Sustainability
READING RECORDS

Carole Crimeen
Suzanne Fletcher

SAMPLE

Readers
1-20

KNOWLEDGE
BOOKS AND SOFTWARE

Sustainability

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1-20

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References
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Clay, M.M. (2013). Observation Survey of Early Literacy Achievement (2nd ed.). Portsmouth, NH: Heinemann.
Halladay, J.L. (2012). Key Assumptions of the Reading Level Framework. The Reading Teacher. 66 (1) 53-62.

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Why Reading Records?

"Oral reading assessments provide a window into students' thinking as they process written texts." (Halladay, 2012)

The Reading Records provided in the Sustainability series are designed to be taken after the student has read the text in the supported Guided Reading setting.

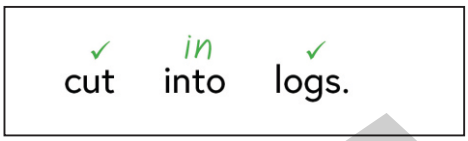
Purpose
Reading Records, when taken with fidelity, consistency and accuracy, can form the heart of the literacy programme.
They enable teachers to:

- observe and understand change over time in students' text processing system.
- group and re-group students for guided literacy instruction.
- match text to students for instructional purposes.
- inform next steps in instruction.
- identify students for whom additional instruction may be necessary.
- monitor student progress over time.
- describe student's patterns of processing on text.

Consistent Conventions
Consistent conventions are important if the Reading Record is to be used as a valid form of assessment.

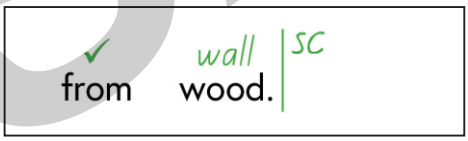
- **Accurate reading** - each word read correctly is indicated with a tick. (**0 errors**)

- **Substitution** - record the substituted word above the text. (**1 error**)



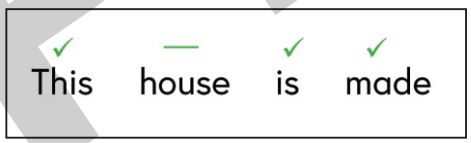
- **Multiple substitutions** - record each word the student said. (**1 error**)

- **Self correction** - if the student self corrects a previous error, record as 'SC.' (**0 errors, 1 self correction**)

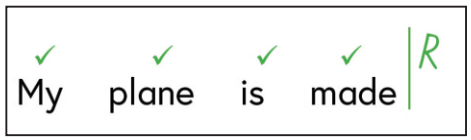


- **Insertion** - if the student inserts a word, record the word above the text using a carat. (**1 error**)

- **Omission** - if the student omits a word, record with a dash above the text. (**1 error**)



- **Repetition** - if the student repeats a word, record with an 'R.' (**0 errors**)



- **Multiple repetitions** - if the student makes multiple repetitions record the number of repetitions after the 'R.' (**0 errors**)

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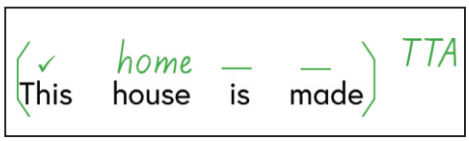
- **Repeating a line or phrase** - if the student repeats a line, phrase or page, use a line plus an arrow and record with an 'R.' (**0 errors**)

- **Told** - if the teacher tells the student the word, record with a 'T.' (**1 error**)

- **Appeal** - if the student appeals, the teacher says, 'you try it' recorded with a 'Y.' **(0 errors)** If the student is still unable to read the word the teacher may tell the word, recorded with a 'T.' (**1 error**)

- **Try that again** - if the student is confused and unable to go on, the teacher may say 'try that again' recorded with 'TTA' and indicate where to try it again from. (**1 error**)



Calculations

Error Rate is the ratio of errors to running words in the book.
Self Correction Rate is the ratio of self corrections to errors.
Accuracy Rate is the percentage of words read accurately.
* Use the **Error Rate** to determine the **Accuracy Rate** from the table below.

Error Rate	Self Correction Rate
RW ÷ E = 1: eg 80 ÷ 5 = 1:16	(E + SC) ÷ SC = 1: eg (5 + 1) ÷ 1 = 1:6

RW is the number of running words in the book.
E is the number of errors the reader made.
SC is the number of self corrections the reader made.

