Running Records of Reading.  La Trobe University.

What is a Running Record of Reading?
A Running Record is a systematic method for:
- observing a student’s oral reading of any continuous text
- assessing the reading strategies that the reader uses when reading.

Why use running Records?
- to record a child’s reading progress
- to inform your teaching – identify a child’s strengths and difficulties when reading
- to match children with an appropriate level of text
- to group children for small group reading
- to help the teacher understand the reading process
- for national benchmark testing in reading

Taking a Running Record.
1. Text selection. Use between 100 & 150 words.
2. Text introduction.
3. Listen to child read and record the reading using the notation conventions.
4. Make calculations on level of difficulty.
5. Analyse reading cues used and neglected.

Taking the running record.
- Child sits beside the teacher and reads aloud.
- The text is generally a text that the child has seen but has not read more than once – except for benchmark data collection, which is unseen text.
- The teacher records the child’s reading using the running record notation conventions.
- The teacher notes any other behaviours.
- The teacher does not prompt or teach while taking the running record.

Levels of difficulty
Refers to how the child reads the book, not the book itself.

Easy: read with 95 - 100 % accuracy reading effectively.

Instructional: read with 90 - 94 % accuracy
allows you to observe how the reader processes and problem solves when reading.

Hard: read with 80 - 90 % accuracy
allows you to observe how and when effective reading breaks down.
Analysis of a Running Record of Reading. – three levels of analysis.

Level one.
Calculation of:

• the error rate
• the accuracy rate
• self correction rate
• level of text difficulty.

1. Record the number of running words read. (100-150 is sufficient).
2. Score each error as 1 in the error column (E) on the running record sheet.
3. Count the number of errors and write at the bottom of the E column.
4. Score each self correction as 1 in the self correction column (SC) on the running record sheet.
5. Count the number of self corrections and write the total at the bottom of the SC column.
6. Calculate the error rate - ratio of errors : running words

\[
\frac{\text{errors}}{\text{running words}}
\]

E.g. 5 errors : 100 running words = 1 : 20 (5 divided by 5 = 1, 100 divided 5 = 20 )
means one error for every twenty words read.

7. Calculate the self correction rate - ratio of self corrections to number of errors and self corrections.

\[
\frac{\text{SC}}{\text{E+ SC}}
\]

E.g. 2 self corrections and 5 errors is 2:7 = 1:3.5

8. Use the error rate to calculate the accuracy rate - use the conversion table provided.
E.g. 1: 20 = 95% accuracy.

9. Use the accuracy rate to identify the level of text difficulty.
E.g. 95% accuracy is easy text.
Level Two analysis. Analysis of errors and self corrections.

1. Analyse errors first and then self corrections.
2. Self corrections must be analysed as an error and then as a self correction.

What counts as an error?

1. Substitutions (miscues). Proper names count as an error once. All other words count as an error each time.
2. Incorrect attempts are counted as errors.
3. Insertions and omissions are counted as errors.
4. If a whole line, or page, is omitted each word is counted as an error. However, a child cannot receive a minus score for a page, the lowest score is 0, even if there are more errors than words on the page.
5. If the child is asked to try that again, then the bracketed words are counted as one error.
6. Attempting a word and then reading it correctly is not counted as an error.
7. A repetition of a word is not an error.
8. If there are alternative ways of recording a response than use the one that gives the fewest errors.
9. Contractions. Use the fewest errors rule. E.g. the child reads I'm for I am. Count I as correct and the 'm as an error.

Analysing the error.

1. Next to each error write MSV in the column headed Information Used E.
2. Look at what the child read up to the point of error.
3. Ask what led the child to make this error?
   What cues were they using when they made the error?
   Does the error make sense? (this includes using the pictures) – If yes then circle the M.
   Is the error grammatically correct? If yes then circle the S.
   Does the error look similar to the word in the text? If yes then circle the V and note which part of the word is the same.
4. At the bottom of the column add up the number of times you have circled M, then S, then V. The scores will indicate the pattern of cues used and neglected. Note if partially used.
Analysis of Self Correction.

1. Analyse as an error first, then as a self correction.
2. Analyse as for an error in the Information used E column.
3. Write MSV in the column headed Information used SC next to the self correction.
4. Ask "What led the child to make this self correction?"
   
   What extra information did the child use to make the self correction?
5. If you think it was meaning circle M.
   If you think it was structure circle S.
   If you think it was visual circle V.
   Generally the cue neglected in the error is used in the self correction.
6. At the bottom of the column add up the number of times you have circled M, then S, then V. The scores will indicate the pattern of cues used to self correct.

Level three. Summary statement and teaching focus.

1. In the section headed Analysis of errors and self-corrections at the start of the Running Record Sheet, write a summary statement identifying cues used or neglected.
   e.g. Meaning and structure cues are consistently used. Some visual cues are used only when the error does not make sense. Visual cues are used to make self corrections.
2. Make a comment about the self correction rate. Is it good, poor?
3. Make a comment about the fluency - how the reading sounded.
4. Identify if directional movement is used appropriately in the section Directional movement.
5. Note any examples of use of crosschecking of cues – from the self corrections.
6. Identify what you would focus on next in your teaching with this child.
   E.g. for the example above.
   • Teaching the child to look more closely at the middle and ends of words when reading by using activities where words look the same but have different middle or ends.
   • Teaching the child to notice errors that make sense but do not look right, by using the prompt " you said _____ that made sense but it didn't look right – lets go back and look at that word again". Then look at each part of the word.