

Running Record Recording Sheet

Name: _____ Date: _____
 Book Title: _____ Familiar Text: _____
 Number of Words: _____ Level: _____ Unfamiliar Text: _____
 Accuracy/Self-Correction Ratio: _____

Cues Used:

Meaning _____
 Structure _____
 Visual _____

Strategies Used:

Monitoring _____
 Cross-Checking _____
 Searching _____

Page:		E	SC	E MSV	SC MSV

Running Record Recording Sheet					Page _____	
Page:		E	SC	E MSV	SC MSV	

Making Instructional Decisions/Teaching for Strategies

1. What evidence can you find of strategies being used?
(Identify each strategy and give examples from the running record.)

2. What strategies are needed?

3. How would you teach the needed strategy?

How to complete the Running Record Recording Sheet.

Although you can use a blank piece of paper to administer a running record, it is helpful to use a blank Running Record Recording Sheet to help with organization.

1. Fill in the basic information on the top of the form. Include the number of running words, the level of the text and whether the book is *seen* (familiar) or *unseen* (unfamiliar).
2. After administering the running record, use a scrap piece of paper or a calculator to determine the accuracy and self-correction ratios. Write the ratios on the front of the recording sheet.

A student should self-correct after monitoring, noting a discrepancy, and searching for and using additional information to correct the problem. Self-correction is noted in the form of a self-correction ratio. The goal is for the student to self-correct at least 1 error in every 4 errors (1:4).

3. Under **Cues Used** summarize the cues or sources of information the student used. Look for patterns in the MSV analysis of errors and self-corrections. Use a checkmark to indicate that the source of information was used regularly.
4. Fill in the *Making Instructional Decisions/Teaching for Strategies* sheet. Record whether or not the student used the various sources of information on a regular basis.

Record other observations such as:

- Used MS together
- Neglected V
- Used V at self-correction
- Used sounding at difficulty
- Used all 3 together

5. Under **Strategies Used** consider the student's observed reading behaviours, place a checkmark beside the strategy or strategies used by the student, then add summary comments to the *Making Instructional Decisions/Teaching for Strategies* sheet.

Monitoring: Monitoring ensures that the reading makes sense semantically, syntactically and visually (makes sense, sounds right and looks right). Proficient readers stop and check the reading only if the three sources of information do not match. Young readers need to learn how to monitor reading for accuracy.

Sample monitoring summary comments:

- Paused at errors (the student knew something was wrong but did not yet know what to do about it)
- Repeated phrases after error (the student knew something was wrong and tried to obtain additional information)
- Appealed for confirmation after error

Cross-Checking: Cross-checking is a subset of monitoring. Many early readers use cross-checking. The student uses one or two sources of information, then cross-checks the word by using another (the neglected) source of information. For example: the student reads *ran* instead of *walked*. The student appears to have used meaning and structure but not visual information. If the student cross-checks, the attempt is checked using visual information. The student should note that *ran* does not visually match *walked*.

Sample cross-checking comments:

- Used V to check MS
- Used MS to check V

Searching: Searching is a strategy used by the student to search for (and use) information to solve a word. The student may use meaning, structure or visual information, or a combination of the three sources of information.

Sample searching comments:

- Used picture
- Used initial sound
- Covered ending
- Found chunks
- Read on

6. Write a brief comment on the *Making Instructional Decisions/Teaching for Strategies* sheet about required teaching focus based on the information obtained from the running record. What does the student do well? What needs to be taught next? This teaching focus can then be incorporated into individual, group or whole class instruction.