When analyzing the running record, look at the errors and think about the questions below. Decide what you think the child USED when he/she made the error and circle that letter M, S, or V. Some errors may fit in more than one category. That’s okay! Circle all that apply to the error. Now do the same thing for any self-corrections the child made. You can’t analyze “tolds”, or “omissions” because you don’t have enough information. Count how many of each error and self-correction the child made and record it in the box at the end of the running record. What system is the child using the most for errors? for self corrections? the least? This will help plan your instructional focus.

M = Meaning:
Does the error make sense?
**puppy**
ex: The dog ran after the cat.

S = Structure (syntax):
Does the error make sense up to and including the error?
**fast**
ex: The dog ran after the cat.

V = Visual:
Does the error look similar?
**run**
ex: The dog ran after the cat.