Running Records

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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):

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

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

<table>
<thead>
<tr>
<th>INDEPENDENT</th>
<th>INSTRUCTIONAL</th>
<th>DIFFICULT</th>
</tr>
</thead>
<tbody>
<tr>
<td>95-100%</td>
<td>90-94%</td>
<td>89% or Below</td>
</tr>
</tbody>
</table>

**SELF-CORRECTION RATE**
To find the self-correction rate (SC):

\[
\frac{E + SC}{SC}
\]
<table>
<thead>
<tr>
<th><strong>Reading Behavior</strong></th>
<th><strong>Recording Convention</strong></th>
<th><strong>Scoring</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Accurate reading</td>
<td>Child (\checkmark) Text Text</td>
<td>No error</td>
</tr>
<tr>
<td>Wrong response</td>
<td>home house</td>
<td>One error</td>
</tr>
<tr>
<td>Tries several times</td>
<td>here (h--)home house</td>
<td>One error</td>
</tr>
<tr>
<td>Processing</td>
<td>h----(\sim)ho----home home</td>
<td>No error</td>
</tr>
<tr>
<td>Self-Correct (sc)</td>
<td>where</td>
<td>when</td>
</tr>
<tr>
<td>No response (Omission)</td>
<td>-- house</td>
<td>One error</td>
</tr>
<tr>
<td>Insertion</td>
<td>here</td>
<td>--</td>
</tr>
<tr>
<td>Pause</td>
<td>// (\sim)house house</td>
<td>No error</td>
</tr>
<tr>
<td>Told</td>
<td>house T</td>
<td>One error</td>
</tr>
<tr>
<td>Appeal for help <em>Say “You Try”</em></td>
<td>-- A (\checkmark)here house YT T</td>
<td>One error</td>
</tr>
<tr>
<td>State of confusion *Try that again. [Put square brackets around muddled behavior.]</td>
<td>[ (\checkmark) ] look</td>
<td>said</td>
</tr>
<tr>
<td>Repetition (R)</td>
<td>Here is the home (\checkmark)</td>
<td></td>
</tr>
<tr>
<td>Too many errors – If 2 or more errors each word is an error</td>
<td>Mary (\checkmark) on</td>
<td>(\checkmark)</td>
</tr>
<tr>
<td>Broken words</td>
<td>a / way away</td>
<td>One error</td>
</tr>
<tr>
<td>Error of pronunciation</td>
<td>gonna going to</td>
<td>No error if cultural, 1 error if mispronounced</td>
</tr>
<tr>
<td>Inventions: When the child invents his own version of the story the system breaks down and ‘inventing’ is recorded for that page.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Try that again</em> When a child is in a tangle the teacher may give this prompt. It counts as one error and only the second attempt is scored.</td>
<td></td>
<td>One error Score second attempt separately</td>
</tr>
</tbody>
</table>

Fewest errors -If there are alternative ways of scoring responses choose the fewest possible errors. As in B.  

**A** We went for the bread  
You went to the shop for the bread  
\(\checkmark\) \(\checkmark\) \(\checkmark\) \(\times\) \(\times\) \(\times\) \(\times\) \(\times\) \(\checkmark\) \(\times\) \(\checkmark\) \(\times\) \(\times\) \(\checkmark\) \(\checkmark\) \(\times\) \(\checkmark\) \(\checkmark\) \(\times\) \(\times\) \(\checkmark\) \(\checkmark\) \(\checkmark\) \(\checkmark\) \(\times\) \(\times\) \(\times\) \(\checkmark\) \(\checkmark\) \(\checkmark\) \(\checkmark\) \(\checkmark\) | [6 errors]  

**B** We went for the bread  
You went to the shop for the bread  
\(\checkmark\) \(\checkmark\) \(\times\) \(\checkmark\) \(\checkmark\) \(\times\) \(\checkmark\) \(\checkmark\) | [4 errors]
One spring morning,
The little Red Hen found
a grain of wheat.
"I will plant this grain of wheat,"
She said.

Section 2

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."

Section 3

She asked the dog,
"Will you help me plant
this grain of wheat?"
"Not I," barked the dog.
"I've got better things to do."
Section 4

She asked the cat,

"Will you help me plant

this grain of wheat?"

"Not I," meowed the cat.

"I've got better things to do."

#2 - Practice

Section 5

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.”

Section 6

“Then I’ll plant it myself,”

said the little red hen,

and she did.
The wheat grew tall and it ripened.

"Who will help me cut the wheat?"

Asked the little Red Hen.

"Not I," quack the duck.

"Not I," barked the dog.

"Not I," meowed the cat.

"Not I," grunted the pig.

"Then I will do it myself,"

said the little red hen.

And she did.

Now the wheat was ready
to go to the mill.

"Who will help me take
the wheat to the mill?"

Asked the little Red Hen.
"Not I," quack the duck.

"Not I," barked the dog.

"Not I," meowed the cat.

"Not I," grunted the pig.

"Then I will do it myself," said the little red hen.

And she did.

When she got home with the flour she asked,

"Who will help make the bread?"

"Not I," quacked the duck.

"Not I, "Bart the dog.

"Not I," meowed the cat.

"Not I," grunted the pig.

"Then I will make it myself,"

said the little red hen.

And she did.

When the bread was cooked
she took it out of the oven.

She put it on the table to cool.
**MSV Cheat Sheet**

**Meaning =**
- The student looks at the picture to think about what may 'fit' in the context.
- The reader thinks about the primary meaning of the text and thinks: "What would make sense?"

**Structure =**
- The student thinks: "Would it sound right to say it that way?"
- The structure of the text (up to and including the substitution) should follow acceptable English Language construction.

**Visual =**
- The student thinks: "Does it look like the word in the text?"
- The student notices what the letters and words look like.