

Mark a student's oral reading with standard error-marking notation, tally errors and self-corrections, and work out an accuracy rate and self-correction ratio by hand. Fillable PDF. Every leveling system and text source is left blank for your own school's own criteria.

BRIGHT PATH SPEED

Three steps: set up your own text source and leveling system, mark the reading as it happens, and roll the tally up into accuracy and self-correction numbers.

ONE: SET UP YOUR OWN TEXT SOURCE AND LEVELING SYSTEM (once per class or caseload)

- Page 5: Write in your own text source (a classroom book, a short passage you choose) and your school's own leveling or benchmark system, if your program uses one.
- Page 6: List the student on the Caseload Roster.
- Page 4: Read the five marking codes once—they are the same on every recording sheet in this file.

TWO: PICK THE SHEET THAT FITS TODAY

- **Full detail, one student at a time:** Use page 7 (Individual Running Record Recording Form). Write or paste in your own text, line by line, and mark it as the student reads.
- **Quick check when you have no time:** Use page 8 (Quick Single-Read Version). No line-by-line text area, just the running tallies.
- **Reading time, several students:** Use page 9 (Small-Group / Whole-Class Quick Running Record Log). One shared sheet, up to 4 students.
- **Monthly caseload check:** Use page 10 (Caseload Accuracy Overview). Check all your students the same day.

THREE: MARK, TALLY, THEN ROLL IT UP

- As the student reads, mark each error and self-correction in the margin using the codes on page 4.
- Tally total words read, errors, and self-corrections in the row at the bottom of page 7 (or page 8 for the fast version).
- Work out accuracy rate and self-correction ratio on page 11 (Accuracy Rate & Self-Correction Ratio Calculator).
- Note anything that explains the result on page 7 or 8: "familiar text," "new passage, first read," "read aloud twice."

FOUR: REPORT PROGRESS

- Once a month or at the end of a marking period, fill out page 13 (Progress Snapshot) for a team meeting or a note to families.
- Send the Home Reading Log (page 12) home so families can log at-home reading time between checks.

What this is not

This is not a timed reading probe pack, and it does not set, imply, or reproduce any specific leveling system, benchmark accuracy rate, or grade-level cutoff. It is a plain marking-and-scoring form a teacher, case manager, or reading specialist fills in with their own text and their own school's own criteria. Example students are invented. Names, texts, and numbers are made up.

The habits this file assumes

- ☐ A text source and a leveling system (page 5) are written in before the first reading is marked.
- ☐ Every reading gets a date, even a quick one.
- ☐ A reading is only counted once words read, errors, and self-corrections are tallied on a recording sheet.

Why four sheet shapes instead of one

One student needs the full detail (page 7). A whole caseload needs the fast version (pages 8 and 10). A class needs one shared sheet (page 9). A family needs a version with no marking or scoring on it at all (page 12).

Individual Running Record Recording Form

Write or paste in your own text, line by line. Mark it in the margin as the student reads, then tally errors and self-corrections at the bottom.

One student, one reading. Copy a fresh page per reading. Fill in the student name and date at the top, then write or paste in your own text one line at a time in the middle column, marking each error and self-correction in the margin column at right using the codes on page 4.

Student name: Date: Text:

LINE	TEXT (WRITE OR PASTE IN YOUR OWN)	MARKS (CODES FROM PAGE 4)
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		

TOTAL WORDS READ	ERRORS (SUB + OM + INS)	SELF-CORRECTIONS (SC)	TOLD (T)	NOTES

Carry the tally row above to page 11 (Accuracy Rate & Self-Correction Ratio Calculator) to work out the accuracy rate and the self-correction ratio.

SUMMARY Caseload Accuracy Overview

One row per student: accuracy rate, self-correction ratio, last reading date. The whole caseload at a glance.

One check, whole caseload at a glance. Do this once a month. Fill in one row per student: accuracy rate, self-correction ratio, text used, and the date of the last reading.

