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Hertfordshire Specific Learning Difficulties
Specialist Teacher Outreach Service

Promoting the expertise of schools to meet the needs of learners with specific learning difficulties through advisory work, training and exemplar teaching

Assessing Reading using

Running Records

September 2018

This assessment is intended to support Hertfordshire schools with the assess-plan-do-review cycle for pupils with reading difficulties. It provides assessment using running reading records in order to find the correct level book for a pupil, and to analyse reading behaviours in order to target teaching.

Contents:

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How to ensure a pupil is reading the right level book

Research shows that in order to progress in reading, it is paramount for pupils to read texts at the right level.

Independent Level 5 errors or less in 100 (95%+ accuracy level)	*Books at this level are ideal for reading at home and useful for building up fluency and enjoyment.* ✓	**Percentage Accuracy** 100 99 98 97 96 95

Instructional Level 6 - 10 errors in 100 (90-94% accuracy level)	*Books at this level are ideal for teaching.* ✓	**Percentage Accuracy** 94 93 92 91 90

Frustration Level 10+ errors in 100 (below 90% accuracy level)	*Reading books at frustration level should be avoided.* ✗	**Percentage Accuracy** 89 88 87 86 85 or below

It is fairly common for children with specific learning difficulties to be placed at a level which is too high. The best way of calculating if a book is at frustration, instructional or independent level for a child is to take a running record. See "Guidelines for Taking a Running Record" for a step by step method. Alternatively, the PM Benchmark Kit is a useful tool for this and can be purchased from Scholastic on www.shop.scholastic.co.uk.

Guidelines for taking a Running Reading Record

Why take a Running Record?
✓ It helps the adult to choose books at the right instructional level for teaching
✓ It shows the strategies used by the reader and informs teaching decisions
✓ It shows the information from the text that the reader is using/ignoring

You will need:
✓ A blank Running Reading Record Recording Sheet
✓ A book at the pupil's estimated reading level, which s/he hasn't read before

How to take a Running Reading Record:

1. Give a brief book introduction, providing the title and character names. Include a "walk through the book", but do not read it all.

2. Ask the pupil to read a section of the book, or the whole book (for lower book levels). Do not help the pupil with his/her reading, but use encouraging comments if needed.

3. Keep a running record of errors:
➢ Tick when a word is correct
➢ If a word is read incorrectly, write the actual word from the text, draw a line above it, and write what the child said above your line (see diagram)
➢ Keep a tally of errors in the column **E** (see diagram)
➢ Write the page number in the margin when a new page starts
➢ If the child makes an error do not correct it, just record it
➢ If the child doesn't know a word after 6-8 seconds, provide the word and score it as an error
➢ When the text starts a new line, start recording on a new line
➢ If a pupil corrects him/herself, write **SC** next to the word and keep a tally in the self-corrections column **SC**. *NB self-corrections do not count as errors*
➢ After the read, count the number of **E**s and **SC**s

Running Record			E	SC
Page				
2	We̶ lock sc		I	I
	What ✓ ✓ look ✓			
	in		I	
4	✓ ✓ ✓ - ✓ ✓			
6	✓ ✓ ✓ ✓ ✓ ✓			
	✓ white.R		I	
	there -		II	
8	✓ ✓ ✓ ✓ three colours.			
10	✓ ✓ ✓ ✓ ✓			
	✓✓ ✓ ✓ ✓ ✓			

4. Ask a few comprehension questions to ensure understanding is satisfactory, unless the book is obviously too hard.

Using a Running Reading Record to find the right book level

1. Take a running reading record (see **Guidelines for Taking a Running Reading Record**)

2. Calculate the % accuracy of the book. There are two methods:
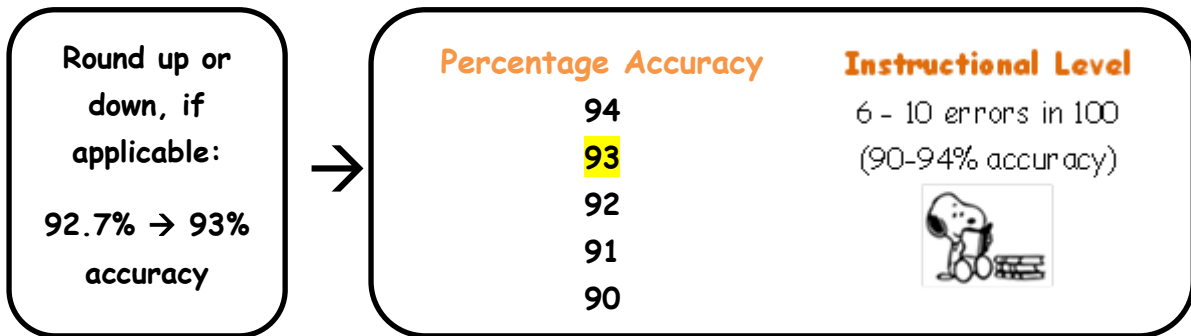   **EITHER**

> Take a sub-section of the text that the pupil read which totals 100 words. The number of words read correctly in this sub-section is the % accuracy.

