

## What is a Running Record?

A running record allows you to assess a student's reading performance as she/he reads from a Guided reading book. These books are pre-selected for running record assessment purposes. In other words, choose a guided reading book (most schools have F & P GR books), a running record form, with text from the book printed on the form, OR a form with 100 spaces should be used. You can find 2 types of RR forms on the district site.

There are conflicting views on whether students should be assessed using a book they have never read versus using a book they are familiar with. We believe using a book that has not been previously read will give a more accurate measure of a student's ability to handle text at the assessed level. **After completing a running record, you should assess a student's comprehension of the book read by having the student do a retelling.** This is the same practice as F & P assessments.

**Taking a Running Record-** Running Records serve 2 purposes for our district. They should be given to struggling students in September to ensure that they have not regressed during the summer. Even though we have their F & P data from June, this is wise practice. The second purpose is for ALL students in elementary as an assessment tool when you believe that they need to advance to the next guided reading level. The RR provides one snapshot of data at that time and should be considered along with teacher observation and notes that the teacher has compiled on the child at this point in the year. The RR should be given according to the following timeline but this is approximate. Students who are not progressing at the expected rate should be assessed even more frequently than the schedule suggested below.

- Emergent readers (Levels D – J): every 4 to 6 weeks
- Early fluent readers (Levels K – P): every 6 to 8 weeks
- Fluent readers (Levels Q – Z): every 8 to 10 weeks

Taking a running record takes practice. Select a book that approximates the student's reading level. Explain that she/he will read out loud as you observe and record her/his reading skills. **Give an introduction to the book that is brief but sets the general stage.** Eg. "This is a book about a girl who loved animals. Read to find out what happens." OR "In this book, a horse is wandering into a lot of different places. Read to find out what happens."

1. With the running record form in hand, sit next to the student so that you can see the text and the student's finger and eye movements as she/he reads the text.
2. As the student reads, mark each word on the running record form by using the appropriate Running Record Symbols and Marking Conventions as you would in an F & P assessment. Place a checkmark on each space for words read correctly.
3. If the student reads incorrectly, record what word the student says.

4. If the student is reading too fast for you to record the running record, ask her/him to pause until you catch up. Alternately, you can tape the student for playback later.
5. Be sure to pay attention to the reader's behavior. What kind of errors are they making consistently?
6. Intervene as little as possible while the student is reading.
7. If the student is stuck and unable to continue, wait 5 to 10 seconds, then tell her/him the word. If the student seems confused, provide an explanation to clear up the confusion and say, "Try again."

### **Marking a Running Record Form**

Several terms are used when marking a running record form. You should become familiar with these terms by reviewing the explanations below.

- Errors (E)--Errors are tallied during the reading whenever a child does any of the following:

--Substitutes another word for a word in the text

--Omits a word

--Inserts a word

--Has to be told a word

- Self-correction (SC)--Self-correction occurs when a child realizes her or his error and corrects it. When a child makes a self-correction, the previous substitution is not scored as an error.
- Meaning (M)--Meaning is part of the cueing system in which the child takes her or his cue to make sense of text by thinking about the story background, information from pictures, or the meaning of a sentence. These cues assist in the reading of a word or phrase.

There are two steps to marking a running record. Step 1 involves marking the text on the running record form as the student reads from the benchmark book.

Once the student has read all the text on the running record form and you have recorded their reading behavior, you can complete Step 2. In Step 2 you fill in the information to determine their accuracy rate, self-correction ratio and error ratio. Begin by looking at any errors the student has made as well as self-corrections. Also determine their accuracy %.

### **Scoring and Analyzing a Running Record**

Scoring: The information gathered while doing a running record is used to determine error, accuracy, and self-correction rates. Directions for calculating these rates are given below. **The calculated rates along with qualitative information and the student's comprehension of the text (retelling) are used to determine the student's reading level.**

**Qualitative Analysis:** The qualitative analysis is based on observations that you make during the running record. It involves observing how the student uses the meaning (M), structural (S), and visual (V) cues to help her/him read. It also involves paying attention to fluency, intonation, and phrasing. Think back to the prompts you offered and how the student responded. These observations help you form a picture of the student's reading development.

### **Error Rate**

Error rate is **expressed as a ratio** and is calculated by using the following formula:

Total words / Total errors = Error rate

*Example:*

$99 / 8 = 12.38$ , or 12 rounded to nearest whole number

The ratio is expressed as 1:12.

This means that for each error made, the student read approximately 12 words correctly.

### **Accuracy Rate**

Accuracy rate is **expressed as a percentage**. You can calculate the accuracy rate using the following formula:

$(\text{Total words read} - \text{Total errors}) / \text{Total words read} \times 100 = \text{Accuracy rate}$

*Example:*

$(99 - 8) / 99 \times 100 = \text{Accuracy rate}$

$91/99 \times 100 = \text{Accuracy rate}$

$.919 \times 100 = 91.9\%$ , or 92% rounded to the nearest whole number

OR if you choose a running record form that is out of a 100 word total, accuracy can be determined quite quickly.

Eg.  $96/100 = 96\%$  accuracy

Easy enough for independent reading = 95 – 100%

Instructional level for use in leveled reading session = 90 – 94%

Too difficult and will frustrate the reader = 89% and below

### **Self-Correction Rate**

Self-correction rate is **expressed as a ratio** and is calculated by using the following formula:

$(\text{Number of errors} + \text{Number of self corrections}) / \text{Number of self corrections} = \text{Self-correction rate}$

*Example:*

$(8 + 3) / 3 = \text{Self-correction rate}$

$11 / 3 = 3.666$ , or 4 rounded to the nearest whole number

The self-correction rate is expressed as 1:4. This means that the student corrects approximately 1 out of every 4 errors.

**If a student is self-correcting at a rate of 1:4 or less, this indicates that she/he is self-monitoring her/his reading.**