
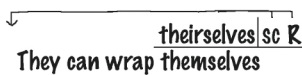
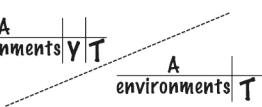


Coding and Scoring Errors at-a-Glance

Behavior	What the Reader Does	How to Code	Example	How to Score	
Accurate Reading	Reads words correctly	Do not mark <i>or</i> place check (✓) above word	No mark <i>or</i> ✓ environments		No error
Substitution	Gives an incorrect response	Write the substituted word above the word	worry wonder	Substitution, not corrected	1 error
Multiple Substitutions	Makes several attempts at a word	Write each substitution in sequence above the word	speckles spices specials species	Multiple substitutions, not corrected	1 error for each incorrect word in text
			adept adopt SC adapted	Multiple substitutions, self-corrected (SC)	No error; 1 SC
			to touch teeth tooth	Multiple misreadings of the same word, not corrected	1 error for each incorrect word in text
			Attic Arctic	Multiple misreadings of names and proper nouns	1 error first time missed; no errors after that
			can not they're can't they are	Misreading contractions (reads contraction as two words or two words as contraction)	1 error each time
Self-correction	Corrects a previous error	Write the error over the word, followed by SC	use SC usually		No error; 1 SC
Insertion	Adds a word that is not in the text	Write in the inserted word using a caret	very ^		1 error per word inserted
Omission	Gives no response to a word	Place a dash (–) above the word	– only	Skipping a word	1 error per word
				Skipping a line	1 error per word
Repetition	Reads same word again	Write R after the word	R		No error

Coding system developed by Marie Clay as part of the running record system in *An Observation Survey of Early Literacy Achievement*, Revised Second Edition, 2006, Heinemann.

Coding and Scoring Errors at-a-Glance (continued)

Behavior	What the Reader Does	How to Code	Example	How to Score	
Repeated Repetitions	Reads the same word more than once	Write R for the first repetition, then write a number for the additional repetitions	$R_2 R_3$		No error
Rereading	Returns to the beginning of sentence or phrase to read again Rereads and self-corrects	Write R with an arrow back to the place where rereading began Write R with an arrow back to the place where rereading began and a SC at point of self-correction	 		No error No error; 1 SC
Appeal	Verbally asks for help	Write A above the word	$\frac{A}{\text{environments}}$	Follow up with "You try it"	No error
"You Try It"	The child appeals, the teacher responds with "You try it"	Write Y after the word	$\frac{A}{\text{environments}} Y$	"You try it" followed by correct word "You try it" followed by omission, incorrect word, or Told	No error 1 error
Told	Child doesn't attempt a word even after "You try it"	Write T after the word or the Y	$\frac{A}{\text{environments}} Y T$ 		1 error
Spelling Aloud	Child spells word by saying the names of letters	Write the letters in all capital letters	$\frac{E-V-E-R}{\text{ever}}$	Spelling followed by correct word Spelling followed by incorrect word	No error 1 error
Sounding Out	The child makes the sounds associated with the letters in the word	Write the letters in lower case with hyphens between them	$\frac{o-n-l-y}{\text{only}} \checkmark$ $\frac{t-em-per}{\text{temperature}} \text{temper}$ $\frac{b-}{\text{polar}} \text{SC}$	"Sounding out" followed by correct word "Sounding out" followed by incorrect word or no word Sounding the first letter incorrectly and then saying the word correctly	No error; no SC 1 error No error; no SC

Coding system developed by Marie Clay as part of the running record system in An Observation Survey of Early Literacy Achievement, Revised Second Edition, 2006, Heinemann.