

ASSESSMENT: RUNNING RECORDS

Marie Clay devised the running record as part of an observation survey for children in the beginning stages of literacy development. This record of reading allows a teacher to record and then analyze reading behaviors. It enables teachers to identify reading strategies to inform teaching decisions; provide information about what needs to be learned next; provides a record of change in reading ability over time; and helps the teacher select the appropriate level of text for the child.

MATERIALS:

Unseen reading material of 100 words;

PROCEDURES:

- Select text (it helps if you know the number of words in the text; 100 words.
- Decide on a way to record the reading behaviors.

✓ when the child reads accurately

if the child substitutes a word, write the word substituted above the word from the text, recording each attempt
i.e.: home (child's attempt) house (word in text)

R if the child repeats a word

SC if the child self-corrects (this is not counted as an error) if the child gives no response

^ if the child inserts a word

T when the teacher tells the child the word

- Make records as child reads.
- Running records are taken one on one with the recorder being a neutral observer (no prompting or teaching during the assessment).
- Some intervention is allowed: telling the passage title; revealing a problem word after a pause if it cannot be determined independently; requesting reader to "try that again"; saying "you try it" after an appeal for help
- Analyze the running record to identify which cueing systems and strategies the child is using:
 - **Meaning** - the reader attempts to make sense even though the response may be inaccurate; read applies oral language knowledge to reading
 - **Structure** - word or phrase used is syntactically appropriate; weak oral language skills may cause problems for reader to understand the grammar of the text; reader may be paying too much attentions to details or word by word reading

- Visual clues - readers uses letters, words and layout of print to assist in reading word memory - reader relies on memory rather than on a sense of the content the story.

- Score the running record (if text has 100 words):
 - count the number of words
 - subtract the number of errors
 - divide the total number of correct words by the total number of words.
 - example: 100 words: 10 errors = 90 correct words
90 divided by 100 = 90%
- Scoring the running record (if text has other than 100 words):
 - count the total number of words
 - subtract the number of miscues
 - divide the total number of correct words by the total number of words
 - i.e.: 100 words
- 10 miscues
90 correct words
 - 90 divided by 100 = 90%
- Evaluate the accuracy rate:
 - 95-100% Independent Reading Level (Students who score at this level do not need assistance to be successful with this book)
 - 90-94% Instructional Reading Level (this is the range that students should score in with the materials you use for guided reading)
 - 89% or below Frustration Reading Level (If the student scores at this level you need to choose another passage and work on skills to build fluency).

Table of Running Record Symbols and Marking Conventions as well as a Sample Running Record follows.

Table 1

Running Record Symbols and Marking Conventions

Reading behavior	Marking convention	Example
Accurate word reading	✓ above each correctly read word.	The brown fox..... ✓ ✓ ✓
Substitution (one error if not self-corrected; record one error regardless of the number of incorrect substitutions)	Write each word attempted above the actual word.	hraise ✓ The brown fox..... ✓
Omission (one error)	— (long dash)	— The brown fox..... ✓
Insertion (one error)	^ at point of insertion with the inserted word above it	^ little ✓ The brown fox..... ✓
Repetition of one word (no error)	R (one repetition) R2 (two repetitions) R3 (three repetitions)	R The brown fox.....
Repetition of phrase (no error)	R with line and arrow to the point of where the reader returned to repeat.	↖ R The brown fox.....
Self-correction (no error)	SC after the error to indicate child has corrected error.	hraise/SC The brown fox.....
Intervention / student confused and unwilling to try again (one error)	Write TA if you need to tell student to "try again" and point to where he or she needs to try again. Place brackets around part of the text that the child had to try again.	TA [The brown fox].....
Intervention / unable to read a word (one error)	Write T above word if you tell the child the word after a 5-10 second wait.	T The brown fox.....
Beginning sound (no error)	Mark the beginning sound above the word if the child says it first, then a (check) if he or she follows with the correct word.	b/✓ The brown fox.....

Cross Checking On Cues		TOTALS		CUES USED	
Page	Title and Level:	E	SC	E	SC

Reading a-z Running Record

Level _____

Student's Name _____ Date _____ words

Have the student read out loud as you record.

Assessed by _____

page	E = errors M = meaning	S-C = self-correction S = structure	V = visual	E			S-C		
				M	S	V	M	S	V
Totals									

Accuracy Rate:

Error Rate:

Self-correction Rate:

INFORMAL RUNNING RECORD

Name: Sheila Title: Henry And Mudge And The Wild Wind Page(s): 23-25 Date: 9/19

On each line, make a check for each word read correctly in that line or record miscues as read.

Text Line	Words	Errors			Self-corrections			Comments / Strategies Taught
		M	S	#	M	S	#	
1	✓							Shows dependence on visual information. She is beginning to pay attention to meaning and sentence structure. Strategy Taught: Reread when the text doesn't make sense.
2	✓✓✓✓							
3	✓✓✓✓							
4	✓ sw-swit/switched ✓✓			1				
5	✓✓✓✓							
6	✓✓✓✓ c-co/couch			1				
7	✓✓✓✓ ca-can-cand/candles			1				
8	✓✓ fi-fif-fih/fifth ✓			1				
9	✓✓✓							
10	✓✓✓✓							
11	✓✓✓✓							
12	✓✓✓✓							
13	✓✓ thunderstorm / thunder	1	1	1				
14	✓✓✓✓							
TOTAL		1	1	5	5			

INFORMAL RUNNING RECORD

Name: Sheila Title: Stone Fox Page(s): 77-78 Date: 5/14

On each line, make a check for each word read correctly in that line or record miscues as read.

Text Line	Words	Errors			Self-corrections			Comments / Strategies Taught
		M	S	V	M	S	V	
1	✓✓✓ loudly/madly ✓✓✓✓	1	1					Rereads and self-corrects more often. Using meaning and sentence structure cues to cross-check. Strong retelling - Explains Willy's thoughts, actions and feelings. Strategy Taught: Read to the end of the word. Look for familiar word endings.
2	✓✓✓✓ the/Main ✓	1	1					
3	✓✓✓ loudly/madly ✓✓✓✓	1	1					
4	✓✓✓✓ trail / tail	1	1					
5	✓✓✓							
6	✓ f-for / forged ✓ R SC ✓✓✓✓			1	1	1		
7	✓	1	1	1				
8	✓✓✓✓ called / cried ✓							
9	✓✓✓✓			1	1	1		
10	✓✓✓ hun-band / hundred ✓✓✓✓ R SC ✓							
11	✓✓ broke / burst ✓✓✓✓	1	1	1				
12	✓							
13	✓✓✓✓ tum-tumble / tumbled ✓✓ R SC ✓	1	1			1		
14	✓✓✓✓							
TOTAL		7	6	6	6	2	3	3

RUNNING RECORD SUMMARY

Name Sheila

DATE	TITLE	SEEN OR UNSEEN	SELF-CORRECTS	COMMENTS
9/19	Henry And Mudge And The Wild Wind	unseen	0	Relying on visual Goal: Reread to enhance meaning
10/25	Frog and Toad	Seen	3	Read more fluently and with expression
12/17	Marvin Redpost	unseen	2	Difficult text, relied on visual information
2/10	Kate She and the Midnight Express	unseen	4	Reread more often, used meaning cues
3/5	Chalk Box Kid	unseen	3	Read fluently, good retelling
5/14	Stone Fox	unseen	3	Using meaning and sentence structure to cross-check

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Figure 8.6: Running Record Summary