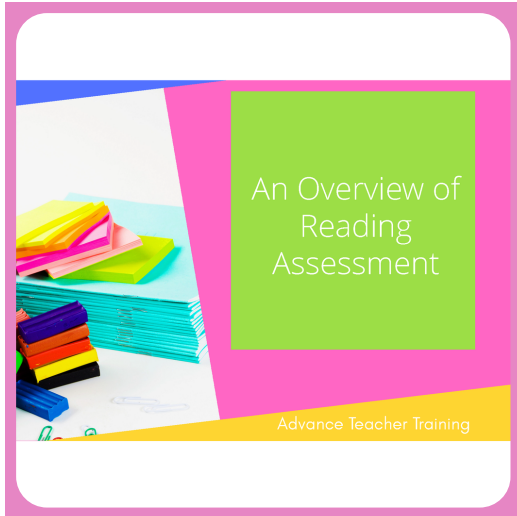


# YEAR 3-6 MODULE 9 DOWNLOADS



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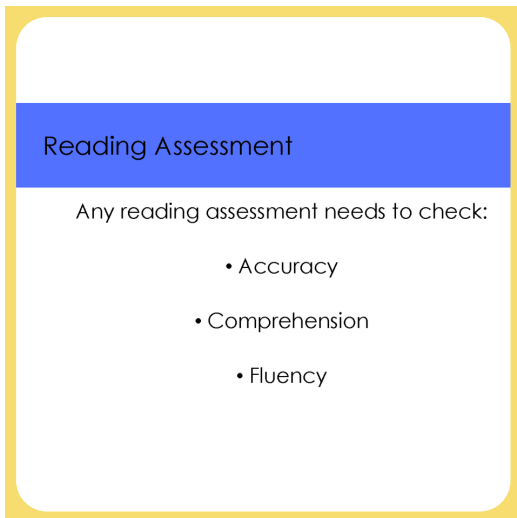
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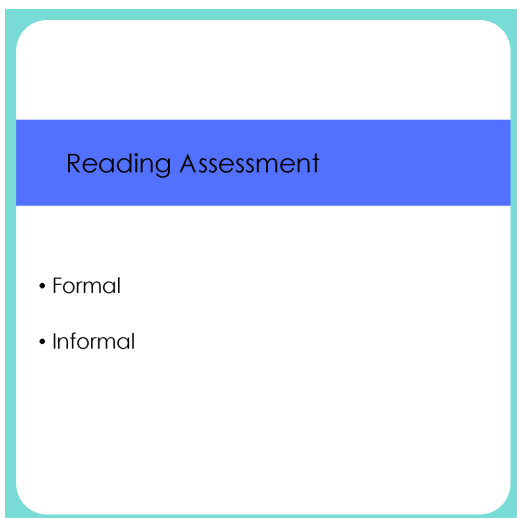
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### PAT Reading Assessment



**PAT – [ACER]**

- Tests reading comprehension for Yr 4-10
- Multiple choice questions
- Scale scores that can be compared against national norms
- Provides 'Next Step' strategies

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### PROBE Reading Assessment



**PROBE [Prose Reading Observation, Behaviour & Evaluation] – Triune Initiatives**

- Tests reading accuracy, behaviour and comprehension
- Requires the ability to take a running record
- Suitable for Yr 3-10
- Provides 'Next Step' Strategies

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### TORCH Reading Assessment



**TORCH [Tests of Reading Comprehension] ACER**

- Tests reading comprehension
- Suitable Yr 3-10
- Students read a passage and complete a cloze comprehension re-telling the passage to demonstrate understanding

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### Scholastic Literacy Pro - Lexiles

- A Lexile Framework is used to determine text levels based on text characteristics, challenging words and sentence length
- A Lexile is a levelling tool [recently updated]
- The program helps match students to 'real' books \*\*\*\*
- 'Next Steps' strategies coming soon

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### Scholastic Literacy Pro - Lexiles

- Students assess independently using an online multiple choice comprehension quiz
- Software allows students to generate a recommended reading list & take a LitPro Test
- The software also helps students find a book - <https://hub.lexile.com/find-a-book/search>



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### Scholastic Literacy Pro

If you don't have Scholastic Literacy Pro – Lexiles in your school:

- Teachers could generate a list of titles for assessment at their grade level

Year Level	Lexile Level
Year 2	Around 400
Year 3	Around 600
Year 4	Around 700
Year 5	800+
Year 6	1000+

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**Reading Assessment - Scholastic Literacy Pro**  
Lexile Example Titles



