



Coding and Scoring at-a-Glance

Behaviour	What the Reader Does	How to Code	Example	How to Score	
Accurate Reading	Reads words correctly	Place a tick (✓) above word or do not mark.	No mark or \checkmark Kate		No error
Substitution	Gives an incorrect response	Write the substituted word above the word.	her Kate's	Substitution, not corrected Substitution, self-corrected (SC)	1 error No error; 1 SC
Multiple Substitutions	Makes several attempts at a word	Write each of the substitutions in sequence above the word.	little some him his touch teeth SC tooth to touch teeth tooth Kathy Kelly Kate It's Do not It is Don't	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.	teeth SC tooth		No error; 1 SC
Insertion	Adds a word that is not in the text	Write in the inserted word using a carat (^).	loose ^		1 error per word inserted
Omission	Gives no response to a word	Place a dash (-) above the word.	— Very	Skipping a word Skipping a line	1 error per word 1 error per word
Repetition	Reads the same word again	Write R above 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 at-a-Glance (continued)

Behaviour	What the Reader Does	How to Code	Example	How to Score	
Repeated Repetitions	Reads the same word more than once	Write R above the word for the first repetition and then write a number for the additional repetitions.	R₂ R₃		No error
Rereading	Returns to the beginning of sentence or phrase to read again	Write R with an arrow back to the place where rereading began.			No error
	Rereads and self-corrects	Write R with an arrow back to the place where rereading began and SC at point of self-correction			No error; 1 SC
Appeal	Verbally asks for help	Write A above the word.	A very	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.	A very Y	"You try it" followed by correct word	No error
				"You try it" followed by omission, incorrect word or Told	1 error
Told	Child doesn't attempt word even after "You try it."	Write T after the word or the Y.	A A very Y T very T		1 error
Spelling Aloud	Child spells the word by saying the names of letters	Write the letters in all capital letters.	B-U-T	Spelling followed by correct word	No error
			But	Spelling followed by incorrect word	1 error
Sounding Out	Child makes the sounds associated with the letters in the word	Write the letters in lowercase with hyphens between them.	n-o-t not	"Sounding out" followed by correct word	No error; no SC
			l-o-s lose loose	"Sounding out" followed by incorrect word	1 error
			f- SC come	Sounding the first letter incorrectly and then saying the word correctly	No error; 1 SC

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