OR   **EXAMPLE**

1. Add up the number of words in the text.   **124**

2. Add up the number of errors (do not include Self-Corrections).   **9**

3. Subtract the number of errors from the total number of words.
   This is your total words read correctly.   **124 – 9 = 115**

4. <u>Total words read correctly</u> x 100 = % accuracy $\underline{115} \times 100 = 92.7\%$
   Total number of words.   **124**

3. Decide if the book is at independent, instructional or frustration level: →

Round up or down, if applicable:	Percentage Accuracy	Instructional Level
92.7% → 93% accuracy	94 **93** 92 91 90	6 - 10 errors in 100 (90-94% accuracy)

4. If the book is at frustration level, repeat with an easier book until you find an instructional level. If it is at independent or instructional level, check the pupil's comprehension by asking a few questions. At this point, if comprehension is not satisfactory, the book should be counted as too hard. Take a running reading record on an easier book until you have satisfactory comprehension.

5. Repeat the process until you have established the highest instructional level with satisfactory comprehension for the pupil. This is the level s/he should be reading in school.

Comprehension (highlight one)	Good Satisfactory Poor	Accuracy (highlight one)	Independent (95 – 100%) Instructional (90 – 94%) Frustration (below 90%)

Using a Running Reading Record to Analyse Errors (Miscue Analysis)

Once an instructional level has been established for the pupil, miscue analysis is useful to analyse reading behaviours and inform teaching strategies.

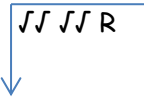**You will need** a completed running reading record form and the text that the pupil read and the **Reading Analysis Chart**.

For each error, decide what type of error it was and record this in the **Behaviour Code** column. Record the behaviour code in the appropriate column, as follows:

Running Record		E	SC	Behaviour code
Page 2	We̲ lock̲ sc What̲ ✓ ✓ look̲ ✓	|	|	S, SC
4	✓ ✓ ✓ in̲ ✓ ✓ -	|		I
6	✓ ✓ ✓ ✓ ✓ ✓ ✓ white.R			Ex
8	✓ ✓ ✓ ✓ there̲ -̲ three colours.	| ||		Rep O
10	✓ ✓ ✓ ✓ ✓ wires **T** ✓ ✓ ✓ ✓ ✓ ✓ ✓	|		T

Behaviour Code (see page 5 for details)

Correct Response ✓   Omissions **O**

Substitution **S**   Repetition **Rep**

Self-Correction **SC**   Refusal **Ref**

Insertion **I**   Adult tells the word **T**

Reading Analysis Chart

Recording system	Type of behaviours (Code)	Possible reasons	Strategies
✓ ✓ ✓ *(one tick represents one word)*	**Correct response**	Good reading behaviour	
<u>Running</u> = <u>Pupil response</u> Walking = Actual Word	**Substitution (S)**	▪ Poor decoding ▪ If substitution makes sense semantically, it can indicate good comprehension ▪ If substitution makes sense visually but does not make sense, it may indicate weak comprehension ▪ Possible visual difficulties	✓ *Teach phonics/sight vocabulary* ✓ *Teach Phonic decoding* ✓ *Teach reading for meaning* ✓ *Check visual tracking*
<u>went sc</u>	**Self-Correction (SC)**	▪ A positive step. NOT AN ERROR! ▪ If a pupil is self-correcting very frequently, it may be a result of a range of difficulties	✓ *To be actively encouraged!* ✓ *Check book level* ✓ *If very regular, investigate further*
<u>very</u> •	**Insertion of words that are not there (I)**	▪ Can be reading too fast ▪ Can indicate a tendency to reorganise text to make it make sense because of weak decoding skills	✓ *Model good reading speed* ✓ *Teach decoding skills*
• <u>very</u>	**Omission (O)** of words	▪ Difficulties with visual tracking ▪ Reading fluent and eyes moving faster than voice	✓ *Encourage tracking using finger or card or reading ruler*
∫∫ ∫∫ R	**Repetition (Rep)**	▪ Needing to hear again to make sense, ▪ Needing to have another 'run at the text' to help it make sense	✓ *To be actively encouraged!*
Jump **R**	**Refusal (Ref)**	▪ Cannot decode ▪ Lacks confidence to predict	✓ *Encourage prediction.* ✓ *Teach phonics*
jump **T** *(Told)*	**Adult tells the child the word T**	Tell the child the word after 6 – 8 seconds if it is required to understand the text	
	Lack of expression/ intonation (Ex)	▪ Lack of comprehension ▪ Inability to read punctuation ▪ Poor fluency/ reading rate ▪ Book at the wrong level ▪ Decoding difficulties ▪ Speech and Language difficulties	✓ *Choose easier books/ books at independent level* ✓ *Teach punctuation* ✓ *Paired reading*

RUNNING READING RECORD RECORDING SHEET

Pupil Name	Date		Book Title
Book Level	**Number of errors**		**Accuracy %**
Comprehension (highlight one)	Good Satisfactory Poor	**Accuracy (highlight one)**	Independent (95 – 100%) Instructional (90 – 94%) Frustration (below 90%)

Use Error Code Column only if doing Miscue Analysis

Running Record		E	SC	Error code *(optional)*
Page				

Reading behaviours observed (eg. rubbing eyes, missing out letters, words or lines, strategies used, fluency, expression, confidence)

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Running Record (continued if necessary)	E	SC	Error code *(optional)*
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