Title	Lexile Level
Dog Man - A Tale of 2 Cities - Dave Pilley	340L
Old Tom's Holiday - Leigh Hobbs	340L
Uninvited - Paul Jennings	360L
Captain Underpants: The Most Horribly Haunted Hock-a-ween - Dave Pilley	390L
Timmy Failure Series - Stephen Pastis	470-620L
Who Sank the Boat - Pamela Allen	470L
Possum Magic - Mem Fox	500L
Wool Dog - Ann Doo	500L
Teahouse Series	500-700L
Fantastic Mr Fox - Roald Dahl	600L
Barn Braver and the Valley of Doom - Marcus Emerson	600L
Dark Diaries - Rachel Renee Russel	600-700L
99 Minutes of Danger - Jack Heath	620L
Delano Quest - Emily Rhoads	600-900L
Wings of Fire - Tui Sutherland	550-700L
Toad Rage - Mark Gietzmon	770L
Charlie and the Chocolate Factory - Roald Dahl	810L
The Icebound Land - John Flanagan	780L
Demigods and Wizards - Rick Riordan	1120L

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**Running Record Assessment Using Benchmark Kits**

- PM Benchmark Testing Kit - 1 & 2 
- Fountas & Pinnell Testing Kit - 1 & 2 
- DRA - Developmental Reading Assessment 

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**Running Records**

- Initially focus on 'At Risk' students
- Match struggling students to 'just right' text
- Analyse the running records of 'At Risk' students



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## Informal Reading Assessment

- Reading Conferences
- FRA – Fluent Reading Assessment
- Observations during Guided Reading or Literature Circles
- Observations during Shared Reading
- Observations during Literacy Centres
- Five Finger Rule



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## Five Finger Rule

- Hold a finger up for each mistake
- Hold a finger up for each word you don't know
- Hold a finger up for each word you don't know the meaning of



- If you have read 100 words or less and you have 5 fingers up then the text is too hard

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## Phonological Awareness Screening for 'At Risk' Students

**Phonological Awareness Screening**

- The Phonological Awareness Diagnostic Assessment
- Screen for Phonological Awareness [SPA]
- Heggerty
- PASM
- PAST
- Words Their Way

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Phonics Assessment for 'At Risk' Students

**Phonics Assessment**

- o Phonics Screening Check/Test
- o Jolly Phonics
- o Sparkle Kit

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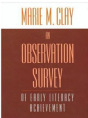
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Extra Assessment for 'At Risk' Students

**General Reading Assessment**

- o Observation Survey – Marie Clay
  - Letter identification
  - Word Test
  - Phonemic Awareness
  - Writing Vocabulary
  - Concepts about Print
  - Running Record

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Step by Step...

This module:

- Running Records
- Reading Conferences



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**Next Steps:**

- Think about what you have already used for reading assessment with your students
- Discuss with other teachers what reading assessments they use

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**Reading Conferences**

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**What is a Reading Conference?**



A short one on one meeting with a child to assess their reading and set an individual goal  
*[usually under 10 minutes, but initially may take longer]*

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## The Purpose of Reading Conferences?



**To Assess Student's Reading:**

- Accuracy
- Fluency
- Comprehension
- Vocabulary

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## Prior to the Reading Conferences

- Develop a conference record sheet



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## Prior to the Reading Conferences



**Set expectations of what they need to bring**

- reading tub/book box
- reading log/ reading journal

**Make a schedule for meeting students**

- usually twice per term

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### During the Reading Conferences



#### During the meeting with the student:

- Hear the student read
- Reinforce one good strategy
- Set a goal with the student
- Discuss how long they need to work on their goal
- Schedule your next meeting

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### Steps to Goal Setting



Goal

- Two stars and a wish:  
*'These are the things you are good at, and this is the next thing you need to work on.'*
- Plan the goal with the student
- The teacher models the goal:  
*'This is what this is going to look like'*
- Explain how it will help the student
- Explain why they need the goal
- Ask the child to repeat the goal
- Ask why they need to do it?

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### Measure the success of reading conferences



Invite a trusted colleague to randomly interview 3 students:

- Ask what is your reading goal?
- Ask why is it important?
- Ask how will you know if you've been successful?

*Goals can also be checked in guided reading & Literature Circles*

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## Examples

The 'Reading' chart is a grid with columns for 'Name', 'Date', 'Score', and 'Comments'. The 'Reading Strategies' chart lists various strategies such as 'Predict', 'Monitor', and 'Summarize'. The 'Reading Assessments' chart is a grid for tracking scores over time.