In these examples:
RW = 80 E = 5 SC = 1

Error Rate	Accuracy Rate %	Analysis
1:200	99.5	**95-100% accuracy** The text is at the reader's easy or independent level. There is opportunity for the reader to practise orchestration of strategic activity. However, it may not provide the teacher enough examples of *reading work* from which to plan for instruction.
1:100	99	
1:50	98	
1:35	97	
1:25	96	
1:20	95	
1:17	94	**90-94% accuracy** The text is at the reader's instructional level. There is opportunity for the teacher to observe reading work and plan for targeted instruction.
1:14	93	
1:12.5	92	
1:11.75	91	
1:10	90	
1:9	89	**Below 90% accuracy** The text is at the reader's hard or frustration level. It is likely that the reader is losing the support of the meaning of the text to read.
1:8	87.5	
1:7	85.5	
1:6	83	
1:5	80	
1:4	75	
1:3	60	
1:2	50	

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Observations

Fluency

Does the reader:

- read word by word, with emphasis on one-to-one matching. *(FIY1)
- read with some intonation and attention to expression. *(FIY2)
- read by grouping words into meaningful phrases with some attention to expression. *(FIY3)
- read at a reasonable pace, grouping words into meaningful phrases. *(FIY3)
- use punctuation cues to guide intonation, expression and phrasing. *(FIY3)

*National Literacy Learning Progressions

Strategic behaviours to observe and note

Does the reader:

- demonstrate one-to-one correspondence pointing crisply to each word.
- return sweep correctly over multiple lines of text.
- self correct errors either at point of error, or by re-reading.
- predict using the meaning of the story and phonic knowledge.
- re-read or repeat a sentence or a word to confirm an attempt, or search for more information.
- appeal for help at an unknown word.

SAMPLE

Timber Many Uses

Sustainability 17

Name: Carole Fletcher DOB: 4 Nov 2013 Age: 6yrs -5mths

School: Fernvale Public Class: 1 Date of assessment: 6 April 2020

Text level: 5 Text type: Non-Fiction Total running words: 80

The main purpose of the Running Record is to understand more about how students access the message in the text by using what they know i.e., their reading processes. (Clay 2013)

With this understanding, teachers are well placed to group students, plan for instruction and document change over time in students' text processing system.

Analysis		
Fluency Comment Read with bursts of 2 & 3 word phrases. Used appropriate intonation. Good pace.	Error Rate	1:16
	Self Correction Rate	1:6
	Accuracy	94 %

[Trees]	E	SC	Errors	SC
✓ ✓ ✓ ✓ This is a garden. ✓ ✓ ✓ ✓ The garden has trees.				
✓ ✓ ✓ f ✓ This is a forest. ✓ ✓ ✓ ✓ ✓ The forest has trees too.				
✓ ✓ ✓ ✓ ✓ The trees in the forest ✓ ✓ ✓ dow ✓ will be cut down.				

SAMPLE EXAMPLE

[Logs]	E	SC	Errors	SC
✓ ✓ ✓ ✓ Look at the trees. ✓ ✓ ✓ ✓ The trees will be ✓ in ✓ cut into logs.	/		(m)(S)(V)	
[Wood] ✓ ✓ ✓ ✓ ✓ ✓ Look at the logs. The logs ✓ ✓ ✓ in woo ✓ will be cut into wood.	/		(m)(S)(V)	
✓ ✓ ✓ ✓ My plane is made of ✓ from wood.	/		(m)(S)V	
✓ ✓ ✓ ✓ This house is made of ✓ from wood.	/		(m)(S)V	
✓ ✓ ✓ ✓ This swing is made of fr sc ✓ from wood.		/	(m)(S)V m S (V)	m S (V)

SAMPLE
EXAMPLE

[Recycling wood]	E	SC	Errors	SC
✓ ✓ We can recycle A | y | r | T | R wood.	1		m s Ⓥ	
✓ ✓ ✓ We can re recycle ✓ this ✓ wood.				
✓ ✓ ✓ We can recycle ✓ ✓ this wood.				
Totals	5	1	5 5 4	0 0 1

Strategic behaviours to observe and note

Does the reader:

- demonstrate one-to-one correspondence pointing crisply to each word.
- return sweep correctly over multiple lines of text.
- self correct errors either at point of error, or by re-reading.
- predict using the meaning of the story and phonic knowledge.
- re-read or repeat a sentence or a word to confirm an attempt, or search for more information.
- appeal for help at an unknown word.

Comment

Early learning appears in place. HFW seem secure and supporting reading.
Evidence of using initial visual information to problem solve words.
Re-reading to confirm and pull together the meaning.
Appealed once when unable to draw on any source of information.

EXAMPLE
SAMPLE

No Waste Lunch

Sustainability 1

Name: _____ DOB: _____ Age: ____

School: _____ Class: _____ Date of assessment: _____

Text level: 1 Text type: Non-Fiction Total running words: 30

The main purpose of the Running Record is to understand more about how students access the message in the text by using what they know i.e., their reading processes. (Clay 2013)

With this understanding, teachers are well placed to group students, plan for instruction and document change over time in students' text processing system.

