

Using
Running
Records to
Inform
Instruction

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Why use Running Records?

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

Clay, An Observation Survey of Early Literacy Achievement (2002, 2006, 2013)

Using Analyzed Running Records to Inform Instruction

"You can judge

- what the reader already knows,
- what he attended to,
- and what he overlooked.

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, An Observation Survey of Early Literacy Achievement (2002, 2006, 2013)

Quick Review of Conventions...

Student	Conventions	Count of
W	Word omitted	Word omitted
W	Calculation	1 error
W	Attempts a word. Repeats each string separated by a line	1 error
W	Self corrects a word	Self corrective
W	Onset	1 error
W	No response	1 error
W	Incorrect	1 error
W	Total	1 error
W	Told with student in eye	1 error
W	Verbal appeal	1 error
W	Verbal appeal followed by a "Yes by it"	1 error
W	Verbal appeal followed by a student response	1 error

Quick Review of Scoring...

Error Ratio	Percent Accuracy	
1:206	99.5	Good opportunities for teachers to observe children's processing of text.
1:100	99	
1:50	98	
1:35	97	
1:25	96	
1:20	95	
1:17	94	
1:14	93	
1:12.5	92	
1:11.75	91	
1:10	90	The reader tends to help the support of the meaning of the text.
1:9	89	
1:8	87.5	
1:7	85.5	
1:6	83	
1:5	80	
1:4	75	
1:3	68	
1:2	50	

Quick Review of Analysis...

- o **Meaning** – Did the meaning of the messages of the text influence the error?
- o **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.
- o **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 big	Substitution	1 error												
b- brown big	Attempts a word-Record each attempt separated by a line	1 error												
black SC big	Self corrects a word	Self correction												
- big	Omission	1 error												
- big	No response	1 error												
big -	Insertion	1 error												
- big T	Told	1 error												
- R big T	Told with student repeat	1 error												
- A big	Verbal appeal	1 error												
- A big Y	Verbal appeal followed by a "You try it"	1 error												
- A bag big -	Verbal appeal followed by a student response	1 error												
<table border="0" style="border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 2px;">√</td> <td style="padding: 2px;">is</td> <td style="border: 1px solid black; padding: 2px;">√</td> <td style="padding: 2px;">b-ig</td> <td style="border: 1px solid black; padding: 2px;">f-ee-t</td> <td style="padding: 2px;">TTA</td> </tr> <tr> <td style="border: 1px solid black; padding: 2px;">√</td> <td style="padding: 2px;">has</td> <td style="border: 1px solid black; padding: 2px;">√</td> <td style="padding: 2px;">big</td> <td style="border: 1px solid black; padding: 2px;">fee</td> <td></td> </tr> </table>	√	is	√	b-ig	f-ee-t	TTA	√	has	√	big	fee		Try That Again Be sure to record new responses below and mark accordingly	1 error
√	is	√	b-ig	f-ee-t	TTA									
√	has	√	big	fee										
√R	Single word Repetition	NO error												
√ √ √ √ R	Phrase or line repeat	NO error												
<table border="0" style="border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 2px;">√ √</td> <td style="border: 1px solid black; padding: 2px;">√ √ √</td> <td style="border: 1px solid black; padding: 2px;">black</td> <td style="border: 1px solid black; padding: 2px;">R</td> <td style="border: 1px solid black; padding: 2px;">SC</td> </tr> <tr> <td></td> <td style="border: 1px solid black; padding: 2px;">big</td> <td></td> <td></td> <td></td> </tr> </table>	√ √	√ √ √	black	R	SC		big				Repetition and self correction	NO error		
√ √	√ √ √	black	R	SC										
	big													
B I G √ big	Spells out word and says correct word	NO error												
B I G dog big	Spells out word and says incorrect word	1 error												
b-i-g √ big	Sounds out word and says correct word	NO error												
b-i-g bag big	Sounds out word and says incorrect word	1 error												
	Skip a line	Each word is an error												
	Skips a entire page	NO error												
	An incorrect response to a PROPER NOUN is only counted the 1 st time as an error; repeated incorrect responses for that noun throughout is recorded but NOT counted as repeated errors	1 error												
I will I'll	Incorrect responses for contractions	1 error												
	Invented text – if student begins to invent, first TTA but if still inventing – STOP	Count each word as an error												

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Quantifying the Running Record

Box 1

**COUNT THE
RUNNING
WORDS**

150

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.