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## How Often Should I Do Reading Conferences?



- At least one student per day
- As you get better you might do more
- Aim to see each student twice per term

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## How Do I fit them in?



- Schedule daily meetings usually during literacy centres or independent reading
- Squeeze in conferences when opportunities arise:
  - During library borrowing
  - During relaxations
  - During classroom pack up

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Pros



- Students love them and actively engage in them
- Differentiation of teaching & assessment
- Students know what they need to do, how they need to do and can identify when they've been successful
- Anecdotal evidence through your notes
- Teacher can do them at random times
- The teacher has a really strong knowledge of student's reading ability

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Cons



- They're individual so they take time
- Require the teacher to be organized
- Require teachers to have a good understanding of how students learn to read

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FRA or Simple Reading Conferences

- Fluency Reading Assessment [FRA] is a modified reading conference



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Next Steps:

- Try a reading conference
- Design how you will record your reading conferences
- Just get started!

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Starting Out  
With  
Running  
Records

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What Are Running Records?

- A way of recording the reading behaviour of students or a way of recording the miscues that readers make
- Developed by Dr Marie Clay
- A child reads a passage aloud and the teachers uses a form of universal conventions to record what the child is reading

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## Why Use Running Records?

- To evaluate text difficulty
- To determine teaching points
- To monitor ongoing student progress
- To reveal both strengths and weaknesses
- To assist with grouping for guided reading
- To assist in moving forward students with difficulties
- To ensure students don't slip through the cracks

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Universal conventions used when doing running records

Conventions for Running Records	
<b>Accurate reading:</b> [adding a word]	✓ / ✓ / ✓ / ✓ / ✓ the boy likes his dog
<b>Substitution</b> [adding a word]	went what the child does went what is in the text
<b>Repetition - R</b> [repeating a word]	✓ / R the
<b>Repetition - R</b> [repeating a phrase]	✓ / ✓ / ✓ / ✓ / R The horse is big
<b>Self-correction - s/c</b> [fixing up a word]	home s/c house
<b>Omission</b> [leaving a word out]	- for
<b>Insertion</b> [adding an extra word]	the -
<b>Told - T</b> [the adult told the word]	thought T
<b>Appeal - A</b> [the child asked about the word in some way, may be verbal or non-verbal]	sometimes T A
<b>Try That Again</b> [to be used sparingly when you think the child has become confused with a certain passage]	TTA
<b>You Try</b> [to be used to prompt a child but no other prompts are to be used, usually used after an appeal or when a child does nothing]	YT

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## Next Steps:

- Check out if there are any Benchmark Kits like PM or Fountas & Pinnell in your school
- Try to use one of these to do a running records on a student
- Remember this is just a practice so 'give yourself a break...'

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Steps for a Running Record

**During the Running Record**

- Start with a 'nutshell statement'
- Reassure the student that you'll help them if they get stuck
- Start with an easier text so the student feels comfortable
- Record what the student reads using the conventions
- Give them 'Wait time' if they are stuck on a word
- Tell the word after the wait time

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Steps for a Running Record

**After the Running Record is complete [ one text or 100-150 words]**

- Invite the student to tell you about the text [comprehension check]
- Praise the student on one thing done well
- Guide the student on the next strategy they could work on
- Invite the student to read to themselves while you score the Running Record
- Do another Running Record until you hit the 'ceiling'

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Next Steps:

- Try doing a running record and you can learn how to score it in the next module

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**Steps for Scoring a Running Record**

- Map out the errors in the Error Column
- Map out the self-corrections in the Self Correction Column
- Count the words read
- Count the errors
- Count the self-corrections

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Error Rate	Self Correction Rate
<p>Words ÷ Errors</p> <p>150 words ÷ 15 errors = 10</p> <p>Error Rate = 1:10 [one error every ten words]</p>	<p>Errors + Self-correction rate ÷ Self-correction</p> <p>Self correction rate</p> <p>13 errors + 2 self-correction = 15</p> <p>15 ÷ 2 = 7.5</p> <p>Self-correction rate = 1 self-correction every 7.5 words</p>
<p>The Error Rate is now compared to the percent Accuracy on the conversion chart</p> <p>1:10 = 90% Accuracy</p> <p>This means the reader has just scraped into reading this text at an instructional level</p>	<p>Good Self Correction Rates:</p> <p>1:1</p> <p>1:2</p> <p>1:3</p> <p>Ok Self-correction Rates:</p> <p>1:4</p> <p>1:5</p> <p>Any self-correction rate above this ratio means the reader is not noticing errors nor attempting to fix them up</p>
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### Conversion Chart