Analysis		
Fluency Comment	Error Rate	1:
	Self Correction Rate	1:
	Accuracy	%

	E	SC	Errors	SC
Here is my apple.				
Here is my banana.				
Here is my sandwich.				
Here is my sandwich wrap.				

SAMPLE

	E	SC	Errors	SC
Here is my treat.				
Here is my lunch bag.				
Here is my lunch.				
Totals				

Strategic behaviours to observe and note

Does the reader:

- demonstrate one-to-one correspondence pointing crisply to each word.
- return sweep correctly over multiple lines of text.
- self correct errors either at point of error, or by re-reading.
- predict using the meaning of the story and phonic knowledge.
- re-read or repeat a sentence or a word to confirm an attempt, or search for more information.
- appeal for help at an unknown word.

Comment

SAMPLE

We Walk to School

Sustainability 2

Name: _____ DOB: _____ Age: ____

School: _____ Class: _____ Date of assessment: _____

Text level: 1 Text type: Non-Fiction Total running words: 34

The main purpose of the Running Record is to understand more about how students access the message in the text by using what they know i.e., their reading processes. (Clay 2013)

With this understanding, teachers are well placed to group students, plan for instruction and document change over time in students' text processing system.

Analysis		
Fluency Comment	Error Rate	1:
	Self Correction Rate	1:
	Accuracy	%

	E	SC	Errors	SC
We walk to school.				
We walk past the park.				
We walk past the shops.				
We walk past the clock.				

SAMPLE

	E	SC	Errors	SC
We walk past the church.				
We walk past the statue.				
We walk past the bridge.				
Totals				

Strategic behaviours to observe and note

Does the reader:

- demonstrate one-to-one correspondence pointing crisply to each word.
- return sweep correctly over multiple lines of text.
- self correct errors either at point of error, or by re-reading.
- predict using the meaning of the story and phonic knowledge.
- re-read or repeat a sentence or a word to confirm an attempt, or search for more information.
- appeal for help at an unknown word.

Comment

SAMPLE

On and Off

Sustainability 3

Name: _____ DOB: _____ Age: ____

School: _____ Class: _____ Date of assessment: _____

Text level: 1 Text type: Non-Fiction Total running words: 66

The main purpose of the Running Record is to understand more about how students access the message in the text by using what they know i.e., their reading processes. (Clay 2013)

With this understanding, teachers are well placed to group students, plan for instruction and document change over time in students' text processing system.

Analysis		
Fluency Comment	Error Rate	1:
	Self Correction Rate	1:
	Accuracy	%

	E	SC	Errors	SC
The light is on.				
The light is off.				
The lamp is on.				
The lamp is off.				

SAMPLE

	E	SC	Errors	SC
The party lights are on.				
The party lights are off.				
The garden light is on.				
The garden light is off.				
Totals				

Strategic behaviours to observe and note

Does the reader:

- demonstrate one-to-one correspondence pointing crisply to each word.
- return sweep correctly over multiple lines of text.
- self correct errors either at point of error, or by re-reading.
- predict using the meaning of the story and phonic knowledge.
- re-read or repeat a sentence or a word to confirm an attempt, or search for more information.
- appeal for help at an unknown word.

Comment

SAMPLE

Riding My Bike

Sustainability 4

Name: _____ DOB: _____ Age: ____

School: _____ Class: _____ Date of assessment: _____

Text level: 1 Text type: Non-Fiction Total running words: 58

The main purpose of the Running Record is to understand more about how students access the message in the text by using what they know i.e., their reading processes. (Clay 2013)

With this understanding, teachers are well placed to group students, plan for instruction and document change over time in students' text processing system.

Analysis		
Fluency Comment	Error Rate	1:
	Self Correction Rate	1:
	Accuracy	%

	E	SC	Errors	SC
I can ride my bike.				
I can ride my bike to school.				
I can ride my bike to the beach.				
I can ride my bike to the track.				

SAMPLE

	E	SC	Errors	SC
The street lights are on.				
The street lights are off.				
The car lights are on.				
The car lights are off.				
The torch light is on.				
The torch light is off.				

SAMPLE

	E	SC	Errors	SC
I can ride my bike to the park.				
I can ride my bike to the river.				
I can ride my bike to my friend's house.				
I can ride my bike.				
Totals				

Strategic behaviours to observe and note

Does the reader:

- demonstrate one-to-one correspondence pointing crisply to each word.
- return sweep correctly over multiple lines of text.
- self correct errors either at point of error, or by re-reading.
- predict using the meaning of the story and phonic knowledge.
- re-read or repeat a sentence or a word to confirm an attempt, or search for more information.
- appeal for help at an unknown word.

