RUNNING RECORDS ASSESSMENT

When a text is too hard, students begin to struggle and use less appropriate learning strategies. They learn much more from reading a text that is instructional or easy. Running Records will provide you with direct information on the appropriateness of the text for each student and on the reading behaviors students are using. Running Records should be taken with a familiar text and it is critical that the text not be too hard. *Running Records for Classroom Teachers* by Marie Clay is an excellent resource for teachers who wish to learn more about using Running Records in their classrooms.

PURPOSE OF THE RUNNING RECORD ASSESSMENT:

The information gained from running records empowers the instructor by providing him or her with a wealth of information. Purposes of the running record assessments are:

- To collect information to make critical instructional decisions about the student
- To make decisions about group placement/changing group placement
- To assess the student's ability to read a book (decode print and construct meaning) at specific levels of difficulty
- To record the student's oral reading for analysis of skills/strategies and documentation of growth over time and against grade level competencies
- To determine reading skills/strategies the student uses to decode print and construct meaning from text

Recording forms with the printed text for the Compass Collection (one at each text level for Levels A-M) are available at pioneervalleybooks.com/compasscollection/resources. The records may be downloaded and printed for assessment purposes. Alternatively, teachers may prefer to use a blank running record form to take a running record.

HOW TO TAKE A RUNNING RECORD:

To prepare the student for the running record assessment, instruct the student to read the book aloud without assistance. Tell the student to do whatever he/she normally does when reading alone and comes to a part that is difficult. If you are assessing for comprehension, tell the student that after he/she finishes reading the book that he/she will be asked to retell the story/book as if telling the story to a friend who has not read the book.

While taking the running record make sure that:

- The student reads the entire text or selected portion of text without assistance from the teacher.
- The student reads the entire text or text selection either aloud, or silently for comprehension/retelling purposes.
- If the student stops reading, wait 15 seconds, and then encourage the child to continue reading (e.g., "try it.")
- If the child is unable to continue, tell the child the word.

While the student is reading, the teacher is making notes about how s/he is reading. The teacher should:

- Code each response by the student as s/he reads.
- Note and count each error and self-correction by totaling the correct number in the total errors and self-correction columns.
- Analyze each error and self-correction to note the cues used. For every error and self-correction, ask yourself these three questions:

  M Did the meaning or the messages of the text influence the error? Perhaps the reader brought a different meaning to the author's text.
  S Did the structure (syntax) of the sentence up to the error influence the response?
  V Did visual information from the print influence any part of the error?

  When an error or self-correction is made, write the letters M, S, or V in the appropriate column. Circle the letters if the student's error showed that s/he could have used meaning, structure, or visual information. **Consider the sentence only up to the point of error (not the unread text).**

CONVENTIONS FOR TAKING A RUNNING RECORD:

1 Correct Responses   √

2 Substitutions (counts as an error)   Child: *home*
                                                   Text: house

3 Self-corrections   Child: *home*   SC
                                                   Text: house

4 Insertions (counts as an error)

Child:	*here*
Text:	—

5 Omissions (counts as an error)

Child:	—
Text:	house

6 Child attempts to sound out a word
(record with lower case letters)
(counts as an error unless child says
word correctly)

Child:	*n-o-t*
Text:	not

7 Child spells the word
(record with upper case letters)
(counts as an error unless child says
word correctly)

Child:	*N-O-T*
Text:	not

8 Child repeats or rereads
(does not count as an error)

Child:	√	*come*	R
Text:	She	came	

9 Record all attempts at a word

Child:	*here*	*h-*	*home*
Text:	house		

10 Child stops and cannot proceed. First the
teacher says, "You try." If the child still does
nothing, the teacher tells the word.

Child:	*home*	
Text:	house	YT

11 Child appeals for help. Suggest the child try it
before telling.

Child:	—	A	*here*
Text:	house	—	YT

12 Child gets confused and can't seem to
continue, the teacher may ask him to "Try that
again." Put brackets around first attempts and
record second attempt.

First attempt:

Child:	√	[*we*	*white*	√	TTA
Text:		Susan	went	with	me

Second attempt:

Child:	√	*said*	SC	√	√
Text:		Susan	went	with	me

Look at the overall pattern of responses you have circled so that you can bring your analysis of errors and self-corrections together into a written summary.

To explain the error, consider the student's behavior up to the point of the error. To explain a self-correction, consider what might have led the student to spontaneously correct the error.

