

Running Record Analysis

Student _____

Date _____

Passage _____

Concepts of Print

Holds book properly	Yes	No
Turns pages properly	Yes	No
Reads top to bottom	Yes	No
Reads left to right	Yes	No
Able to point to each word as it is read	Yes	No
Other observations		

Accuracy

Errors are usually...	Mispronunciations	Substitutions	Omissions	Insertions	
Self-corrections are made	Never	Sometimes	Often	Always	
Errors change meaning	Never	Sometimes	Often	Always	
Errors are typically smaller words or sight words	Never	Sometimes	Often	Always	
Errors are typically longer words	Never	Sometimes	Often	Always	
Decoding attempts	Unfamiliar words are not attempted	Beginning sounds are considered	Context is considered	Word length is considered	Attempt is phonetically appropriate (even if actual pronunciation is incorrect)
Other observations					

Fluency

Rate	_____ words correct per minute (total number of correct words x 60)/number of seconds		
	Too slow	Too fast	Appropriate
Phrasing	Word by word	Inconsistent	Appropriate
Punctuation	Not used	Inconsistent	Appropriate
Repetition of word or phrase	Often	Sometimes	Never
Expression	No expression	Inconsistent	Overdone
Other observations			

Comprehension

Number of ideas in retell	Total Number _____		
	Weak	Appropriate	Strong
Quality of ideas in retell	Weak (few and/or unimportant details)	Appropriate (main ideas)	Strong (main ideas and related details)
Sequence of ideas in retell	Scattered (presents ideas out of sequence)	Incomplete (leaves out beginning, middle or ending sections)	Appropriate (contains beginning, middle, and ending ideas in sequence)
Overall impression	Weak	Appropriate	Strong
Other observations			

Running Record Feedback Sheet

Student _____ Date _____

Passage _____

Interpret Evidence: Student Self-Assessment

When you read to me, what do you think you did really well?

What do you think you might need to work on?

Interpret Evidence: Teacher Assessment

When you read to me, I noticed that you really did well...

I think it is important for you to keep working on...

Act On Evidence: What Happens Now?

New Goals and Success Criteria for the Student:

Instructional Ideas for the Teacher:

Running Record Analysis Cheat Sheet

Concepts of Print

Issues with concepts of print typically are the result of lack of exposure to books. Most children pick this up naturally by watching people around them read or by listening to someone read to them. For a child who enters school without having developed an understanding of concepts of print, it is important to provide as much focused read-aloud time as possible. This might occur through strong teacher modeling and think aloud during classroom read-aloud time and/or time spent sitting side by side listening to a paraprofessional, classroom volunteer, or upper grade reading buddy read aloud.

Accuracy

Concern	Symptom	Tips
Does not attempt a word or asks for word to be pronounced	The student pauses at an unfamiliar word and waits for the adult to provide the word or asks for the word to be pronounced.	<p>* Sometimes the student lacks strategies for attempting a word, and sometimes the student has learned that if he waits long enough, an adult will provide the word for him.</p> <ol style="list-style-type: none"> 1. Provide sufficient wait time. Make sure that the student knows you expect an attempt. 2. Give strategies – For example, for younger readers, have them look at the first sound and the pictures. For older readers, look at prefixes, suffixes, and letter combinations. 3. After figuring out the word, have the student reread the sentence to see if it makes sense.
Skips or substitutes little words	Student skips small words, usually sight words such as a, is, on, or substitutes one word for another a/the, of/off.	<p>*If the error changes the meaning or occurs often, call attention to it. This can be a vision, attention, or speed issue.</p> <ol style="list-style-type: none"> 1. Have the student point to the words as he reads. This will slow down the fast reader and focus the inattentive reader. It will help you determine if it might be a vision issue. 2. Have the child use an index card or EZC reader that blocks out the surrounding lines.
Substitution	<p>The word is house, and the student says horse.</p> <p>The word is house and the student says home.</p>	<p>*If the error interferes with comprehension or occurs often, hold the student accountable.</p> <ol style="list-style-type: none"> 1. Stop the student and let him know that you, as a listener, did not understand. 2. Have him reread the sentence. 3. If the error is not corrected, direct him to figure out the word or provide the word.
Omission	<p>The text says: The dog is very speedy. He runs like the wind.</p> <p>The student says: The dog is speedy. He runs like the wind.</p> <p>The student says: The dog is very speedy. He runs the wind.</p>	*Same as Substitution
Insertion	<p>The text says: The dog is speedy. He runs like the wind.</p> <p>The student says: The dog is really speedy. He runs like the wind.</p> <p>The student says: The dog is speedy. He can runs like the wind.</p>	*Same as Substitution
Drops word endings	The student says swim for swims, stop for stopped.	* This can often be a concern for students learning to speak English. Tips are the same as those used in Substitution.
Difficulty decoding multisyllabic words	<p>Student does not attempt word, skips it, or requests help.</p> <p>Student may look a first sound and take a guess.</p> <p>Student may look at beginning, end, and word length and take a guess.</p>	<ol style="list-style-type: none"> 1. Help break the word into known chunks – prefixes, suffixes, or letter combinations. 2. Help the student sound out the word from the beginning in small pieces, blending each piece as it is figured out. (im, imp, impor, import, importan, important) 3. Ask, “Does that sound like a word you already know that would make sense here?” Often he will be able to produce the correct word unless it is not in his vocabulary. In that case, provide the word and a brief definition.

