# RUNNING RECORD SHEET

Name: _____ Date: _____ D. of B.: _____ Age: _____ yrs _____ mths

School: _____ Recorder _____

| Text Titles | Errors / Running Words | Error Ratio | Accuracy Rate | Self-correction Ratio |
|---|---|---|---|---|
| Easy | _____ _____ | 1: _____ | _____ % | 1: _____ |
| Instructional | _____ _____ | 1: _____ | _____ % | 1: _____ |
| Hard | _____ _____ | 1: _____ | _____ % | 1: _____ |

Directional movement: _____

## Analysis of Errors and Self-corrections
Information used or neglected [Meaning (M), Structure or Syntax (S), Visual (V)]

Easy _____

Instructional _____
_____

Hard _____
_____

Cross-checking on information (Note that this behaviour changes over time)

| Text | Title Traffic | Count E | Count SC | Information used E MSV | Information used SC MSV |
|---|---|---|---|---|---|
| I see a car. | | | | | |
| I see a car and a bus. | | | | | |
| I see a bus and a truck. | | | | | |
| I see a stop sign. | | | | | |
| | | | | | |

# RUNNING RECORD SHEET

Name: __Janie Doe__    Date: __9.15.09__    D. of B.: __7.12.03__    Age: __6__ yrs __2__ mths

School: __Central Elementary__    Recorder __BJA__

| Text Titles | Errors Running Words | Error Ratio | Accuracy Rate | Self-correction Ratio |
|---|---|---|---|---|
| Easy | _____ _____ | 1: _____ | _____ % | 1: _____ |
| Instructional | _____ _____ | 1: _____ | _____ % | 1: _____ |
| Hard | _____ _____ | 1: _____ | _____ % | 1: _____ |

Directional movement: __consistently moved left to right and top to bottom on all pages__

## Analysis of Errors and Self-corrections
Information used or neglected [Meaning (M), Structure or Syntax (S), Visual (V)]

Easy _____

Instructional _____
_____

Hard _____
_____

Cross-checking on information (Note that this behaviour changes over time)

| | | Count | | Analysis of Errors and Self-corrections Information used | |
|---|---|---|---|---|---|
| Text | Title **Carol and the Frog** | E | SC | E MSV | SC MSV |
| Carol has a pet frog. | ✓   had/has   ✓   ✓   ✓ | | | | |
| She took him to the park. | ✓   ✓   ✓   for SC / to   ✓   p- ark ✓ / park | | | | |
| Her frog jumped | ✓   ✓   R   ✓ | | | | |
| into the pond. He splashed | in/into   ✓   pool SC/pond   ✓   — A ✓ / splashed — Y | | | | |
| water all over. | ✓   ✓   around SC/over | | | | |
| When they got home, | W- A / When — T   ✓   ✓   ✓ | | | | |
| Carol's frog jumped into | ✓   ✓   ✓   in SC/into | | | | |
| the tub and splashed | ✓   ✓   ✓   ✓   R₂ | | | | |
| some more! | s- s- ✓ / some   ✓ | | | | |
| | Read with appropriate intonation; some phrasing, fast problem solving | | | | |

# RUNNING RECORD SHEET

Name: **Alyssa Smith**  Date: **9.2.08**  D. of B.: **2.19.02**  Age: **6** yrs **6** mths

School: **Central Elementary**  Recorder **CB**

| **Text Titles** | **Errors Running Words** | **Error Ratio** | **Accuracy Rate** | **Self-correction Ratio** |
|---|---|---|---|---|
| Easy | _____ | 1: _____ | _____ % | 1: _____ |
| Instructional | _____ | 1: _____ | _____ % | 1: _____ |
| Hard | _____ | 1: _____ | _____ % | 1: _____ |

Directional movement: _____

### Analysis of Errors and Self-corrections
Information used or neglected [Meaning (M), Structure or Syntax (S), Visual (V)]

