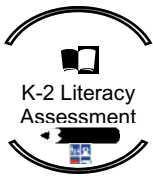


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NORTH CAROLINA ORAL READING TEXTS

Stage of Reading	Book Level	Usual Grade Level
Early Emergent	Levels 1-4 <ul style="list-style-type: none">• Consistent placement of text• Repetition of phrases, sentence patterns• Familiar oral language structures• Familiar objects and actions• Illustrations which provide high support• Opening or closing sentences which vary, pattern remains simple	Kindergarten
Early Developing	Levels 5-8 <ul style="list-style-type: none">• Repetition of 2-3 sentence patterns• Predominately familiar oral language patterns• Many familiar objects and actions• Illustrations which provide moderate support• Opening or closing sentences which vary• Knowledge of sounds and letters used in various ways to decode words	First Grade (early)
Developing	Levels 9-16 <ul style="list-style-type: none">• Repetition of 3 or more sentence patterns or varied sentence patterns with repeated phrases• Blend of oral and written language structures with some dialogue• Illustrations which provide low to moderate support for predicting and confirming vocabulary and fill in unwritten details• Different genres used• Knowledge of vowel sounds and letters used to decode unknown, new vocabulary• Conventional story and literary language• Vocabulary which may include specialized, more sophisticated terms	First Grade

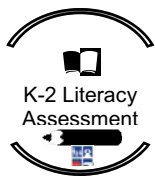


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NORTH CAROLINA ORAL READING TEXTS

Stage of Reading	Book Level	Usual Grade Level
Early Independent	Levels 17-24 <ul style="list-style-type: none">• Elaborated episodes and events• Extended descriptions• Illustrations which provide little support• Fluent decoding skills used	Second Grade
Independent	<ul style="list-style-type: none">• Variety of times and points of view• Literary and challenging vocabulary• Variety of genres• Links both familiar and unfamiliar events, experiences, and situations	



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RUNNING RECORD OF CHILD'S ORAL READING

Purpose

- To collect information to make critical instructional decisions about the child
 - To assess the child's ability to read a book (decode print and construct meaning) at specific levels of difficulty
 - To record the child's oral reading for analysis of skills/strategies and documentation of growth over time and against grade level competencies
 - To determine reading skills/strategies the child uses to decode print and construct meaning from text
 - To provide documentation of reading level marked on *Grade K-2 Literacy Assessment: Reading Continuum Summative Profile* for accountability purposes
- Note: Running Records can be used for on-going assessment; e.g., every 3 weeks for students making slow progress. Seen texts that have been introduced and read previously can be used for on-going, periodic assessment.

Setting

- A quiet location
- The teacher and student sitting at a table beside each other

Materials

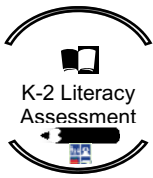
- Trade book/basal selection for student to read so that reading is done in context
- Running record form on which teacher records child's oral reading noting correct responses and errors
- Tape recorder and tape to document child/s record for portfolio (optional)

Preparation

- To select text, the teacher should match child to approximate reading level using his/her best professional judgment based on observations, anecdotal records, and records from previous teachers or previous reading experiences.

Introducing the Task: Summative Assessment Using Unseen Texts

- Ask the child if s/he has heard or read this story. **The child should not have been exposed to the story being used for assessment.**
- Read scripted introductory statement (for leveled books) and allow child to look through book. (Introductory statement provides frame for child to draw on prior knowledge and experiences and to recognize characters, events, and unfamiliar concepts.)
- Ask child to read the book orally without assistance just as if reading by himself-herself.
- Tell child to do whatever s/he normally does if reading alone and comes to a part that gives difficulty.
- Tell child that after s/he finishes reading the book that s/he will be asked to retell the story/book as if telling the story to a friend who has not read the book.



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Oral Reading of Text by Child

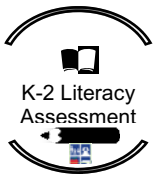
- Child reads entire text or selected portion of the text without assistance from the teacher.
- Entire text will be read either orally or silently for comprehension/retelling purposes.
- If child stops, wait 15 seconds and then encourage the child to continue reading (e.g., "try it.")
- If the child is unable to continue, tell the child the word.
- NOTE: Although running records are normally taken only on 100-150 words, it is recommended that errors be marked for the entire text that will be used for accountability purposes unless the texts are unusually long.

Recording System

- See page RR-6 entitled ***Conventions for Taking a Running Record.***
- For individuals already trained in the use of running records, the coding system used in other programs is acceptable.

Analysis of Errors to Document Growth of Reading Skills and Strategies

- Code each response by the child as s/he reads.
- Note and count each error and self-correction by totaling the correct number in the total errors and self-correction columns.
- Analyze each error and self-correction to note the cues used by asking the following questions:
 - Did the error make sense? (M)
 - Did the error sound like language? (S)
 - Did it look and sound right? (V)
- Circle the correct code as you analyze each cue: M = Meaning, S = Language, and V = Visual or Graphophonic. (See page RR 8-12 entitled ***Analyzing MSV Cues.***)
- Note the total number of words read, the total number of errors, and the total number of self-corrections.
- Note patterns in the use of cues in the errors and the self-corrections.