Fluency

Concern	Symptom	Tips
Reads word by word	Reading sounds bumpy. There is a pause between every word as the student works to figure out the next word. There is no flow to the language.	<p>* If the text is difficult, the student is working so hard on decoding that he is not able to look ahead as he reads. This is particularly true of beginning readers. If the text is at the appropriate level, word by word reading may simply be a habit. Either way, these strategies will help.</p> <ol style="list-style-type: none"> 1. Use repeated reading to bring in fluency and expression. 2. Use different voices (read like a mouse, read like a cowboy, read like the character). 3. Have the student practice several times and then record himself reading. Have him listen to the recording and try again, if needed.
Disregards punctuation, and/or reads too quickly	Reading is rapid with no pauses except to take a breath. The student reads through commas and/or end punctuation. This student can usually decode well, but comprehension may be sacrificed for speed. He may think a good reader is a fast reader.	<p>* Explain that reading aloud is a form of communication. Without punctuation, the listener cannot make sense of what is being read.</p> <ol style="list-style-type: none"> 1. Use repeated reading, taking a small break at commas and a breath at end punctuation. 2. Highlight punctuation and read, attending to punctuation 3. Try Reader's Theater. 4. Read aloud together. You set the pace and demonstrate the appropriate pauses. 5. Have the student practice several times and then record himself. Have him listen to the recording and try again, if needed. 6. Check retell. Emphasize comprehension over speed.
Reads too slowly	There could be several reasons for this. Determine if it is a decoding issue, a sight word issue, a habit, or a speech pattern.	<ol style="list-style-type: none"> 1. Decoding trumps everything else. A faster pace isn't possible without addressing decoding. (See Accuracy.) 2. A sight word issue is also important. If a student knows sight words, he is free to give attention and short term memory to other words – the ones that typically carry meaning. 3. A habit or a slow speaking voice might require a deliberate nudge. Cover the words with your finger as the student reads, going slightly faster than his voice in order to help him get in the habit of looking ahead or read the passage aloud together setting the pace slightly faster than the student's typical speed. Two words of caution - This is not appropriate for students who struggle with decoding. Emphasize comprehension; don't let the student think speed is the goal of reading. 4. A speech issue, such as stuttering, might be far more difficult to fix. Talk to the speech/language pathologist. Encourage the oral reading of "easy" material. Encourage repeated readings.
Repetitions	Words, phrases, or sentences are repeated.	<ol style="list-style-type: none"> 1. If the text is too difficult, repetitions will occur often. You may need to adjust the reading level. 2. If the text is appropriate and the student is repeating in order to make a self-correction, it means he is monitoring his comprehension. This is not a problem. In fact, this is a skill to encourage. 3. If the text level is appropriate and a student is repeating in order to "buy time", it can quickly become a habit that can be very hard to break. Use repeated readings. Record the reading if appropriate. Try Reader's Theater. Read the passage together.

Comprehension

(*Running records are not intended to be a detailed measure of comprehension, but they can indicate possible areas of concern that you might want to investigate further.)

Concern	Symptom	Tips
Does not self-correct when meaning is compromised	Student will continue reading through a passage even when words do not make sense in context.	* When meaning is compromised, hold the students accountable. 1. Stop the student, let him know as a listener, you did not understand. 2. Have him reread the sentence. 3. If the error is not corrected, direct him to figure out the word or provide the word if necessary.
Difficulty providing a retell of narrative text	Retell is scattered and/or incomplete. Student may provide details but the may be out of sequence. Student may provide details, but omit parts of the story, such as the middle.	* Build up the ability to retell by starting with small pieces. Start by having the student retell only a sentence or two. Then move on to a paragraph or page level, then a section or chapter, then the whole text. * Provide a structure. Use retell graphic organizer, or prompt the use of signal words when retelling (first, next, last).
Cannot identify main idea in informational text	Student cannot quickly (a sentence or less) answer the question, "What was this story/passage about?"	* Explain that the author structures text to assist the reader. 1. Turn each heading into a question that the reader expects to be answered in that section. 2. Read the introduction and summary before reading the selection. 3. Read the first sentence in the paragraph or section. 4. Look for repeated words. 5. Ask, "What is this passage MOSTLY about?"
Difficulty with predictions/inferences	Student cannot answer questions such as, <ul style="list-style-type: none"> • What do you think will happen next? • How does the character feel? • What do you think the character is thinking? Student has difficulty support his thinking with evidence from the text.	*Predictions and inferences are based on clues from the text and the student's prior knowledge. 1. Reread with the question in mind, looking for clues in the text. 2. Discuss connections to student's personal experiences.
Skips text features	Student will read from one section to the next without reading the titles, headings or captions. Students will skip words in parentheses.	*Often students see text features as "bonus material" and don't realize that the author actually included text features to improve the reader's comprehension. 1. Skim and scan prior to reading a nonfiction passage. 2. Have students predict what they'll read about based on headings. 3. Read the bold-faced words and determine meaning. 4. Look at pictures/illustrations/graphs/charts and read captions prior to reading the passage.