How to fill: Student name · accuracy rate (worked out on page 11) · self-correction ratio (from page 11) · text used · date of last reading.

Why this page: You check 10–15 students the same day. This is your monthly snapshot. For marking detail, use page 7 (Individual Form).

[illegible]

Reading the caseload at a glance

A dropped accuracy rate is the one to check first.

Accuracy Rate & Self-Correction Ratio Calculator

The formulas, shown blank. Fill in your own tallied numbers and work each one out by hand; nothing here is pre-computed or pre-set.

Nothing here is pre-computed. Carry the tally over from page 7, 8, or 9, then write in each number and work the two formulas out by hand.

STUDENT

DATE

TEXT USED

Accuracy Rate

Accuracy % = (Words Read – Errors) ÷ Words Read × 100, rounded to the nearest whole percent.

WORDS READ

ERRORS

WORDS READ – ERRORS

ACCURACY %

Self-Correction Ratio

SC Ratio = (Errors + Self-Corrections) ÷ Self-Corrections, written as 1 : [result], rounded to the nearest whole number.

ERRORS

SELF-CORRECTIONS

ERRORS + SELF-CORRECTIONS

SC RATIO (1 : __)

Readings this term: carry each reading's tally and result forward so a pattern across readings is easy to see.

DATE	WORDS READ	ERRORS	SELF-CORRECTIONS	ACCURACY %	SC RATIO

This file sets no cutoff

No accuracy percent or ratio on this page is labeled “good,” “independent,” or “hard” — what a number means for this student and this text is your own team’s own decision, from your own leveling system (page 5).

EXAMPLE

A Running Record, Filled In

An invented second grader and an invented passage. Every tally, percent, and ratio below is checked against the marked text above it.

An invented second grader, Marcus T. The passage below is invented and is not a reproduction of any real book. It is 63 words long; the marks above the words show how it was marked on page 7.

Jake walked to the old barn behind his house. He opened the big ~~door~~ ^{floor [SUB]} and looked around inside. Dust floated through a beam of light. ^[OM] A cat jumped down from a wooden beam and ran past his feet. Jake laughed and reached ^{SC} (said “reach,” then self-corrected) down to pet the cat, but it ~~darted~~ ^{ran [SUB]} away before he could touch it. He decided to come back again tomorrow.

Tally Row (from page 7)

TOTAL WORDS READ	ERRORS (SUB + OM)	SELF-CORRECTIONS	TOLD
63	3 (door→floor, light [omitted], darted→ran)	1 (reached, said “reach”)	0

Calculator (page 11) — Marcus’s Numbers

Accuracy rate: Words Read – Errors = 63 – 3 = 60. Accuracy % = 60 ÷ 63 × 100 = 95.2%, rounded to **95%**.

Self-correction ratio: Errors + Self-Corrections = 3 + 1 = 4. SC Ratio = 4 ÷ 1 (self-corrections) = **1:4** — one self-correction for every four errors and self-corrections combined.

What the Family and Team Update (page 14) would say

Current text: an invented 63-word passage. Accuracy rate: 95%. Self-correction ratio: 1:4. Marcus self-corrected one error (said “reach,” then “reached”) and made two other substitutions and one omission that were not caught. Next check planned for the first week of November, the same date noted on the snapshot above.

Caseload Roster (page 6) — Marcus’s Row

STUDENT NAME	TEXT SOURCE	ACCURACY RATE	LAST READING DATE	NEXT CHECK DUE	NOTES
Marcus T. (invented)	Invented passage, 63 words	95%	Oct 23	First week of Nov	One self-correction, caught on “reached”

Carried straight from the tally and calculator above — the roster does not work any number out itself.

Why this example uses one short passage

A real reading is usually longer. The point of this page is that every number traces to the marked text: 63 words, 3 errors, 1 self-correction, 95% accuracy, a 1:4 self-correction ratio — nothing here is asserted without the marks it comes from.