We need 'Just Right' books

### Running Record Conversion Chart

	ERROR RATE	PERCENT ACCURACY	
EASY LEVEL	1: 200	99.5	Good opportunities to observe children's reading work
	1: 100	99	
	1: 35	98	
	1: 25	97	
INSTRUCTIONAL LEVEL	1: 20	95	Good opportunities for teaching
	1: 17	94	
	1: 14	93	
	1: 12.5	92	
HARD LEVEL	1: 11.75	91	The reader tends to lose the support of the meaning of the text
	1: 10	90	
	1: 9	89	
	1: 8	87.5	
TOO HARD	1: 7	85.5	
	1: 6	83	
	1: 5	80	
	1: 4	75	

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## Finding the 'Ceiling'

To find the 'Just Right' or 'Instructional Level' we need to continue with Running Records until the RR scores as hard

For example:

- Level 12 – Scores 1:17 – 94% = Instructional
- Level 13 – Scores 1:11 – 91% = Instructional
- Level 14 – Scores 1:7 – 85% = Hard

Therefore: Level 13 is the instructional or 'just right' level for teaching

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### Running Record Conversion Chart

	ERROR RATE	PERCENT ACCURACY	
EASY LEVEL	1: 200	99.5	Good opportunities to observe children's reading work
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	1: 10	90	
	1: 9	89	
	1: 8	87.5	
TOO HARD	1: 7	85.5	
	1: 6	83	
	1: 5	80	
	1: 4	75	

### Scoring Running Records

Reading Record Text: A Visit to the Aquarium Level 19

Reading Record continued

Reading Behaviours Observed During the Reading Record

1. Knowledge and Skills – Comprehending

2. Strategies – Comprehending

3. Fluency

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### Scoring Running Records

Running Record Conversion Chart		
ERROR RATE	PERCENT ACCURACY	QUALITY
1: 100	99.9	GOOD
1: 80	99	OPPORTUNITIES TO OBSERVE
1: 60	97	GOOD
1: 40	96	GOOD
1: 30	95	GOOD
1: 20	94	GOOD
1: 17	93	OPPORTUNITIES TO OBSERVE
1: 14	92	GOOD
1: 12.5	91	TEACHING
1: 10	90	TEACHING
1: 9	89	TEACHING
1: 8	87.5	TEACHING
1: 7	85.5	TEACHING
1: 6	83	TEACHING
1: 5	80	TEACHING
1: 4	75	TEACHING
1: 3	66	TEACHING
1: 2	50	TEACHING

**Running Record** Year: Year 5/6 Student: J/5/3 Level: 3B

**Reading and Comprehension**

**Reading Behaviors Observed During the Reading Record**

- Knowledge and Skills - Comprehension**
  - Identifies the main idea or central theme of a reading.
  - Identifies the author's purpose.
  - Identifies the author's point of view.
  - Identifies the author's bias or perspective.
  - Identifies the author's tone.
  - Identifies the author's style.
  - Identifies the author's audience.
  - Identifies the author's message.
  - Identifies the author's intent.
  - Identifies the author's purpose.
  - Identifies the author's point of view.
  - Identifies the author's bias or perspective.
  - Identifies the author's tone.
  - Identifies the author's style.
  - Identifies the author's audience.
  - Identifies the author's message.
  - Identifies the author's intent.
- Strategies - Comprehension**
  - Identifies the main idea or central theme of a reading.
  - Identifies the author's purpose.
  - Identifies the author's point of view.
  - Identifies the author's bias or perspective.
  - Identifies the author's tone.
  - Identifies the author's style.
  - Identifies the author's audience.
  - Identifies the author's message.
  - Identifies the author's intent.
- Fluency**
  - Identifies the main idea or central theme of a reading.
  - Identifies the author's purpose.
  - Identifies the author's point of view.
  - Identifies the author's bias or perspective.
  - Identifies the author's tone.
  - Identifies the author's style.
  - Identifies the author's audience.
  - Identifies the author's message.
  - Identifies the author's intent.