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RUNNING RECORD OF CHILD'S ORAL READING

Summary of Running Records Results

- Complete the summary portion included with the record sheet. Include the total number of words read, the total number of errors, and the total number of self-corrections as indicated in the previous section.
- Compute the **ERROR RATE**. (The error rate compares the number of errors with the total number of running words in the text.)

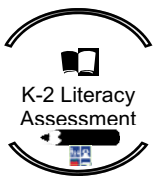
$$\text{ERROR RATE} = \frac{\text{RUNNING WORDS}}{\text{ERRORS}} \quad \text{Ex. } \frac{200}{20} = \frac{10}{1} \quad \text{ERROR RATE} = 1:10$$

- Use the error rate to compute the accuracy rate by using the conversion table. (An error rate of 1:10 equals 90% accuracy.) The **accuracy rate** is the percentage of words in any text read accurately.

$$\left(\frac{\text{ERRORS}}{\text{RUNNING WORDS}} \right) \times 100 = \% \text{ ACCURACY}$$

- Record the accuracy rate and the level of the book read on the summary sheet.
- Note whether the book was read at the independent, instructional, or difficult level for the child. (Independent = 95-100%; Instructional = 90-94%; Difficult = 90%)
- Calculate and record the **SELF-CORRECTION RATE** on the summary sheet.

$$\text{SELF-CORRECTION RATE} = \frac{\text{ERRORS} + \text{SELF-CORRECTIONS}}{\text{SELF-CORRECTIONS}} = \frac{E + SC}{SC}$$



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CONVENTIONS FOR TAKING A RUNNING RECORD

1. Correct responses
2. Substitutions (counts as an error)

Child:	<u>home</u>
Text:	house
3. Self-corrections

Child:	<u>home</u> SC
Text:	house
4. Insertions (counts as an error)

Child:	<u>here</u>
Text:	-
5. Omissions (counts as an error)

Child:	<u>-</u>
Text:	house
6. Child attempts to sound out a word (record with lower case letters) (counts as an error unless child says word correctly)

Child:	<u>n - o - t</u>
Text:	not
7. Child spells the word (record with upper case letters) (counts as an error unless child says word correctly)

Child:	<u>N - O - T</u>
Text:	not
8. Child repeats or rereads (does not count as an error)

Child:	√ <u>come</u> R
Text:	She came
9. Record all attempts at a word.

Child:	<u>here</u> <u>h-</u> <u>home</u>
Text:	house
10. Child stops at difficulty and waits

Child:	<u>////</u> or (W)
Text:	here here
11. Child stops and cannot proceed. The teacher tells the word.

Child:	<u>home</u> <u>////</u> T
Text:	house
12. Child appeals for help. Suggest the child try it before telling.

Child:	<u>///</u> <u>A</u> <u>here</u>
Text:	house -
13. Child gets confused and can't seem to continue, the teacher may ask him to "Try that again." Put brackets around first attempts and record second attempt.

√	[<u>we</u>	<u>white</u>	√	<u>TTA</u>]
		Susan	went	with	me	
√		Susan	went	SC	with	me
		Susan	went	with	me	



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CALCULATION AND CONVERSION TABLE

Calculations

(RW: Running Words; E: Errors; SC: Self-correction)

Error Rate	Accuracy	Self-correction Rate
$\frac{\text{Running Words}}{\text{Errors}}$	$100 - \frac{E}{RW} \times 100$	$\frac{E + SC}{SC}$
(e.g.) $\frac{150}{15} = \text{Error Rate } 1:10$	$100 - \frac{15}{150} \times 100 = 90\%$ (or use conversion table)	$\frac{15 + 5}{5} = \text{Ratio } 1:4$

CONVERSION TABLE

Error Rate	Percent Accuracy	Reading Level
1:200	99.5	<u>Independent</u> Too few opportunities for teachers to observe children's 'reading work'.
1:100	99	
1:50	98	
1:35	97	
1:25	96	
1:20	95	
1:17	94	<u>Instructional</u> Good opportunities for teachers to observe children's 'reading work'.
1:14	93	
1:12.5	92	
1:11.75	91	
1:10	90	
1:9	89	<u>Frustration</u> The reader tends to lose the support of the meaning of the text.
1:8	88	
1:7	85.5	
1:6	83	
1:5	75	
1:4	66	
1:3	50	
1:2		



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Running Record Recording Form

Name _____ Date _____

Recorder _____

Book Title _____ Book Level _____

RW = _____ Error Rate 1: _____ Accuracy Rate _____ % SC Rate 1: _____

E
Fluency Rubric Score _____

Pg	Errors		Cues Used	
	E	SC	E	SC

Comments

Adapted from Marie Clay's work.

Running Record Recording Form

Pg		Errors		Cues Used	
		E	SC	E	SC