Easy _____

Instructional _____
_____

Hard _____
_____

Cross-checking on information (Note that this behaviour changes over time)

| Page | Title: Traffic | Count E | Count SC | Information used E MSV | Information used SC MSV |
|---|---|---|---|---|---|
| 2 | ✓  like / see  R \| SC  the / a  ✓ | | | | |
| 4 | ✓ ✓  the / a  R \| SC  ✓ <br> ✓ ✓ ✓ | | | | |
| 6 | ✓ ✓ ✓  truck / bus  A \| — \| T  R <br> ✓ ✓ ✓ | | | | |
| 8 | ✓ ✓ ✓ ✓  R  s- / sign  ✓ \| R | | | | |
| | | | | | |

# RUNNING RECORD SHEET

## WORKSHEET 4-1

Name: __Alyssa Smith__   Date: __10.21.08__   D. of B.: __2.19.02__   Age: __6__ yrs __8__ mths

School: __Central Elementary__   Recorder __CB__

| Text Titles | | Errors Running Words | Error Ratio | Accuracy Rate | | Self-correction Ratio |
|---|---|---|---|---|---|---|
| Easy | _____ | _____ | 1: _____ | _____ % | 1: _____ |
| Instructional | _____ | _____ | 1: _____ | _____ % | 1: _____ |
| Hard | _____ | _____ | 1: _____ | _____ % | 1: _____ |

Directional movement: _____

## Analysis of Errors and Self-corrections
Information used or neglected [Meaning (M), Structure or Syntax (S), Visual (V)]

Easy _____

Instructional _____

_____

Hard _____

_____

Cross-checking on information (Note that this behaviour changes over time)

| Page | Title: The Zoo Trip | E | SC | E MSV | SC MSV |
|---|---|---|---|---|---|
| 1 | ✓ ✓ ✓  visit/visited  ✓ ✓ <br> ✓  Sunday/Saturday  ✓ <br> ✓ ✓ ✓ ✓ ✓ ✓ <br> ✓ ✓ | | | | |
| 2 | ✓ ✓ ✓  R  ✓ <br> ✓ | | | | |
| 3 | ✓ ✓ ✓  walking/waking  SC  ✓  R    "He's not walking!" | | | | |
| 4 | ✓ ✓ ✓ ✓ <br> ✓ | | | | |
| 5 | ✓  monkey/monkeys  was/were  ✓ <br> ✓ ✓ ✓ | | | | |

Count

Analysis of Errors and Self-corrections

**Information used**

E MSV   SC MSV

# WORKSHEET 4-2

Count

Analysis of Errors
and Self-corrections

| Page | The  Zoo Trip (continued) | E | SC | Information used | |
| | | | | E MSV | SC MSV |
|---|---|---|---|---|---|
| 6 | ✓ ✓ ✓ $\dfrac{st-}{standing}$ ✓<br><br>✓ ✓ $\dfrac{big \mid SC}{back \mid}$ ✓ | | | | |
| 7 | ✓ ✓ ✓ ✓ | | | | |
| 8 | $\dfrac{They \mid SC}{Then \mid}$ ✓ ✓ ✓ R ✓<br><br>✓ ✓ ✓ ✓ | | | | |
| | | | | | |

# RUNNING RECORD SHEET

Name: __Alyssa Smith__          Date: __12.16.08__   D. of B.: __2.19.02__   Age: __6__ yrs __10__ mths

School: __Central Elementary__          Recorder __CB__

| Text Titles | Errors Running Words | Error Ratio | Accuracy Rate | Self-correction Ratio |
|---|---|---|---|---|
| Easy | _____ _____ | 1: _____ _____ | _____ % | 1: _____ |
| Instructional | _____ _____ | 1: _____ _____ | _____ % | 1: _____ |
| Hard | _____ _____ | 1: _____ _____ | _____ % | 1: _____ |

Directional movement: _____

## Analysis of Errors and Self-corrections
Information used or neglected [Meaning (M), Structure or Syntax (S), Visual (V)]