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### Scoring Running Records

Running Record Conversion Chart		
ERROR RATE	PERCENT ACCURACY	QUALITY
1: 100	99.9	GOOD
1: 80	99	OPPORTUNITIES TO OBSERVE
1: 60	97	GOOD
1: 40	96	GOOD
1: 30	95	GOOD
1: 20	94	GOOD
1: 17	93	OPPORTUNITIES TO OBSERVE
1: 14	92	GOOD
1: 12.5	91	TEACHING
1: 10	90	TEACHING
1: 9	89	TEACHING
1: 8	87.5	TEACHING
1: 7	85.5	TEACHING
1: 6	83	TEACHING
1: 5	80	TEACHING
1: 4	75	TEACHING
1: 3	66	TEACHING
1: 2	50	TEACHING

**Running Record** Year: Year 5/6 Student: J/5/3 Level: 3B

**Reading and Comprehension**

**Reading Behaviors Observed During the Reading Record**

- Knowledge and Skills - Comprehension**
  - Identifies the main idea or central theme of a reading.
  - Identifies the author's purpose.
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  - Identifies the author's audience.
  - Identifies the author's message.
  - Identifies the author's intent.

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## Scoring Running Records

- Several attempts at one word count as only one error :  
were/was /white  
where
- A self-correction does not count as an error, just a self-correction
- If a child sounds out a word you may record it like this:  
m-o-t-h-e-r or to-day  
mother today

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## Scoring Running Records

- If a student makes attempts at words and says the parts correctly it does not count as an error: m-m-□  
mum
- If a student makes attempts at words and says the first part in-correctly it does count as an error: d- d-d  
father

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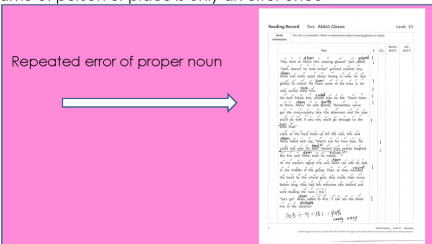
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## Scoring Running Records

- A repeated error of a proper noun is only counted as an error once: a mispronounced name of person or place is only an error once

Repeated error of proper noun



Word	Frequency	Percentage
Mum	1	100%

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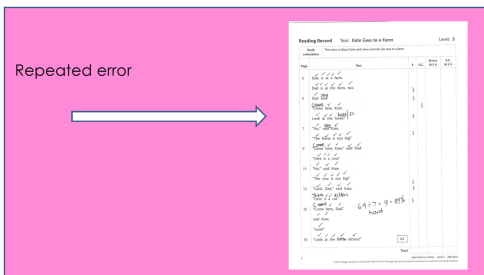
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## Scoring Running Records

- Any other repeated error is counted as an error every time

Repeated error



Word	Frequency	Percentage
Mum	1	100%

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## Scoring Running Records

- An appeal [either verbal or non-verbal] is counted as an error
- A re-read does not count as an error

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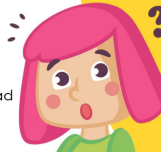
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## Running Records

- If a student reads all the words correctly but does not understand the text then they should not be on that level – understanding is key.
- You may ask the student to go away and read the text and come back and tell you what they have read



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## Tips for Scoring Running Records

- If a child reads a text really slowly but is accurate on all words you may still keep them on the lower level until they can read fluently – speed is important in reading and comprehending



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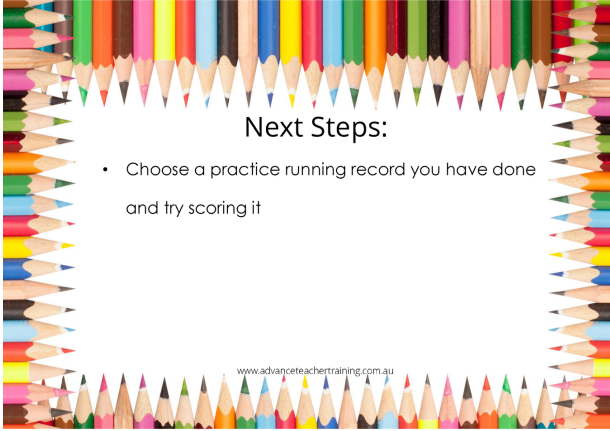
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Levels of Analysis

**Level 1 – Analysis of Running Records**

- A simple mathematical calculation to match a student to an instructional level text

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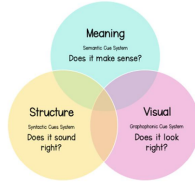
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## Levels of Analysis

### Level 2 – Analysis of Running Records

- A method to discover what sources of information the student is using in the print

- Meaning Cues: M
- Structure Cues: S
- Visual Cues: V



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## Level 2 Analysis

Up to the point of the error...

"What made the child say that particular word instead of the one in the text?"

