

Running Record

Mark each word as the child reads, one line of text per row. Count the errors (E) and self-corrections (SC), then circle the cues used: M meaning, S structure, V visual.

STUDENT		GRADE		DATE		RECORDER	
BOOK TITLE						LEVEL	
RUNNING RECORD				COUNT		CUES USED	
PAGE	TEXT	E	SC	E	SC		
				M S V	M S V		
				M S V	M S V		
				M S V	M S V		
				M S V	M S V		
				M S V	M S V		
				M S V	M S V		
				M S V	M S V		
				M S V	M S V		
				M S V	M S V		
				M S V	M S V		
				M S V	M S V		
				M S V	M S V		
				M S V	M S V		
				M S V	M S V		
				M S V	M S V		
				M S V	M S V		
				M S V	M S V		

Scoring and Analysis

SCORE	HOW TO FIGURE IT	RESULT
Running Words	Count the words in the text; leave out titles and captions	
Errors (E)	The total of the E column	
Self-Corrections (SC)	The total of the SC column	
Accuracy Rate	$(\text{Running Words} - E) \div \text{Running Words} \times 100$	
Error Rate	$\text{Running Words} \div E = x$, written 1:x	
Self-Correction Rate	$(E + SC) \div SC = x$, written 1:x	
FOR THIS READER, THE TEXT IS		
☐ Easy: 95 to 100% ☐ Instructional: 90 to 94% ☐ Hard: below 90%		
WHEN THE READER	HOW TO MARK IT	COUNTS AS AN ERROR
Reads the word correctly	A check mark for each word	No
Says a different word	Write the child's word over the text word	Yes
Leaves out a word	A dash over the text word	Yes
Adds a word	Write the added word over a dash	Yes
Tries a word in parts	Write each try over the word	If the last try is wrong
Repeats words	R, with a line back to where the repeat began	No
Fixes an error alone	SC after the corrected word	No
Asks for help	A over the word, then say "You try it"	Only if then told
Is told the word	T beside the word	Yes
M: DOES IT MAKE SENSE?	S: DOES IT SOUND RIGHT?	V: DOES IT LOOK RIGHT?
RETELLING AND COMPREHENSION		NEXT TEACHING POINT