

Why use Running Records?

"In every way the information produced by systematic observation reduces our uncertainties and improves our instruction."

Clay. An Observation Survey at Early Lifetacy Achievament, [2002, 2004, 2013]

Using Analyzed Running Records to Inform Instruction

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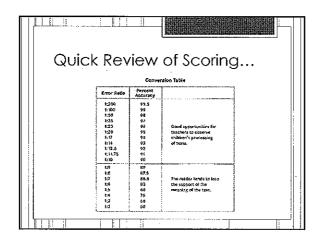
- "You can judge
 o what the reader already knows,
 o what he attended to,
 o and what he overlooked.

o and what he eventoked.

You can assess how well the reader is pulling together what he already knows about letters, sounds and words to get to messages. With this kind of information, you will be able to prompt, support, and challenge individual learners."

Clay, <u>An Observation Survey of Early Literacy Achlevement</u>. (2002, 2006, 2013)

(Quick Rev	iew of		
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	his A res	Yorkel appeal followed by a student response	3 extor.	
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Quick Review of Analysis	*******
Meaning – Did the meaning of the messages of the text influence the error?	
Structure – Did the structure (syntax) of the sentence up to the error influence the response? If the error occurs on the first word of the sentence it is marked as positive for structure if the new sentence could have started that way.	
Visual - Did visual information from the print influence any part of the error; letter, word or cluster?	

Analyzing a Running Record • Analyze errors • Analyze self-corrections • Analyze patterns of response

The Best Cat, Level I/164 RW Analyze the running record individually Compare with a friend Decide together what your teaching point may be for this student What is the child able to do well? Do you notice anything that is partially known? What do you think the child is ready to learn next? Think about what will be useful in all books, not just this book.

The Best Cat, Level I/164 RW With the people at your table... • Review each running record • Consider each child's strengths and what needs to be learned next • Look across the running records to see if there is a focus that would benefit all students

Running Record Conventions

Mark as	Convention means	Count as
√	Word correct	Word correct
black	Substitution	I error
big		
b- brown	Attempts a word-Record each attempt separated by a	I error
big	line	. 41.01
black SC	Self corrects a word	Self correction
hia	Scir corrects a word	Sen contection
big	Omining	1
- big	Omission	1 error
DIG	77	
	No response	1 error
big		
big	Insertion	1 error
-		
_ -	Told	1 error
big T		
- IR_	Told with student repeat	1 error
big T	1 .	1
- A	Verbal appeal	1 error
big		
- IAI	Verbal appeal followed by a	1 error
big Y	"You try it"	1 Onto
-	Verbal appeal followed by a student response	1 error
- A bag big -	verbai appear followed by a student response	1 Citoi
	Try That Again	1
$ \begin{array}{c cccc} & is & \sqrt{b-ig} & \underline{f-ee-t} \\ \hline & has & big & fee & \end{array} $		1 error
las olg tee	Be sure to record new responses below and mark	
√R	accordingly	370
VK	Single word Repetition	NO error
V VVVR	Phrase or line repeat	NO error
V VVVV K		
11 11111 12 120	Repetition and self correction	NO error
√√ √√√ black R SC		
big		
BIG √	Spells out word and says correct word	NO error
big		
B I G dog	Spells out word and says incorrect word	1 error
big		
b-i-g √	Sounds out word and says correct word	NO error
big		
b-i-g bag	Sounds out word and says incorrect word	1 error
big	3	
V -	Skip a line	Each word is an
	1	error
	Skips a entire page	NO error
	An incorrect response to a PROPER NOUN is only	1 error
	counted the 1 st time as an error; repeated incorrect	1 61101
	responses for that noun throughout is recorded but	
T -11	NOT counted as repeated errors	
<u>I will</u>	Incorrect responses for contractions	1 error
I'll		
	Invented text – if student begins to invent, first TTA	Count each word as
	but if still inventing - STOP	an error 188

Quantifying the Running Record

And I

Box 1

COUNT THE RUNNING WORDS

150

Box 2

RATIO OF ERRORS
TO
RUNNING WORDS
Errors
Running Words
150
1:10
One in ten

Box 3

ACCURACY RATE					
$100 - \frac{E}{RW} \times \frac{100}{1}$					
$100 - \frac{15}{150} \times \frac{100}{1}$					
= 90%					

Box 4

SELF-CORRECTION RATIO
SC E + SC
<u>5</u> 15 + 5
1:4
One in four

Box 1: Count the words in the text, omitting titles.

Box 2: Count the errors, and enter the Error Ratio.

Box 3: Use the conversion table to find the Accuracy Rate.

Box 4: Work out the Self-correction Ratio.

Here is one way to think about self-corrections. There were 15 errors in 150 running words of text and the 5 self-corrections represent an extra 5 potential errors. Altogether there were 20 chances to make self-corrections so there were 5 self-corrections in 20 chances to self-correct.

The four boxes provide the calculations corresponding to the steps outlined above. The conversion table provides quick access to accuracy rates.

Conversion Table

Error Ratio	Percent Accuracy	
1:200	99.5	
1:100	99	
1:50	98	
1:35	97	
1:25	96	Good opportunities for
1:20	95	teachers to observe
1:17	94	children's processing
1:14	93	of texts.
1:12.5	92	
1:11.75	91	
1:10	90	
1:9	89	
1:8	87.5	
1:7	85.5	The reader tends to lose
1:6	83	the support of the
1:5	80	meaning of the text.
1:4	75	
1:3	66	
1:2	50	

Turn back to page 15 and score that Running Record. Put one count in the error column for every error and one count in the self-correction column for every self-correction. Total each column and work out the Error Ratio, the Accuracy Rate, and the Self-correction Ratio.

i

The Best Cat, Level I, 164 RW (pg. 9)

Pg. 2

Spencer wanted a cat more

than anything in the world.

He wanted a cat

that would sleep on his bed

and purr in his ear

and be his best furry friend.

Pg. 3

"Please, can I get a cat?"

Spencer asked.

"I really want one."

"Are you sure?"

his mother answered.

"It is hard work

to take care of a cat."

Pg. 4

"I'll take good care of him,"

said Spencer. "I promise.

I'll brush him and feed him

and give him water every day."

"All right," said his mother.

"Let's go to Apple Tree Farm.

Maybe we can get a cat there."

Pg. 6

Spencer and his mother went

to Apple Tree Farm.

Many animals lived on the farm.

There were cows and horses

in the fields.

There was a friendly farmer.

And there were cats everywhere!

Pg. 8

Spencer had never seen

so many cats and kittens!

Pg. 9

"How will you choose just one?"

asked Spencer's mother.

Spencer thought about it.

Then he said, "I'll choose

the best cat for me."

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