

**EXAMPLE 2: 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/Pre-emptive 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	8
Examples		Bread   T this   T	bo bowl said      2X and a am s this    this ✓ food   A   food   T w what   T      2X

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

	High Frequency Words	Words to be taken apart	Concepts/Vocabulary
# of Tolds	2		3
Examples	and am		bowl bread food

\*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 Count and Analyze Errors/SC of High Frequency Words**

	Errors involving High Frequency words, not self-corrected or Told	Errors involving High Frequency words, self-corrected
# in each category		
Examples	<p><u>sard</u>   and   T</p> <p><u>a</u>   am   T</p> <p><u>me</u> cats</p> <p><u>a-n-b</u> and</p>	<p><u>my</u>   SC I  </p> <p><u>in/to</u>   SC at  </p> <p><u>big</u>   SC said  </p> <p><u>cat</u>   SC a  </p> <p><u>the</u>   SC is  </p> <p><u>I</u>   SC Mom  </p>

### 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				
Examples	<p><u>me</u> cats</p> <p><del>cat</del></p>	<p><u>with</u> what</p> <p><del>cape</del> kite</p>	<p><u>said/a-n-b</u> and</p> <p><u>ny/sc</u> it</p> <p><u>in/to/sc</u> at</p> <p><u>cat/sc</u> a</p> <p><u>the/sc</u> is</p>	

**Summary and recommendations:**

- Needs opportunities to cross check (s+ letter visual information with meaning and structure (supported by pictures and his language)
- Firm up and expand his reading and writing vocabulary. High Frequency Words