.
15	"Now you can swim too, Jenny," said Adam and Jay.
16	"Look at me!" shouted Jenny. "I'm swimming in the little lake. Thank you, Jay and Adam."

Text from A Little Lake for Jenny, by Pat Etue, reproduced with permission of Curriculum Plus.

Soup Text (Grade 1)

Soup, Joy Cowley, Wright Group Publishing, Sunshine™, 1996

Page	Text RW 175
2	Souperman made soup for the people in the factory. He made tomato soup, onion soup, and pea and ham soup. He made soup with fish and soup with meat. Sometimes, he made soup with noodles.
4	At lunch time, the factory whistle went off. All the people ran to get a bowl of Souperman's delicious soup. "Souperman," they said, "you are our hero."
6	One day, something happened at the factory. A spark burned some paper and made a small fire. The small fire burned some cloth and made a big fire. The big fire burned some oil, and soon the factory was blazing.
7	"Help! Help!" shouted the people. "The factory is burning, and we can't put the fire out!"
8	"I will come to your rescue," said a voice, and there was Souperman with a pot of soup. "I will put your fire out."



Page	Text
10	Tomato soup, onion soup, pea and ham soup, soup with meat, soup with fish, and soup with noodles – a great wave of soup swept over the factory, and the fire went out – hiss-ss-ss-ss.
11	"Souperman!" cried the people. "You are our hero!"

Text from Soup, reproduced with permission of Joy Cowley.

Magic Dragon Text (Grade 2)

The Magic Dragon, Roger Carr and Jennifer Watson, Scholastic, Alphakids, 2001

Page	Text RW 181
2	Once upon a time, there was a girl named Jackie. Her real name was Jacqueline, but she liked to be called Jackie. On her way home from school one day, Jackie saw something big and bumpy and blue in the long grass under a tree. "I wonder what that is," she said. "It looks like a special kind of rock. Maybe Mom will know what it is." Jackie's Mom was a scientist, and she knew a lot of things.
4	While she was carrying the rock home, Jackie heard a loud THUMP! "What was that?" she wondered. THUMP! THUMP! The noise came from inside the rock! "Maybe this is a giant egg," said Jackie. "What can it be?"
6	Jackie took the giant egg home. "Mom, look what I found," she said. "It's really, really, heavy, and I think there's something moving inside." "It looks like a dragon egg," said Mom. "Let's put it in a blanket to keep it warm and wait to see what happens."

Text from The Magic Dragon, by Roger Carr and Jennifer Watson, reproduced with permission of Scholastic.