Box 2

**RATIO OF ERRORS
TO
RUNNING WORDS**

$$\frac{\text{Errors}}{\text{Running Words}}$$

$$\frac{15}{150}$$

1 : 10
One in ten

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

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**

$$\frac{SC}{E + SC}$$

$$\frac{5}{15 + 5}$$

1 : 4
One in four

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.

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."

RUNNING RECORD SHEET

Name: # 1 Date: _____ D. of B.: _____ Age: _____ yrs _____ mths

School: _____ Recorder: _____

Text Titles	Errors Running Words	Error Ratio	Accuracy Rate	Self-correction Ratio
Easy _____	_____	1: _____	_____ %	1: _____
Instructional _____	_____	1: _____	_____ %	1: _____
Hard _____	_____	1: _____	_____ %	1: _____

Directional movement _____

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

Easy _____

Instructional _____

Hard _____

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

Page	Title	Count		Analysis of Errors and Self-corrections		
		E	SC	Information used		
				E MSV	SC MSV	
2	The Best Cat	I/164				
	<p>✓ ✓ ✓ ✓ ✓</p> <p>✓ ✓ ✓ ✓ ✓</p> <p>✓ ✓ ✓ ✓ ✓</p> <p>✓ ✓ <u>sheep</u> ✓ ✓ ✓</p> <p>✓ ✓ <u>sleep</u></p> <p>✓ ✓ <u>on</u> ✓ ✓</p> <p>✓ ✓ <u>in</u></p> <p>✓ ✓ ✓ ✓ <u>f-u-r-favorite</u> ✓ ✓</p> <p>✓ ✓ ✓ ✓ <u>furry</u></p>					
3						
	<p>✓ ✓ ✓ ✓ ✓</p> <p>↓</p> <p>✓ ✓ ✓ ✓ ✓</p> <p>A ✓ ✓ R ✓ ✓</p> <p>T ✓ ✓</p> <p>✓ ✓ ✓ ✓ R</p> <p>✓ R ✓ ✓</p> <p>✓ <u>be</u> ✓ ✓ R</p> <p>✓ <u>is</u></p> <p>✓ ✓ <u>car-a-car</u> ✓ ✓ ✓</p> <p>✓ ✓ <u>cat</u></p>					

Page		Count		Analysis of Errors and Self-corrections	
		E	SC	Information used	
				E MSV	SC MSV
4	<p>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</p> <p>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</p> <p>✓ <u>br-v</u> ✓ ✓ ✓ ✓ ✓ ✓</p> <p>brush</p> <p>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</p> <p>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</p> <p>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</p> <p>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</p> <p>prom- prem- prom- is ✓ promise</p>				
6	<p>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</p> <p>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</p> <p>Maybe Mān ē sc asked sc ✓ ✓ ✓ ✓</p> <p>Many animals</p> <p>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</p> <p>✓ ✓ <u>f-i-a-l-v</u></p> <p>fields</p> <p>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</p> <p>✓ <u>fr-i-nd</u> friend <u>fr-i-e-nd</u> ✓</p> <p>friendly</p> <p>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</p>				
8	<p>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</p> <p>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</p> <p>kitties kittens</p>				
9	<p>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</p> <p>Choose IT</p> <p>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</p> <p>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</p> <p>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</p> <p>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</p>				

RUNNING RECORD SHEET

Name: #2 Date: _____ D. of B.: _____ Age: _____ yrs _____ mths

School: _____ Recorder: _____

Text Titles	Errors Running Words	Error Ratio	Accuracy Rate	Self-correction Ratio
Easy _____		1: 35	97 %	1: 2
Instructional _____		1: _____	_____ %	1: _____
Hard _____		1: _____	_____ %	1: _____

Directional movement _____

Analysis of Errors and Self-corrections

Information used or neglected [Meaning (M), Structure or Syntax (S), Visual (V)]

Easy appears to integrate all sources @ substitution
 Instructional @ point of error appears to monitor for using visual info; past p.o.e. (point of error)
 Hard appears to integrate m or s

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

Page	Title	Count		Analysis of Errors and Self-corrections	
		E	SC	Information used	
				E	SC
				MSV	MSV
2	The Best Cat I/164				
	✓ ✓ ✓ ✓ ✓ ✓				
	✓ ✓ ✓ ✓ ✓				
	✓ ✓ ✓ ✓				
	✓ R ✓ ✓ ✓ ✓ ✓				
	✓ ✓ ✓ ✓ ✓				
	✓ ✓ ✓ ✓ ✓ ✓				
	furrry	1			MSV
3					
	✓ ✓ ✓ ✓ ✓ ✓ ✓				
	✓ ✓				
	✓ ✓ ✓ ✓ ✓				
	✓ ✓ ✓				
	✓ ✓ asked answered	1		MSV	
	✓ here/sc ✓ hard	1		MSV	MSV
	✓ ✓ ✓ ✓ ✓ R				
		1	2	2	2
		4	5	9	9
		5	7	10	10
				0	1
				1	1
				0	4