Easy _____

Instructional _____

_____

Hard _____

_____

Cross-checking on information (Note that this behaviour changes over time)

| Page | Title<br>Mutt Goes to School | Count E | Count SC | E MSV | SC MSV |
|---|---|---|---|---|---|
| 1 | ✓ ✓ ✓ ✓ ✓ ✓ ✓<br>✓ boy/bye Matt/Mutt ✓ ✓<br>✓ ✓ ✓ ✓<br>✓ ✓ ✓ ✓ ✓ Matt/Mutt SC\| | | | | |
| 2 | ✓ went/wanted ✓ ✓ ✓ ✓<br>✓ ✓ and/He ✓ ✓ ✓<br>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓<br>✓ wanted\|want went\| ✓ ✓ ✓<br>✓ ✓ ✓ ✓<br>✓ p–/pushed\| paddled\| ✓ sk–/squirmed\| skir – med\|<br>✓ ✓ ✓ ✓ ✓ ✓ ✓<br>✓ ✓ ✓ ✓ ✓ ✓ ✓<br>✓ ✓ | | | | |

# WORKSHEET 5-2

| Page | Mutt Goes to School (continued) | Count E | Count SC | Information used E MSV | Information used SC MSV |
|---|---|---|---|---|---|
| 4 | ✓ ✓ ✓ ✓ ✓ ✓<br>✓ ✓ ✓ ✓ ✓<br>✓ ✓<br>✓ ✓ ✓ ✓ ✓<br>✓  th –/thought \| throwed \| SC  ✓ ✓ ✓ ✓<br>✓ ✓ ✓ ✓ ✓ ✓ ✓<br>✓ ✓ ✓ ✓  sc –/screaming \| scared \| SC | | | | |
| 6 | ✓ ✓ ✓<br>✓ ✓ ✓ ✓<br>✓ ✓ ✓ ✓  prin – cipal/principal \| ✓<br>which/with ✓ ✓  vo –/voice \| voke   "hmmmm…"<br>✓ ✓ ✓ ✓  table/trouble \| SC   "I mean…"<br>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓<br>✓ ✓ ✓ ✓ | | | | |
| 8 | ✓ ✓ ✓ ✓ ✓ ✓ ✓<br>✓ ✓ ✓ ✓  one/own  super/special  ✓<br>✓ ✓ ✓ ✓  o –/obey \| ✓ | | | | |

# RUNNING RECORD SHEET

## WORKSHEET 6-1

Name: __Joey Sanchez__   Date: __9.16.08__   D. of B.: __8.18.02__   Age: __6__ yrs __1__ mths

School: __Central__   Recorder __IH__

**Text Titles** | **Errors Running Words** | **Error Ratio** | **Accuracy Rate** | **Self-correction Ratio**

Easy _____  _____  1: _____  _____ %  1: _____

Instructional _____  _____  1: _____  _____ %  1: _____

Hard _____  _____  1: _____  _____ %  1: _____

Directional movement: _____✓_____

## Analysis of Errors and Self-corrections
Information used or neglected [Meaning (M), Structure or Syntax (S), Visual (V)]

Easy _____

Instructional _____
_____

Hard _____
_____

Cross-checking on information (Note that this behaviour changes over time)

| Page | Title: The Zoo Trip | Count E | SC | Information used E MSV | SC MSV |
|------|---------------------|---------|-----|--------|--------|
| 1 | ✓ ✓ ✓ — \|A\| \|R\| / visited \|—\|Y\|T\| ✓ ✓ <br> ✓ Sunday/Saturday ✓ <br> ✓ ✓ ✓ ✓ ✓ ✓ <br> ✓ elephants/animals | | | | |
| 2 | ✓ ✓ R — \| / was \|T ✓ <br> ✓ | | | | |
| 3 | ✓ ✓ ✓ ✓ ✓ | | | | |
| 4 | ✓ ✓ ✓ ✓ <br> ✓ | | | | |
| 5 | ✓ ✓ ✓ ✓ <br> ✓ ✓ ✓ | | | | |