ASSESSING THE RUNNING RECORD:

Following the running record, you will tally the score and evaluate the data using the following:

1 Consider the student's fluency.

Use the Fluency Rubric to consider the student's ability to read in a phrased manner, smoothly, with a good pace and good expression. Score by adding up each column score together to obtain a possible 16 out of 16.

FLUENCY RUBRIC

	1	2	3	4
PHRASING	**1** Monotonic with little sense of phrase boundaries, frequent word by word reading.	**2** Frequent two and three word phrases giving the impression of choppy reading; improper stress and intonation; failure to mark ends of sentences and/or clauses.	**3** Mixture of run-ons, mid-sentence pauses for breath, and some choppiness; reasonable stress and intonation.	**4** Generally well-phrased, mostly using clause and sentence units, with adequate attention to expression.
SMOOTHNESS	**1** Frequent extended pauses, hesitations, false starts, sound-outs, repetitions, and/or multiple attempts.	**2** Several "tough spots" in text where extended pauses and hesitations are frequent and disruptive.	**3** Occasional breaks in smooth rhythm because of difficulties with specific words and/or structures.	**4** Generally reads smoothly with some breaks but resolves word and structure difficulties quickly, usually through self-correction.
PACE	**1** Slow and laborious.	**2** Moderately slow.	**3** Uneven mixture of slow and quick reading.	**4** Consistent conversational pace with appropriate rate throughout reading.
EXPRESSION	**1** Reads words as if simply to get them out. Little sense of trying to make text sound like natural language. Tends to read in a quiet voice.	**2** Begins to use voice to make text sound like natural language in some areas of text but not in others. Focus remains largely on pronouncing the words. Still reads in a quiet voice.	**3** Makes text sound like natural language throughout the better part of the passage. Occasionally slips into expressionless reading. Voice volume is generally appropriate throughout the text.	**4** Good expression and enthusiasm throughout the text. Sounds like natural language. Varies expression and volume to match his or her interpretation of the passage.

2 **Consider the student's understanding of the text.**

Ask follow up questions if needed to help the student expand his/her discussion. This should be a conversation. The questions should be used to stimulate further discussion of understandings expressed. You might say, "Talk about what happened in the story." Or you might say, "Tell me more about . . . " or "What happened next?" To encourage students to share their own interpretations you might say, "Why do you think . . .?" and "What do you think would happen if . . ." Use the **Comprehension Scoring Rubric** to evaluate the student's overall level of understanding of the story. Score by adding up each column score together for a possible 16 out of 16.

COMPREHENSION RUBRIC

1 Tells 1 or 2 events or key facts.	**2** Tells some of the events or key facts.	**3** Tells many events, in sequence for the most part, or tells many key facts.	**4** Tells most events in sequence or tells most key facts.
1 Includes few or no Important details from text.	**2** Includes some important details from text.	**3** Includes many important details from text.	**4** Includes most important details and key language or vocabulary from text.
1 Refers to 1 or 2 characters or topics using pronouns (he, she, it, they).	**2** Refers to 1 or 2 characters or topics by generic name or label (boy, girl, dog).	**3** Refers to many characters or topics by name in text.	**4** Refers to all characters or topics by specific name.
1 Responds with incorrect information.	**2** Responds with some misinterpretation.	**3** Responds with literal interpretation.	**4** Responds with interpretation that shows higher level thinking.
1 Provides limited or no response to teacher questions and prompts.	**2** Provides some response to teacher questions and prompts.	**3** Provides adequate response to teacher questions and prompts.	**4** Provides insightful response to teacher questions or prompts.

SUMMARY OF RUNNING RECORDS RESULTS

At the end of each running record you have the option of tallying the percentage of errors, the self-correction ratio, the fluency score, and comprehension score on the scoring guide provided. We have provided these calculations for you on the Compass reading records.

ACCURACY RATE

Errors											
%											

SELF-CORRECTION RATIO

$$\frac{(E + SC)}{SC} = \underline{\hspace{2cm}}$$

FLUENCY SCORE

GUIDE TO TOTAL SCORE
[refer to rubric]

14-16   Excellent Fluency

10-13   Satisfactory Fluency

6-9   Limited Fluency

4-5   Unsatisfactory Fluency

SCORE: _____

COMPREHENSION SCORE

GUIDE TO TOTAL SCORE
[refer to rubric]

17-20   Excellent Comprehension

12-16   Satisfactory Comprehension

7-11   Limited Comprehension

5-6   Unsatisfactory Comprehension

SCORE: _____