Comment

SAMPLE

	E	SC	Errors	SC
They will take the bottles and give me some money.				
Totals				

Strategic behaviours to observe and note

Does the reader:

- demonstrate one-to-one correspondence pointing crisply to each word.
- return sweep correctly over multiple lines of text.
- self correct errors either at point of error, or by re-reading.
- predict using the meaning of the story and phonic knowledge.
- re-read or repeat a sentence or a word to confirm an attempt, or search for more information.
- appeal for help at an unknown word.

Comment

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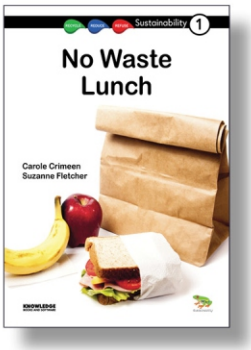

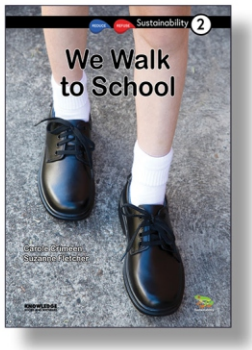

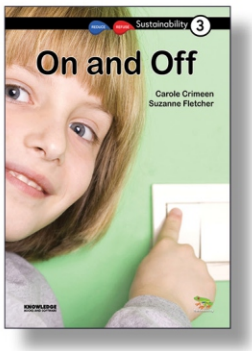

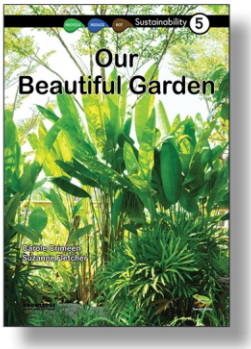

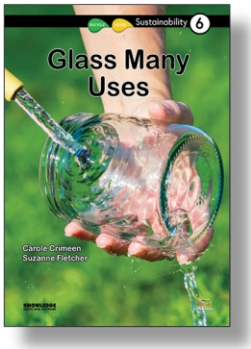

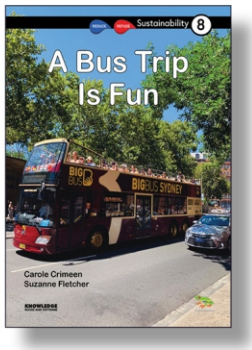

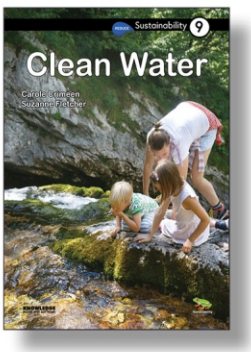

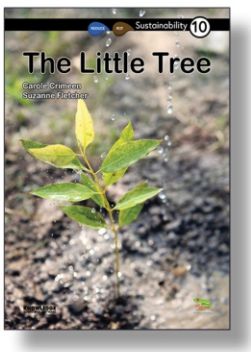

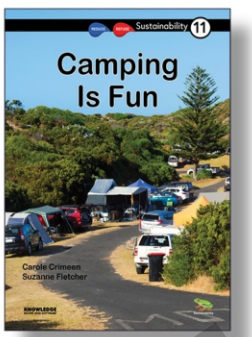

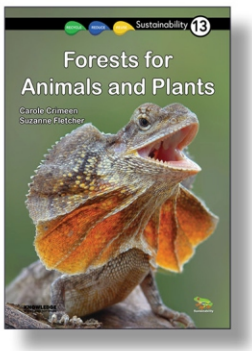

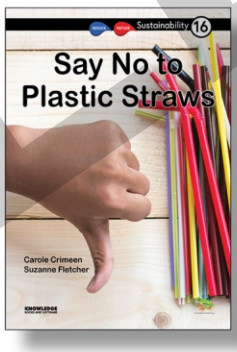

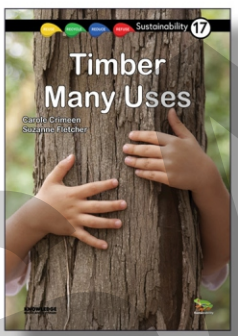

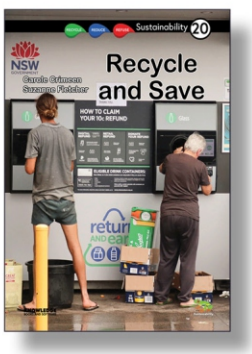

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