# WORKSHEET 6-2

| Page | The Zoo Trip (continued) | E | SC | Information used | |
|---|---|---|---|---|---|
| | | | | E MSV | SC MSV |
| 6 | ✓ ✓ ✓  s –  \| st – \| ✓ ⎯⎯⎯⎯⎯⎯ standing \|<br><br>✓ ✓ ✓  foot \| SC ⎯⎯⎯⎯ feet \| | | | | |
| 7 | ✓ ✓ ✓ ✓ | | | | |
| 8 | ✓ ✓ ✓ ✓ ✓<br>✓ ✓ ✓ ✓ | | | | |
| | Some evidence of phrasing. Good use of intonation at times. Slower and more deliberate on pages requiring overt problem solving. | | | | |

# RUNNING RECORD SHEET

Name: __Sarah O'Brian__    Date: __9.19.08__    D. of B.: __7.15.02__    Age: __6__ yrs __2__ mths

School: __Hamilton__    Recorder __IH__

| Text Titles | | Errors Running Words | Error Ratio | Accuracy Rate | Self-correction Ratio |
|---|---|---|---|---|---|
| Easy | _____ | _____ | 1: _____ | _____ % | 1: _____ |
| Instructional | _____ | _____ | 1: _____ | _____ % | 1: _____ |
| Hard | _____ | _____ | 1: _____ | _____ % | 1: _____ |

Directional movement: _____✓_____

## Analysis of Errors and Self-corrections
Information used or neglected [Meaning (M), Structure or Syntax (S), Visual (V)]

Easy _____

Instructional _____

_____

Hard _____

_____

Cross-checking on information (Note that this behaviour changes over time)

|  |  | Count | | Analysis of Errors and Self-corrections Information used | |
|---|---|---|---|---|---|
| Page | Title **Mutt Goes to School** | E | SC | E MSV | SC MSV |
| 1 | ✓ ✓ ✓ ✓ ✓ ✓ ✓ <br> ✓ ✓ ✓ ✓ ✓ <br> ✓ ✓ ✓ ✓ <br> ✓ ✓ ✓ ✓ ✓ ✓ | | | | |
| 2 | ✓ ✓ ✓ ✓ ✓ ✓ <br> ✓ ✓ ✓  b – ar – / barked  ✓ ✓ <br> ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ <br> ✓ ✓ ✓ ✓ ✓ <br> ✓  digging SC / dug  ✓  digging R SC / dug <br> ✓ ✓ ✓  squir – A / squirmed – T <br> ✓ ✓ ✓ ✓ ✓ ✓ ✓ <br> ✓ ✓ ✓ ✓ ✓ ✓ ✓ <br> ✓ ✓ | | | | |

# WORKSHEET 7-2

| Page | Mutt Goes to School (continued) | E | SC | Information used | |
|------|------|---|----|----|----|
| | | | | E MSV | SC MSV |
| 4 | ✓ ✓ ✓ ✓ ✓ ✓ <br><br> are/were ✓ ✓ ✓ ✓ <br><br> ✓ ✓ <br><br> ✓ ✓ ✓ ✓ ✓ <br><br> ✓  threw R A / thought — T  ✓ ✓  — great  ✓ <br><br> ✓ ✓ ✓ ✓ ✓ ✓ ✓ <br><br> ✓ ✓ ✓ ✓  sc – scr – ✓ / screaming | | | | |
| 6 | ✓ ✓ ✓ <br><br> ✓ ✓ ✓ ✓ <br><br> ✓ ✓ ✓ ✓ ✓ <br><br> ✓ ✓ ✓ ✓ <br><br> ✓ ✓ ✓ ✓ ✓ <br><br> ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ <br><br> ✓  w – wa – ✓ / wait  ✓ ✓ | | | | |
| 8 | ✓ ✓ ✓ ✓ ✓ ✓ ✓ <br><br> ✓ ✓ ✓ ✓ ✓  — special T  ✓ <br><br> ✓ ✓ ✓ ✓  o– b – ✓ / obey | | | | |
| | Pace was good. Two- and three-word phrasing. | | | | |