

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			
Examples			

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

	High Frequency Words	Words to be Taken Apart	Concepts/Vocabulary
# of Tolds			
Examples			

*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		
Examples		

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				

Summary	Recommendations