Using Running Records in the Classroom

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What, Why, When, and How?
WHAT ARE RUNNING RECORDS?

Running records are a quick, short-hand method of note-taking to document behavioral evidence of comprehension.
WHY RUNNING RECORDS?

1. quick
2. document change over time
3. guide instruction
4. inexpensive
5. assess text difficulty
6. document behavioral evidence of comprehension
WHEN DO YOU TAKE RUNNING RECORDS?

Experienced teachers recommend:

• Once a week or more with low-progress students
• Once every two weeks with average-progress students
• Once a month with high-progress students
TWO THINGS TO AVOID

1. printed text

2. tape recording
WHY?

A printed text encourages teachers to attend only to right and wrong responses, and to ignore how the child is arriving at these decisions.

Tape-recording may seem easier at first, but it limits the analysis because a tape does not record visual information – how the child moved, seemed puzzled, peered at the print or looked at the ceiling.

M. M. Clay
4 LEVELS OF ANALYSIS

1\textsuperscript{st} level – accuracy and SC rate

2\textsuperscript{nd} level – sources of information

3\textsuperscript{rd} level – strategic activities

4\textsuperscript{th} level - comprehension
FIRST LEVEL OF ANALYSIS

Looks at accuracy rates and self-correction ratios

Teachers usually group children and select books on this basis
Looks at sources of information used and neglected to assist in making a decision about processing.
THIRD LEVEL OF ANALYSIS

makes an informed decision about processing to assist in teaching for strategic activities

- integrating sources of information
- searching further at difficulty
- self-correcting
- predicting and anticipating
- monitoring (checking) MSV
- cross-checking sources of information
- flexibility with strategic activities and sources of information
FOURTH LEVEL OF ANALYSIS

• makes an informed decision about comprehension
• considers:
  1. self-correction rate of 1:5 or better
  2. substitutions that make sense
  3. checking behaviors (cross-checking, searching, self-correction, rereading)
  4. rereading to maintain meaning
  5. fluency (rate-WCPM, phrasing, prosody)
A student who displays these behaviors is actively processing print and bring meaning to it, which is a definition of comprehension.

Getting It Together, Ian Morrison, 1994
CONVENTIONS FOR TAKING A RUNNING RECORD

- √ per word
- word read
- text
- -
- text
- word read
- -
- text
- word read| SC
- text
- word read| R
- text
- -
- text| T
- text| A
- text

accurate reading
substitution
omission
insertion
self-correction
repetition
told
appeal
SCORING

error ratio (use w/ conversion table) \[ \frac{RW}{E} \]

self-correction ratio \[ \frac{E + SC}{SC} \]
## Conversion Table

<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>1:10</td>
<td>90</td>
</tr>
<tr>
<td>1:9</td>
<td>89</td>
</tr>
</tbody>
</table>
ANALYZING

M (meaning) – Does it make sense?

S (structure) – Does it sound right?

V (visual) – Did the reader use any visual information?
“Older proficient readers become fast readers, too fast for the teacher to make ticks (checks) for every word. Then the observer can give up recording the correct responding, and, keeping strictly to the layout and lines of text, record all the processing the reader does to monitor, solve words, and self-correct.”

M.M. Clay, 2002, p. 56
NEXT STEPS...

1. Think of reading as a process: predicting, monitoring, searching, self-correcting
2. Use the running record to determine a teaching point or two in relation to processing print
<table>
<thead>
<tr>
<th>Page</th>
<th>Title</th>
<th>Errors</th>
<th>Error Ratio</th>
<th>Accuracy Rate</th>
<th>Self-correction Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td><strong>The Greedy Dog and the Bone</strong></td>
<td>1</td>
<td>4.9</td>
<td>92%</td>
<td>1.5</td>
</tr>
<tr>
<td>3</td>
<td>each deep very little</td>
<td>1</td>
<td>4.9</td>
<td>92%</td>
<td>1.5</td>
</tr>
<tr>
<td>4/4</td>
<td>day morning deep very little to through</td>
<td>1</td>
<td>4.9</td>
<td>92%</td>
<td>1.5</td>
</tr>
</tbody>
</table>
### Running Record Sheet

**Name:** Rob N. Stuckey  
**Date:**  
**D. of B.:**  
**Age:** yrs mths  
**School:** Chippendale Elem.  
**Recorder:**

<table>
<thead>
<tr>
<th>Text Title</th>
<th>Errors</th>
<th>Error Rate</th>
<th>Accuracy Rate</th>
<th>Self-correction Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Easy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructional</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hard</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Directional movement

**Analysis of Errors and Self-corrections**
- Information used or neglected [Meaning (M), Structure or Syntax (S), Visual (V)]

**Easy**

- Instructional:  
- Hard:  

**Hard**

- Instructional:  
- Hard:  

#### Cross-checking on information (Note that this behaviour changes over time)

<table>
<thead>
<tr>
<th>Page</th>
<th>Title</th>
<th>Count</th>
<th>Information used</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>The Greedy Dog and the Bone</td>
<td>1</td>
<td><strong>M S V</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**Errors**

- **Page 2:**  
  - Joe  
  - Jip  
  - Great  
  - The Greedy  
  - Day  
  - Morning  
  - Will  
  - It  
  
- **Page 3:**  
  - Each  
  - Every  
  - Shop  
  
- **Page 4:**  
  - I  
  - is  
  - through  

---

**Information used**

- **M S V**
- **S M S V**
RUNNING RECORD SHEET

Name: Rob K. Stuckey  Date:  D. of B.:  Age:  yrs  mths
School: Chippendale Elem.
Recorder

Text Title

Easy:
Instructonal: Greedy Dog and Bone
Hard

Directional movement

Analysis of Errors and Self-corrections
Information used or neglected [Meaning (M), Structure or Syntax (S), Visual (V)]

Easy

Instructonal

Hard

Cross-checking on information (Note that this behaviour changes over time)

<table>
<thead>
<tr>
<th>Page</th>
<th>Title</th>
<th>e</th>
<th>sc</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>The Greedy Dog and the Bone</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Jeep</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>great sc &amp; R. greedy</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>each jeep</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>every sip</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>stop store sc</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>shop</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>day morning</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>jeep</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Jeep</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I'll</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I will</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>He</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>It is</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>through</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Analysis of Errors and Self-corrections
Information used

Error Running Words: 1: 12.9 92% 1: 7.5
Prompts to support assembling working systems

Predicting and anticipating behavior
Think of the story, what would make sense?
What do you know about ____________?
What’s happening in the story?
Think what the story’s about?
Think of the story, what would sound right?

Searching behavior
Try that again, think what would make sense?
Try that again, think what would look right?
Try that again, think what would sound right?
Do you know a word like that?
You said ____. Does that sound right?
You said ____. Does that make sense?
Check the picture.
(with older students)
What can you do to help yourself?
What else could you try?
What do you know that might help?

Checking behavior
Try that again.
Were you right?
Could it be ____?
It could be ____, but look at ____.
Would ______ fit there?
Would ______ make sense?
Does it look right?
Why did you stop?
Does it make sense?

Self-correcting behavior
Something wasn’t quite right.
Try that again.
I liked the way you worked that out.
You made a mistake. Can you find it?
You’re almost right. Try that again.
If every act of reading and writing is an exercise in phonemic awareness, phonics, fluency, vocabulary, and comprehension; what are the implications for assessment, evaluation, learning and instruction?
RECOMMENDED READING


Questions and Discussion

PowerPoint presentation can be downloaded at mirc.ucf.edu
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