

RCAS

Running Records

A Running Record is a particularly powerful tool for recording the behavior of a struggling reader

AND

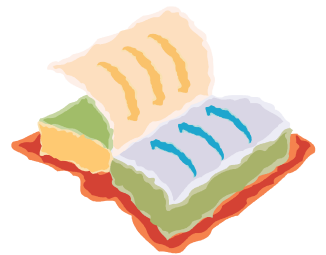
it helps choose text that will let the reader develop appropriate strategies.

"The running record provides evidence of the kinds of things that this child can do with the information he gets from print"
Marie Clay

Purposes for taking Running Records in Guided Reading

- Finding the appropriate level of text for a child
- Developing flexible groups for instruction
- Documenting progress in reading
- Adding to a teacher's knowledge of the reading process
- Providing insights as to the child's use of strategic reading principles during the reading process
- Planning for future instruction
- Summarizing results of the guided reading program in the classroom or school

Running Records are taken to guide teaching



Running Records capture what young readers said and did while reading continuous text, usually little short stories. Having taken the record teachers can review what happened immediately, leading to a teaching decision on the spot, or at a later time as they plan for next lessons. They can judge what the reader overlooked. They can assess how well each reader is pulling together what he or she already knows about letters, sounds and prompt, support and challenge individual learners. The records allow teachers to describe how children are working on a text.

Marie M. Clay
Observation Survey

Analyzing Running Records

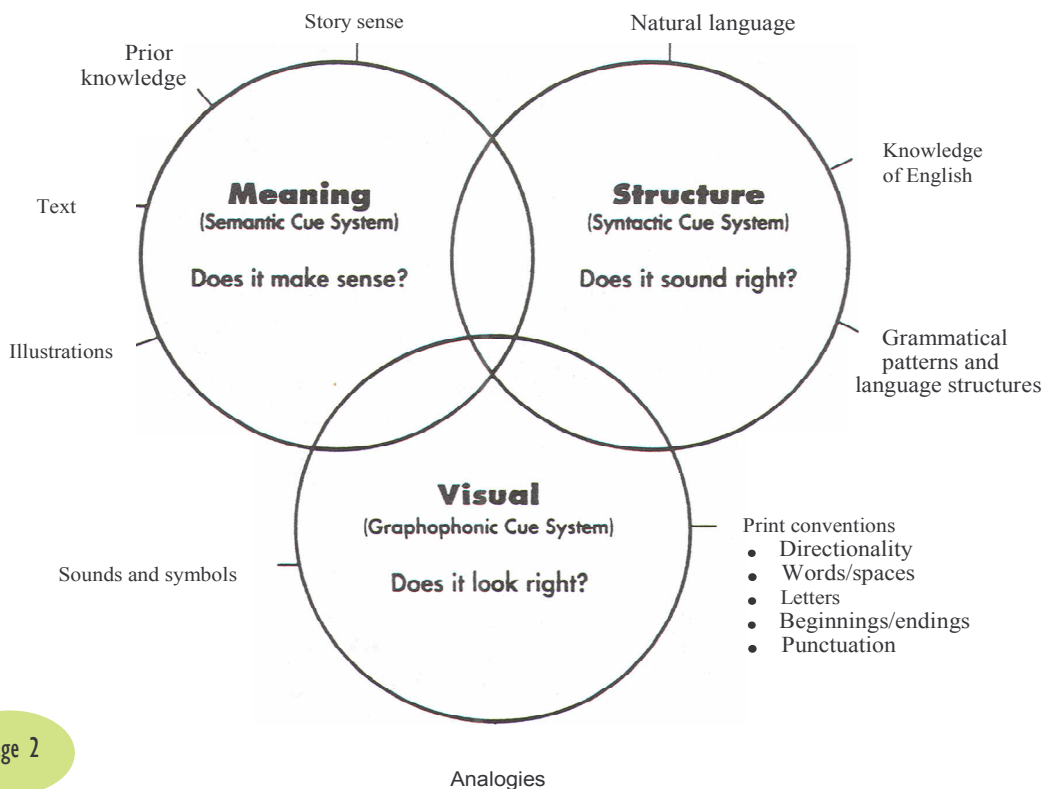


- What kind of information does the child seem to be using at the point of error?
- Is the child actively sorting and relating cues?
- What led to self-correction of an error?
- Is self-correction at the point of error or does the child go back in the text and repeat?
- What evidence is there that the child is searching for information?
- Does the child stop and wait for help or try something?
- How accurate is the reading? Is the text right for the child?
- How phrased and fluent is the reading? How did the reading sound?