### Did the child use Meaning Cues? [M]

- Ask.... "Does the substitution make sense?"

### Did the child use Structural Cues? [S]

- Ask.... "Can you say it that way in English or books?"

### Did the child use Visual Cues? [V]

- Ask.... "What did the child see in the print that led it to say that word?"

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## Level 2 Analysis of Self Correction

Analyse miscue but **do not** score as an error

### Ask yourself....

"What led the child to correct the error?"

Or

"What else did the child use to notice there was an error and what cue did they use to fix it up?"

**We cannot know what the child actually did but we can make our 'best guess'**

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## Levels of Analysis

### Level 3 – Analysis of Running Records

To discover if the student is making use of sources of information:

- Check or self-monitor without prompting
- Initiate self-correction
- Work independently on solving problems or wait for help
- Re-read to maintain meaning
- Search the print for details

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## Summary of a Running Record

A record of each student's progress including:

- Date
- Percentage of accuracy
- Text level
- Self-correction rate
- Analysis summary

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## Summary of a Running Record

Think about what the student is doing. Use adverbs of frequency:

- Often
- Sometimes
- Always
- Rarely

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## Summary of a Running Record

### Summary of running record

Student name: Hanna				
Date	Text level	Accuracy	s/c rate	Strategies used/needed to be taught
7/5/21	19	93%	1:2	<ul style="list-style-type: none"> <li>Sometimes uses meaning, structure and visual cues together</li> <li>Sometimes just uses visual cues</li> <li>Reads with correct structure (grammar) often</li> <li>Excellent self-correction rate therefore monitoring reading well</li> <li>Needs to be taught to check through to the ends of words</li> </ul>

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### Next Steps:

- Choose an instructional running record you have completed on a student and try analysing it

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### Analysis of Running Records

Reading Record		Text: A Visit to the Aquarium		Level: 19	
Book reference	Date	Y	SAC	Own	MC
				MY1	MY1
2	10/10/20				
3	10/10/20				
4	10/10/20				

Page	Text	E	SAC	Own	MC
				MY1	MY1
4	<p>They were moved on to look at the seals. They were swimming in a very small tank. The first creature which glared at me from the side of the tank came right up to me. One of the seals came right up to me. He was very friendly. He was very friendly and he was very friendly.</p>				

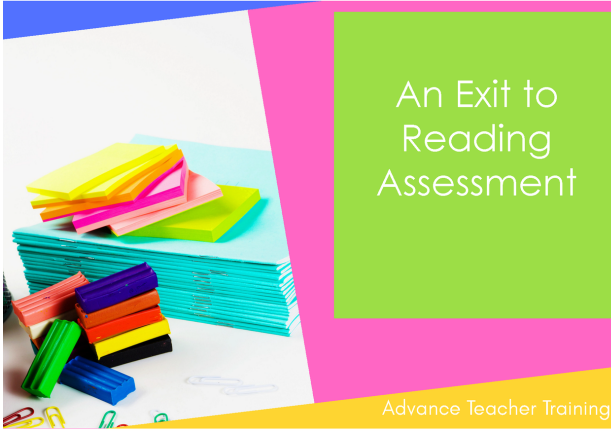
  

Reading Behaviours Observed During the Reading Record	
1. Knowledge and skills — Consolidating	Yes/No
• Recognised the high frequency words in the text	<input type="checkbox"/>
• Accurately identified many non-graphic words	<input type="checkbox"/>
2. Strategies — Consolidating	Yes/No
• Adjusting pace to suit topic or text difficulty	<input type="checkbox"/>
158 words	Phrasing <input type="checkbox"/> Monitoring <input type="checkbox"/>
158 words	Searching for print details <input type="checkbox"/> Cross-checking to confirm <input type="checkbox"/>
158 words	Self-monitoring <input type="checkbox"/>
158 words	Accuracy <input type="checkbox"/> Self-correction <input type="checkbox"/>
158 words	Fluency <input type="checkbox"/>
158 words	Read the text consistently with correct fluency and phrasing reflecting depth of understanding <input type="checkbox"/>
158 words	Read the text with natural intonation and phrasing reflecting understanding <input type="checkbox"/>
158 words	Read the text with intonation phrasing reflecting understanding <input type="checkbox"/>
158 words	Read the text with word-level fluency reflecting or not understanding <input type="checkbox"/>

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## An Exit to Reading Assessment

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### In this Module I...

Check me off once completed



- Tried a running record
- Tried a reading conference
- Conferred with other teachers about reading assessment

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