Running Records

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Running Records - Your Map to Instruction
As you administer a running record, ask yourself questions such as:
How quickly are the children learning?
What are they noticing as they read?
How fluent is their processing on particular tasks?
Do they use their knowledge, skills, and strategies in different contexts?
How quickly are the children learning?
What are they noticing as they read?
The prime purpose of a Running Record is to understand more about how children are using what they know to get to the messages of text, or in other words what reading processes they are using.
“If there is a single task that stands up better than any other it is the Running Record of text reading.

“This is a neutral observation task, capable of use in any system of reading, and recording progress on whatever gradient of text difficulty has been adopted by the education system.”
Purpose of Running Record

- Tracking: To keep record of changes over time.
- Monitoring: To capture reading behaviors which can be analyzed later.
- Placement: To help in the placement of children.
- Text Level: To decide what text is appropriate instructional level for an individual.
Scoring the Running Record

1. Count the words in the text, omitting titles.
2. Count the errors, and enter the Error Ratio.

Ratio of errors to running words

\[ \frac{15}{150} = 0.1 \]

1:10

One in ten

Accuracy Rate

\[ \frac{100 - E}{RW} \times 100 \]

\[ \frac{100 - 15}{150} \times 100 = 90\% \]
Scoring the Running Record

To calculate the error rate, accuracy rate, and self-correction rate, tally the number of each of the following:

- RW = # of Running Words
- E = # of Errors
- SC = # of Self-Corrections

**ERROR RATE**

To find the error rate (ER):

\[ \frac{RW}{E} \]

**ACCURACY RATE**

To find the accuracy rate (ACC):

\[ \frac{(RW - E) \times 100}{RW} = ACC \text{ (As %)} \]

The accuracy rate helps to determine if a text is independent, instructional, or difficult.

<table>
<thead>
<tr>
<th>INDIVIDUAL</th>
<th>INSTRUCTIONAL</th>
<th>DIFFICULT</th>
</tr>
</thead>
<tbody>
<tr>
<td>95-100%</td>
<td>90-94%</td>
<td>90% or below</td>
</tr>
</tbody>
</table>

**SELF-CORRECTION RATE**

To find the self-correction rate (SC):

\[ \frac{E + SC}{SC} \]
### 3. Use the conversion table to find the Accuracy Rate

<table>
<thead>
<tr>
<th>Error Ratio</th>
<th>Percent Accuracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:200</td>
<td>99.5</td>
</tr>
<tr>
<td>1:100</td>
<td>99</td>
</tr>
<tr>
<td>1:50</td>
<td>98</td>
</tr>
<tr>
<td>1:35</td>
<td>97</td>
</tr>
<tr>
<td>1:25</td>
<td>96</td>
</tr>
<tr>
<td>1:20</td>
<td>95</td>
</tr>
<tr>
<td>1:17</td>
<td>94</td>
</tr>
<tr>
<td>1:14</td>
<td>93</td>
</tr>
<tr>
<td>1:12.5</td>
<td>92</td>
</tr>
<tr>
<td>1:11.75</td>
<td>91</td>
</tr>
<tr>
<td><strong>1:10</strong></td>
<td><strong>90</strong></td>
</tr>
</tbody>
</table>

Good opportunities for teachers to observe children’s processing of texts.

<table>
<thead>
<tr>
<th>Error Ratio</th>
<th>Percent Accuracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:9</td>
<td>89</td>
</tr>
<tr>
<td>1:8</td>
<td>87.5</td>
</tr>
<tr>
<td>1:7</td>
<td>85.5</td>
</tr>
<tr>
<td>1:6</td>
<td>83</td>
</tr>
<tr>
<td>1:5</td>
<td>80</td>
</tr>
<tr>
<td>1:4</td>
<td>75</td>
</tr>
<tr>
<td>1:3</td>
<td>66</td>
</tr>
<tr>
<td>1:2</td>
<td>50</td>
</tr>
</tbody>
</table>

The reader tends to lose the support of the meaning of the text.
### Running Record Conventions

<table>
<thead>
<tr>
<th>Reading Behavior</th>
<th>Recording Conventions</th>
<th>Scoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accurate reading</td>
<td>Child</td>
<td>Read</td>
</tr>
<tr>
<td>Wrong response</td>
<td>home</td>
<td>One error</td>
</tr>
<tr>
<td>Try several times</td>
<td>home</td>
<td>One error</td>
</tr>
<tr>
<td>Processing</td>
<td>home</td>
<td>No error</td>
</tr>
<tr>
<td>Self-correct (sc)</td>
<td>home</td>
<td>No error</td>
</tr>
<tr>
<td>No response (Omission)</td>
<td>home</td>
<td>One error</td>
</tr>
<tr>
<td>Insertion</td>
<td>home</td>
<td>One error</td>
</tr>
<tr>
<td>Pause</td>
<td>home</td>
<td>No error</td>
</tr>
<tr>
<td>Told</td>
<td>home</td>
<td>One error</td>
</tr>
<tr>
<td>Appeal for help</td>
<td>- A line</td>
<td>One error</td>
</tr>
<tr>
<td>Error of pronunciation</td>
<td>- going to</td>
<td>One error</td>
</tr>
<tr>
<td>Substitutions</td>
<td>Mary</td>
<td>One error</td>
</tr>
<tr>
<td>Multiple errors</td>
<td>Mary</td>
<td>One error</td>
</tr>
<tr>
<td>Broken words</td>
<td>away</td>
<td>One error</td>
</tr>
<tr>
<td>Repetition (K)</td>
<td>Here is the house</td>
<td>One error</td>
</tr>
</tbody>
</table>

- **Inventions**: When the child invents his own version of the story, the system breaks down and inventing is recorded for that page.

- **Try that again**
  - When a child in a single source finds the prompt or target as one error and only the second attempt is scored.

- **Fewest errors**
  - If there are alternative ways of scoring responses, choose the fewest possible errors as in B.
Running Records: Assessing and Improving Students' Reading Fluency and Comprehension

An example of how you can use any text.
Practice

She asked the duck,
“Will you help me plant
this grain of wheat?
“Not I,” quacked the duck.
“I’ve got better things to do.”
Practice

She asked the pig.
"Will you help me plant this grain of wheat?"
"Not I," grunted the pig.
"I’ve got better things to do."

\[
\begin{align*}
\text{Yes}\quad & \frac{y}{y-o} \quad \text{help me plant} \\
\text{Yes}\quad & \frac{h-h}{y} \\
\text{Yes}\quad & \frac{m}{y} \\
\text{Yes}\quad & \text{TTA}
\end{align*}
\]
"Then I will do it myself,"
said the little Red Hen.
And she did.
Does it sound right?

Syntax
- Structure
  - oral and written grammar
  - subject followed by predicate
  - parts of speech
    - phonics
    - sounds
    - decoding

Does it make sense?

Semantics
- Meaning
  - cultural context
  - vocabulary
  - figurative language

Comprehension

Graphophonics
- Way letters and words are written
  - print awareness
  - sight words
  - letters

What does it look like?
http://msbakersreadingroom.weebly.com/