Page	Count	Analysis of Errors and Self-corrections			
		E	SC	Information used	
				E MSV	SC MSV
4	2 1 1			MSV MSV MSV MSV MSV MSV	
6	1 3			MSV MSV MSV MSV MSV	
8					
9	1			MSV MSV	
		4	5	9 9 8 1 0 4	

RUNNING RECORD SHEET

Name: #3 Date: _____ D. of B.: _____ Age: _____ yrs _____ mths

School: _____ Recorder: _____

Text Titles	Errors Running Words	Error Ratio	Accuracy Rate	Self-correction Ratio
Easy	_____	1: _____	_____ %	1: _____
Instructional	_____	1: <u>14</u>	<u>93</u> %	1: <u>4</u>
Hard	_____	1: _____	_____ %	1: _____

Directional movement _____

Analysis of Errors and Self-corrections

Information used or neglected [Meaning (M), Structure or Syntax (S), Visual (V)]

Easy _____

Instructional appears to often integrate all sources @ point of error; M+S are not consistently maintained post. the point of error)

Hard appears to use initial visual information; @ difficulty

Cross-checking on information (Note that this behaviour changes over time) attempts to use V info

told
answered

Page	Title	Count		Information used	
		E	SC	E MSV	SC MSV
2	The Best Cat I/164 went want wanted	1		(M)(S)(V) (M)(S)(V)	
3	Sure asked/answered was is	1	1	(M)(S)(V) (M)(S)(V) (M)(S)(V)	(M)(S)(V)
		2	1	4	3

Page		Count		Analysis of Errors and Self-corrections	
		E	SC	Information used	
				E MSV	SC MSV
4	<p>✓ R ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</p> <p>✓ R ✓ ✓ ✓ ✓</p> <p>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</p> <p>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</p> <p>I /sc ✓ ✓ ✓ ✓</p> <p>All</p> <p>It's good ✓ R ✓ ✓ ✓ ✓</p> <p>Let's go</p> <p>✓ ✓ R ✓ ✓ ✓ ✓ ✓</p>	1	2	(MSV) (MSV)	(MSV) (MSV)
6	<p>✓ ✓ ✓ mom ✓</p> <p>mother ✓</p> <p>✓ ✓ ✓ ✓</p> <p>M-✓ ✓ ✓ in/sc ✓ ✓</p> <p>Many on</p> <p>✓ ✓ ✓ ✓ ✓</p> <p>✓ ✓ ✓ ✓</p> <p>✓ they ✓ ✓ ✓</p> <p>there</p>	1	1	(MSV)	(MSV) (MSV)
8	<p>✓ he ✓ / over ✓</p> <p>Spencer R never ✓</p> <p>✓ ✓ ✓ ✓ ✓</p>	2		(MSV) (MSV)	
9	<p>✓ ✓ ✓ trust/chust/chose ✓ ✓</p> <p>choose</p> <p>mom</p> <p>mother R</p> <p>✓ ✓ ✓ ✓</p> <p>✓ ✓ ✓ chose R3</p> <p>choose</p> <p>of / from /sc ✓</p> <p>for</p>	1	1	(MSV) (MSV) (MSV)	(MSV) (MSV)

RUNNING RECORD SHEET

Name: #4 Date: _____ D. of B.: _____ Age: _____ yrs _____ mths
 School: _____ Recorder: _____

Text Titles	Errors Running Words	Error Ratio	Accuracy Rate	Self-correction Ratio
Easy _____	_____	1: _____	_____ %	1: _____
Instructional _____	_____	1: <u>14</u>	<u>93</u> %	1: <u>13</u>
Hard _____	_____	1: _____	_____ %	1: _____

Directional movement _____

Analysis of Errors and Self-corrections

Information used or neglected [Meaning (M), Structure or Syntax (S), Visual (V)]

Easy _____
 Instructional At times uses multiple sources of info; doesn't appear to monitor using M or S; SC integrated
 Hard Visual when there was a gross visual discrepancy

