Running Records Symbols and Marking Conventions

Reading Behavior	Marking Convention	Example
Accurate word reading	√ above each correctly read word.	√ √ √ √ The dog is black.
Substitution: 1 error if not corrected	**Write each word attempted above the actual word.**	√ √ √ brown The dog is black.
Omission: 1 error if not corrected	**Write ―― above word omitted.**	√ √ __ √ The dog is black.
Insertion: 1 error if not corrected	**Write ˆ at point of insertion with the inserted word above It.**	√ ˆbig √ √ √ The dog is black.
Repetition of a word: No error	**R (1 repetition)** **R2 (2 repetitions)** **R 3 (3 repetitions)**	√ √R √ √ The dog is black.
Self-correction: No error	**SC after the error to indicate child has corrected error.**	√ √ √ brown|SC The dog is black.|
Told: 1 error	**Write T above word that was told after waiting 3 seconds.**	√ √ √ T The dog is black.

Running Records were developed by Marie Clay. In <u>An Observation Survey of Early Literacy Achievement</u>, referring to Running Records on page 49, Clay says, " *Running Records provide an assessment of text reading. The successful early reader brings his speech to bear on the interpretation of print. His vocabulary, sentence patterns and pronunciation of words provide him with information which guides his identification of printed words. If Running Records are taken in a systematic way they provide evidence of how well children are learning to direct their knowledge of letters, sounds and words to understanding the messages in the text."*

Running Records are not a place for teaching. Teacher assistance (T) must be marked on the Running Record and counted as an error.

Structural errors (errors not grammatically correct) must be marked as errors. This will help show change over time as the child develops oral language skills.