A Noticing Teacher...

1. Observes 2. Takes notes 3. Describes and articulates

The Three Reading Cue Systems



To read a continuous text the child must use a variety of skills held in a delicate balance

Meaning
Structure
Visual

Running Record Conventions

$\frac{\text{Child}}{\text{Text}} = \frac{\text{What Child Says}}{\text{What Is in Book}}$

Convention	Marking	Scoring
correct word	√	correct
substitution	<u>mad</u> made	1 error
record all tries	<u>m / ma / m-d</u> made	1 error
repetition	√ √R √ or √ √ √R	no error
omission	— give	1 error
insertion	the —	1 error
self-correction	<u>mad / make / SC</u> made	no error
appeal & told	√ h— A him T	1 error

CONVENTIONS & CALCULATING

Calculating Accuracy and Self-Correction Rates

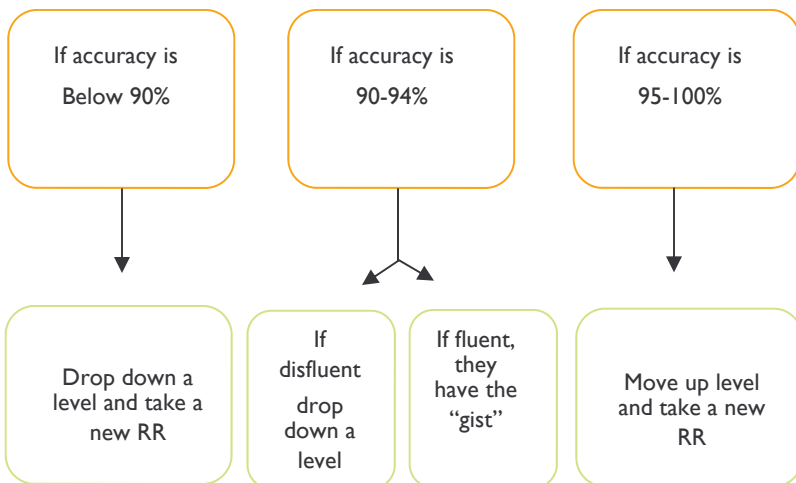
<p>Accuracy may be obtained by using the following formula:</p> $\frac{\# \text{ words correct}}{\# \text{ total words}}$	<p>Self-Correction Rate is calculated using the following formula:</p> $\frac{\# \text{ of errors} + \# \text{ SC}}{\# \text{ SC}}$
---	---

<p>95-100%</p> <p>Easy</p> <p>Appropriate for independent reading.</p>	<p>90-94%</p> <p>Instructional</p> <p>Appropriate for Guided Rdg.</p>	<p>89% & below</p> <p>Hard</p> <p>Appropriate for Shared Reading and Reading to children.</p>
--	---	---

Finding an Instructional Text Level

Step #1: Take a Running Record
Step #2: Find an appropriate text level

Step #3: Begin instruction. Adjust text levels as appropriate for maximum instructional benefit.



Note: Our reason for finding an instructional text level is to match text and instruction to the individual needs of learners. This is not an exact science but rather a good estimation of a starting point. Effective teachers adjust text levels and instructional methods during work sessions with children. With good book introductions and strong support, children can read books in a more difficult range. Independent reading should take place in the 95-100% range. The purpose of this chart is to find an instructional level. This level provides both a starting point for instruction and a record of reading progress over time.

Running Record Sheet

Date _____

Text Level

Student Name _____

Teacher Name _____

Scores

Running Words _____	Error Rate	Accuracy (ACC)	SC Rate
Errors _____	1:	%	1:

Easy 95-100%	
-----------------	--

Inst. 90-94 %	
------------------	--

Hard 50-89%	
----------------	--

Page	Title and Level.	E	SC	E MSV	SC MSV
TOTALS					

Summary:

Benchmarking Rubric for Text Reading Levels

Rapid City Area Schools

This rubric is to be used as a general guide to assessing a student's basic comprehension. Engage the student in conversation about the text and use prompts to elicit responses.