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

Page	Title	Count		Analysis of Errors and Self-corrections					
		E	SC	Information used					
				E MSV	SC MSV				
2	<u>The Best Cat</u>	1		(MSV)					
3	<u>And replied wanted</u> <u>I really want</u>	3		(MSV) (MSV) (MSV)					
		4	0	2	2	3	0	0	0
		8	1	7	7	10	0	0	1
		<u>12</u>	<u>1</u>	<u>9</u>	<u>9</u>	<u>13</u>	<u>0</u>	<u>0</u>	<u>1</u>

Page		Count		Analysis of Errors and Self-corrections	
		E	SC	Information used	
				E MSV	SC MSV
4	<p>✓✓ you/se ✓✓✓</p> <p>good</p> <p>✓✓✓</p> <p>✓ b-br-bru-✓ ✓✓✓</p> <p>brush</p> <p>✓✓✓</p> <p>✓✓ R ✓✓✓</p> <p>✓✓✓</p> <p>✓✓✓</p>		1	(MSV)	(MSV)
6	<p>✓✓✓</p> <p>✓ R ✓✓✓</p> <p>May/Mayle/Man ✓ R₂ ✓✓✓</p> <p>Many</p> <p>✓✓✓</p> <p>✓ R ✓ fits</p> <p>fields</p> <p>✓✓ family erm-er✓</p> <p>friendly farmer</p> <p>✓✓✓</p>		1	(MSV)	(MSV)
8	<p>✓✓ ever ✓</p> <p>never</p> <p>✓✓✓ Kitties</p> <p>Kittens</p>		1	(MSV)	(MSV)
9	<p>✓✓✓</p> <p>✓✓</p> <p>✓ throw other ✓</p> <p>thought about</p> <p>✓✓ was ✓ R ✓</p> <p>said</p> <p>✓✓✓</p>		2	(MSV)	MSV
			1	(MSV)	
		8	1	7	7 6 0 0 1



← ?



RUNNING RECORD SHEET

Name: #5 Date: _____ D. of B.: _____ Age: _____ yrs _____ mths

School: _____ Recorder: _____

Text Titles

	Errors Running Words	Error Ratio	Accuracy Rate	Self-correction Ratio
Easy	_____	1: _____	_____ %	1: _____
Instructional	_____	1: <u>12.5</u>	<u>92</u> %	1: <u>5</u>
Hard	_____	1: _____	_____ %	1: _____

Directional movement

Analysis of Errors and Self-corrections

Information used or neglected [Meaning (M), Structure or Syntax (S), Visual (V)]

Easy _____
 Instruction: M, S & initial visual often integrated
appears to rely on visual information
 Hard: @ difficulty

told
Many

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

Page	Title	Count		Analysis of Errors and Self-corrections	
		E	SC	Information used	
				E MSV	SC MSV
2	The Best cat I/164				
	✓ went sc ✓ ✓ ✓ wanted ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ↓ wouldn't sc ✓ ✓ ✓ ✓ would ✓ purred ✓ ✓ ✓ purr ✓ ✓ ✓ ✓ - fuzzy ✓ ✓ _R ✓ ✓ ✓ furry	1	1	(MSV) (MSV)	(MSV) (MSV)
3	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ I'm sc ✓ ✓ I ✓ ✓ ✓ ✓ ✓ wondered answered	1	1	(MSV) (MSV)	(MSV) (MSV)
		3	3	6	5
		10	1	14	17
		13	4	14	17

Page		Count		Analysis of Errors and Self-corrections	
		E	SC	Information used	
				E MSV	SC MSV
3 Cont	✓✓ ✓✓ ✓✓✓✓ ✓✓				
4	✓✓✓✓ ✓✓ ✓✓ ✓ <u>pr-polish</u> <u>promise</u> ✓✓✓✓ ✓✓ ✓✓ ✓✓ <u>mom</u> <u>mother</u> ✓✓✓✓ ✓✓ ✓✓✓✓✓✓	1 1		MSV MSV MSV	
6	✓✓✓✓ ✓ ✓✓✓✓ <u>M-May-My-Mile</u> R ✓ ✓✓✓ Many R ✓ <u>was</u> ✓✓ <u>were</u> ✓✓ <u>fence</u> <u>field</u> ✓✓✓ <u>farm</u> R ✓ <u>friendly</u> 6 ✓ <u>was</u> ✓ R ✓ <u>were</u>	1 1 1 1 1 1		MSV MSV MSV MSV MSV MSV MSV	
8	✓✓✓✓ ✓✓ = ✓ <u>cats</u> <u>and</u>	2		=	
9	✓✓✓✓✓ ✓✓ <u>mom</u> <u>mother</u> ✓✓✓ ✓✓✓✓ 6 ✓✓ <u>-sc</u> ✓ <u>cat</u>	1 1		MSV - MSV	