Running Records and Data Analysis - Keys to Improving Reading

Amy Montemayor - Intervention Coordinator
@rtileader

http://bit.ly/2kTBAq6
We will learn how a running record guides instruction for guided reading.

I will learn how to conduct a running record and analyze a running record to help guide my instruction during guided reading.
Fist to Five

What is your knowledge base/experience with running records?

Fist - I’m just beginning my learning.
Five - I am very knowledgeable in this.
How do running records align with Portrait of a Graduate?

● Skilled Problem Solver
  ○ Ask effective questions to see knowledge and construct meaning
  ○ Use literacy skill flexibly
  ○ Apply a variety of strategies and follow through with perseverance

● Self-regulated Learner
  ○ See learning as a systematic and controllable process in which they accept greater responsibility for learning outcomes
  ○ Use knowledge to construct meaning
  ○ Own their learning and are responsible for their achievement
  ○ Are metacognitive - thinking about their thinking

https://docs.google.com/document/d/1BhrqYQMTat2PeOMcW6K5KmCg0cIQtTe6jMiptl2dHA/edit
Where do running records fit into the CIEs?

**Reading**
- Skill instruction takes place with students in guided/small group and whole group reading lessons (phonemic awareness, decoding, comprehension, fluency, etc...).

**Word Work** (Spelling/Phonics/Vocabulary/Handwriting)
- Phonics patterns - manipulation of plastic letters
- High frequency words/sight words “Tricky Words”

**Assessment**
- Running records will be completed on students regularly to determine instructional levels for reading groups, report cards and BOY/MOY/EOY.

https://docs.google.com/document/d/1c64WVpD9cte2Lip-_ORrXT5atuo7f7Vej2QAGWoDdhjw/edit
District Documents

Criteria Checklist

Text level Chart by week (1st/2nd)

Fluency Chart

Bilingual Text Level/Fluency Chart
Error/ Not an Error

Errors

Substitution
Omission
Insertion
Told
Spelling word out
Sounding word out

Not Errors

Repetition
Appeal
Self Correction
## Coding and Scoring Errors At-A-Glance

<table>
<thead>
<tr>
<th>Behavior</th>
<th>What Reader Does</th>
<th>How to Code</th>
<th>Example</th>
<th>How to Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assess Reading</strong></td>
<td>Breaks words correctly</td>
<td>Sentence markers (e.g., a/ an) observed</td>
<td>√ √</td>
<td>No error</td>
</tr>
<tr>
<td><strong>Substitution</strong></td>
<td>Opts an incorrect response</td>
<td>Writes the calculated word above the word</td>
<td>own</td>
<td>1 error</td>
</tr>
<tr>
<td><strong>Multiple Substitutions</strong></td>
<td>Makes several attempts at several words</td>
<td>Writes each substitution in sequence above the word</td>
<td>throw thought play place sc plan fish wolf fox</td>
<td>1 error for each incorrect word</td>
</tr>
<tr>
<td><strong>Skill Omittance</strong></td>
<td>Omits a previous error</td>
<td>Writes the correct word, followed by an SC</td>
<td>our sc end</td>
<td>No error 1 SC</td>
</tr>
<tr>
<td><strong>Insertion</strong></td>
<td>Adds a word not in the text</td>
<td>Writes in the line before or after a correct word</td>
<td>big</td>
<td>1 error per word inserted</td>
</tr>
<tr>
<td><strong>Omission</strong></td>
<td>Omit a requirement on a word</td>
<td>Leaves a dash to indicate the word</td>
<td>- fishing</td>
<td>1 error per word left out</td>
</tr>
<tr>
<td><strong>Regrouping</strong></td>
<td>Breaks some words</td>
<td>Writes the word</td>
<td>all</td>
<td>No error</td>
</tr>
<tr>
<td><strong>Regrouped Regrouping</strong></td>
<td>Breaks the same word more than once</td>
<td>Write the word only</td>
<td>all</td>
<td>No error</td>
</tr>
<tr>
<td><strong>Formulating</strong></td>
<td>Places an incorrect word or phrase more than once</td>
<td>Write the word only</td>
<td>our sc end</td>
<td>No error</td>
</tr>
<tr>
<td><strong>Mechanical Errors</strong></td>
<td>Places an incorrect word or phrase more than once</td>
<td>Write the word only</td>
<td>our sc end</td>
<td>No error</td>
</tr>
<tr>
<td><strong>Appeal</strong></td>
<td>Vertically adds or omits</td>
<td>Write the word</td>
<td>our sc end</td>
<td>No error</td>
</tr>
<tr>
<td><strong>&quot;You Try It&quot;</strong></td>
<td>Has child reproduce the teacher's model with the &quot;Try It!&quot;</td>
<td>Write the word</td>
<td>our sc end</td>
<td>No error</td>
</tr>
<tr>
<td><strong>Tied</strong></td>
<td>Child doesn't attempt a word but puts a marker on the word</td>
<td>Write the word</td>
<td>our sc end</td>
<td>1 error</td>
</tr>
<tr>
<td><strong>Spelling Aid</strong></td>
<td>Looks up and/or guesses the word</td>
<td>Write the word</td>
<td>our sc end</td>
<td>No error</td>
</tr>
<tr>
<td><strong>Sounding Out</strong></td>
<td>Has child read one word aloud and repeat the word at the end</td>
<td>Write the word</td>
<td>our sc end</td>
<td>No error</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Level</th>
<th>Accuracy</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent</td>
<td>95%-100%</td>
<td>can be read independently</td>
</tr>
<tr>
<td>Instructional</td>
<td>90%-94%</td>
<td>level to be used during guided reading</td>
</tr>
<tr>
<td>Frustrational</td>
<td>89% and below</td>
<td>too difficult and will frustrate the learner</td>
</tr>
</tbody>
</table>
Accuracy, Fluency and Self Correction Rate

- Errors (E) Errors are tallied while the student is reading and an error is made
  - **Error Rate** = Total words/Total errors
  - **Accuracy Rate** = (Total words read - Total errors) / Total errors x 100

- Self-correction (SC) Self corrections occur when a child realizes his or her errors and corrects it. When a child makes a self-correction, the previous substitution is not scored as an error
  - **Self Correction Rate** = (Number of Errors + Number of Self Corrections) / Number of Self Corrections (no self corrections = 1:0)

- Fluency (WPM) The rate at which the student reads
  - **Fluency** = Total Words Read Correctly x 60 / Number of seconds to Read Story
Video Clip of A Running Record

- listen and record what student is saying
- calculate the accuracy, self correction and fluency rate
- analyze the recording for MSV
  - M - meaning - Does it make sense?
  - S - structure - Does it sound right?
  - V - visual - Does it error look visually similar?
- find two areas to address with student(s) during next guided reading time
Data Analysis - MSV

Meaning
- Does it make sense
- Information from pictures
- Meaning of a sentence

Structure
- Does it sound correct
- Grammar

Visual
- Does it look right
- Word length
- Familiar word chunks

(Don’t analyze insertions and omissions)

Errors - What information was used?
Self Corrections - What information was used to fix the error?
Two areas to focus on during next guided reading lesson

After conducting a running record find 2 areas to focus on in upcoming lessons

Utilize Prompting Guide, Reading Strategies Book and/or Literacy Interventionist to find phrases/ questions to help your student on focus areas
Pictures of Prompting Guides
Another One to Try - Blank Running Record Form

http://www.learnnc.org/lp/editions/readassess/983
Utilizing Running Records to Guide Instruction

I use to think…

Now I know…