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Running Record

The purpose of a running record is to analyze the student’s reading behaviors during independent reading. It helps teachers to select appropriate reading material for each child. You want to determine if the passage is on the child’s independent, instructional or frustration level.

I actually sat in on a running record performed by my cooperating teacher. She gave me a paper copy of the reading and gave the child a book, in which she marked off the pages she had to read. The passage was from the book Nate the Great and the Missing Key by Majorie Sharmat. The passage contained approximately 200 words. The teacher explained to the student that she just wanted to listen to her read to see how she was doing so far. The student began reading and both me and the teacher marked on our own papers the errors the students made while reading the passage. I used the handout you gave us in class “Administering a Running Record/Informal Reading Inventory”.

The student made little error; she said “things” instead of “thing” in one instance. She used reversal by saying “Can’t I” instead of “I can’t”. She couldn’t pronounce the name Rosamond. The teacher didn’t count it as an error though. After she was done reading, the teacher asked the student some questions about the book and asked her to summarize what happened. The teacher asked the student to make a prediction about what would happen next in the story. The teacher told me to focus on what she did well rather than to dwell on the errors she made. The student had very good recall and could give elaborate details of the story when asked to retell what had happened. She also made good predictions of what would happen next in the story, using inferences. Although she hasn’t reached perfect fluency yet, she comprehended what she read while she read it and was able to relay that information to the teacher.

In informing instruction, I would capitalize on the student’s strengths, so maybe I would have the students read a passage and have them make predictions of what might occur next in the story by having them write their own version of what will happen next. I would then have them read on to see if their predictions were correct. In this student’s case, most of her errors were insignificant, but I would probably just work on reading with her occasionally seeing if she makes the same errors. If so, I would have her read at a slower pace because she did seem to be going pretty fast and may have just tripped on her words.