1. **Fix-Up Strategies**: Students display an awareness of their own reading process. The oral reading includes self-corrections and problem-solving attempts.

4	3	2	1
Articulates/uses more than one strategy for solving problems.	Solves problems at the word, sentence, and meaning level.	Some problem-solving, mostly at the word level. Few self-corrections.	Little or no awareness of reading processes. No self-corrections.

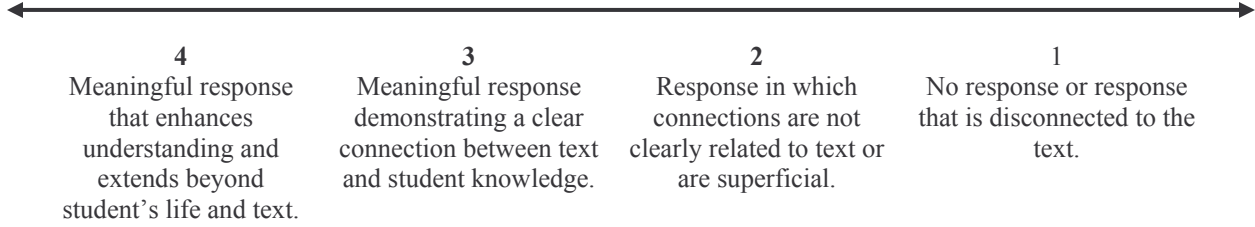
2. **Fluency**: Students demonstrate automaticity in oral reading by using effective phrasing, appropriate expression, and an efficient pace.

4	3	2	1
Well phrased, smooth and expressive oral reading. Attends to punctuation and sentence structure.	Appropriate phrasing, effective self-corrections that maintain the flow of reading. Expression gives evidence of text interpretation.	Occasionally choppy, frequent and disruptive pauses, occasional expression, moderately slow.	Word by word reading, inaccurate breaks, monotone expression, labored pace.

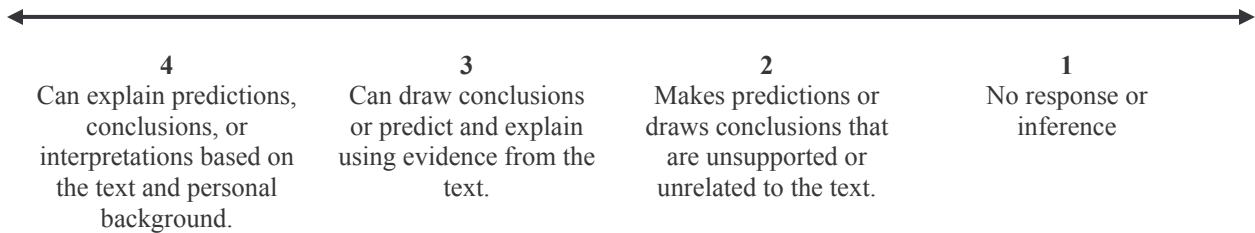
3. **Story Structure/Retelling**: Students demonstrate an understanding of the “gist” of the passage by using story structure (characters, setting, problem/solution, details) in a simple summary of the text. Teacher prompt might include, “In your own words, tell me about what you just read.”

4	3	2	1
Captures key themes, articulates relationships between elements that influence overall meaning.	Uses story elements (characters, setting, plot, etc...) in an organized, accurate retelling.	Retelling reveals beginning awareness of sequence and plot.	Random response

4. **Connections:** Students use background knowledge (schema, mental Velcro) to connect personal experience and knowledge to text.
The student’s language may include: “Reminds me...One time I... T-S, T-T, T-W”.



5. **Inference or Text Interpretation:** Students are able to make predictions, draw conclusions, and interpret text.
The student’s language may include: “ I predict...I think...That means...”



Scoring: Record the score (1-4) for each aspect of the text reading.

1. Fix-Up Strategies	_____
2. Fluency	_____
3. Story Structure/Retelling	_____
4. Connections	_____
5. Inference or Text Interpretation	_____
Total	_____

Scoring Guide:	
Successful	14-20 points
Proceed to a Lower Performance passage	13 and below

