

EXAMPLE 1: Additional Considerations for Analyzing Running Records for Classroom Teachers*

(Look across 3 or more recent Running Records to complete this analysis.)

Step One: Analysis of Tolds

Count the number of Tolds and put them into the following categories:

	Tolds with no appeal (Corrective/Preemptive on the part of the teacher)	Child makes no attempt and waits or appeals for a Told	Child makes an attempt or multiple attempts and waits or appeals for a Told
# of Tolds in each category			2
Examples			tak/take ca/care

Then put the number of Tolds that fit each of these categories.

	High Frequency Words	Words to be Taken Apart	Concepts/Vocabulary
# of Tolds		1	2
Examples		take	“to take a nap” care

*This analysis was created after using the Quality of Processing Check developed by Mary Fried as a supplemental aid for Reading Recovery Teachers. The processing check was developed from the research study by Lea McGee and Mary Fried, *Development of Children’s Problem-Solving Activities at Point of Difficulty* (2011). See Fried, M., Using Running Records to Inform Teaching Decisions (2013). *The Journal of Reading Recovery*, 13(1), 5-15.

Step 2: Analysis of Errors/Self-Corrections (SC) of High Frequency Words

Count and record each error or self/correction of a High Frequency word into the following categories:

	Errors involving High Frequency Words, not self-corrected or Told	Errors involving High Frequency words, self-corrected
# in each category	4	10
Examples	was/went He/I in/into up/under	look/like (SC) the/a (SC x2) or/and (SC) they/then (SC) this/then (SC x2) they/the (SC) Pip/They (SC) was/went (SC)

Step 3: Analyze Monitoring

Identify all errors and self-corrections that fit into each of the following categories:

	Error fits MS with no visual similarity, child does not monitor (example: bunny for rabbit)	Error fits MSV, child does not monitor (example: house for home)	Errors fits some sources M,S, or V , child monitors and makes additional attempts that may lead to self-correction	Error fits MSV, child monitors and makes additional attempts that may lead to self-correction
# in each category	0	12	5	6
Examples		grabs/gets let/lets lion/lions up/under gave/gives sleeping/sleepy tiger/tigers in/into Bear/Bears was/went home/house monkey/monkey's	<u>the/sc</u> a <u>on /sc</u> -- <u>hid/hidden/sc</u> hide <u>Pip/sc</u> They <u>was /sc</u> went	<u>look /sc</u> like <u>They /sc</u> Then <u>This /sc</u> Then 2x <u>can /sc</u> can't <u>they /sc</u> the

Summary	Recommendations
Makes multiple attempts at difficulty; re-reads to use M and S	Work on flexibility in problem solving (e.g., short and long vowels)
Self-corrects most HF words, but not automatic	Needs opportunities to practice HF words in varied places and uses in text.
No gross visual errors; good SC rate, not attentive to endings.	Needs opportunities to monitor endings, and to take a closer look even when error fits MSV.