

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> <u>✓</u> environments		No error
Substitution	Gives an incorrect response	Write the substituted word above the word	<u>worry</u> wonder	Substitution, not corrected	1 error
Multiple Substitutions	Makes several attempts at a word	Write each substitution in sequence above the word	<u>speckles spices specials</u> species <u>adept adopt SC</u> adapted <u>to touch teeth</u> tooth <u>Attic</u> Arctic <u>can not</u> <u>they're</u> <u>can't</u> <u>they are</u>	Multiple substitutions, not corrected Multiple substitutions, self-corrected (SC) Multiple misreadings of the same word, not corrected Multiple misreadings of names and proper nouns Misreading contractions (reads contraction as two words or two words as contraction)	1 error for each incorrect word in text No error; 1 SC 1 error for each incorrect word in text 1 error first time missed; no errors after that 1 error each time
Self-correction	Corrects a previous error	Write the error over the word, followed by SC	<u>use</u> SC usually		No error; 1 SC
Insertion	Adds a word that is not in the text	Write in the inserted word using a caret	<u>very</u> ^		1 error per word inserted
Omission	Gives no response to a word	Place a dash (–) above the word	<u>–</u> only	Skipping a word Skipping a line	1 error per word 1 error per word
Repetition	Reads same word again	Write R after the word	<u>R</u>		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	 They can wrap themselves	No error No error; 1 SC	
Appeal	Verbally asks for help	Write A above the word	<u>A</u> 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	<u>A</u> 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	<u>A</u> environments Y T <u>A</u> environments T		1 error
Spelling Aloud	Child spells word by saying the names of letters	Write the letters in all capital letters	<u>E-V-E-R</u> 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	<u>o-n-l-y</u> ✓ only <u>t-em-per</u> ✓ temperature <u>b-</u> SC polar	"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; 1 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.