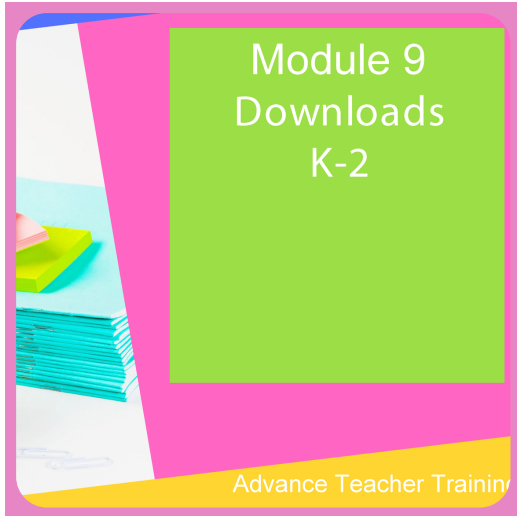
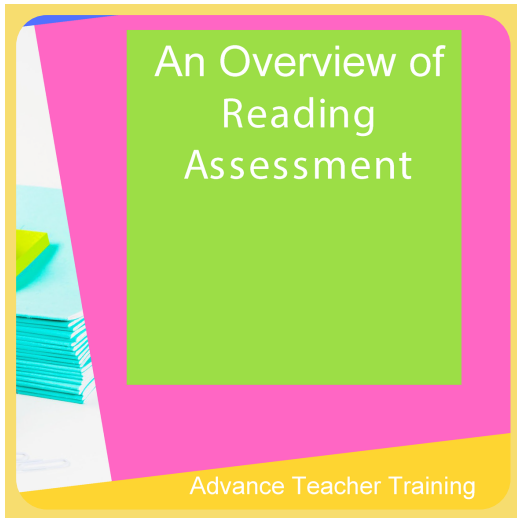


K-2 MODULE 9 DOWNLOADS



1



2

An Overview of Reading Assessment

Running Record Assessment

Formal Assessment

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

3

An Overview of Reading Assessment

Informal Assessment

- Observations and conversations during guided reading
- Observations and conversations when hearing a child read
- Observations and conversations during shared reading
- Observations and conversations during independent reading
- Observations and conversations during literacy centres

www.advanceteachertraining.com.au

4

An Overview of Reading Assessment

Phonological Awareness Screening

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

5

An Overview of Reading Assessment

Phonics Assessment

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

6

Overview of Reading Assessment

Comprehension Assessments

- TORCH
- PROBE
- Benchmark Kits
- Scholastic Reading Inventory [test] SRI - Lexiles

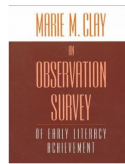
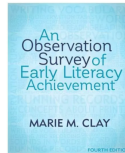
www.advanceteachertraining.com.au

7

An Overview of Reading Assessment

General Reading Assessment

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



www.advanceteachertraining.com.au

8

Step by Step...

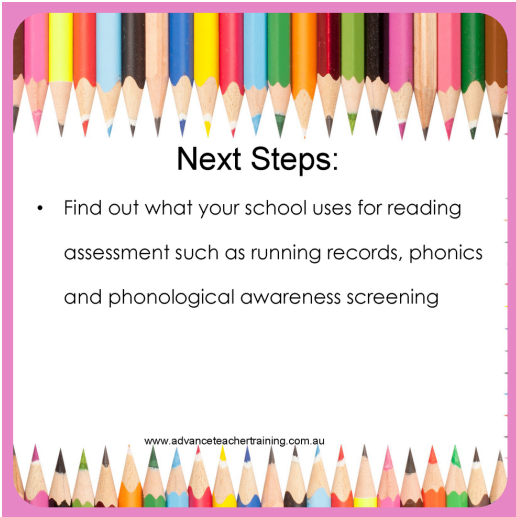
The focus in this module will be running records:

- Conventions
- Demonstrations
- Management
- Scoring
- Analysing
- Tips, tricks and confusions



www.advanceteachertraining.com.au

9



Next Steps:

- Find out what your school uses for reading assessment such as running records, phonics and phonological awareness screening

www.advanceteachertraining.com.au

10



Starting Out With Running Records

Advance Teacher Training

11

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

www.advanceteachertraining.com.au

12

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

13

Universal conventions used when doing running records

Conventions for Running Records	
Accurate reading:	the boy likes his dog
Substitution [adding a word]	went what the child does want what is in the text
Repetition - R [repeating a word]	the R
Repetition - R [repeating a phrase]	The horse is big R
Self-correction - s/c [fixing up a word]	home s/c house
Omission [leaving a word out]	for
Insertion [adding an extra word]	the
Told - T [the adult told the word]	thought T
Appeal - A [the child asked about the word in some way, may be verbal or non-verbal]	sometimes A T
Try That Again [to be used sparingly when you think the child has become confused with a certain passage]	TTA
You Try [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



14

What Are The Conventions For Running Records?

How will I ever remember them?



www.advanceteachertraining.com.au

15



16

What Are The Conventions For Running Records?



www.advanceteachertraining.com.au

17

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...'

18



19

Running Record Demonstration

The following filming is just of me doing a running record on Charlotte and Hanna

Things to watch for:

- Wait time
- Note taking
- Conventions

www.advanceteachertraining.com.au

20



21

Mia's Running Record

Reading Record Text: Snowboarding Level: 26

Mia

Book	Errors	SC	MSV	SC	MSV			
Snowboarding is a winter sport that is enjoyed by many people around the world. When only a few hours of practice, most people who are just learning can snowboard on the <u>low</u> <u>slopes</u> of mountains. The best snowboarders like to zigzag <u>down</u> high mountains. They work hard to keep their balance <u>in</u> they speed over the slippery snow. Many of them try very difficult moves. They seem to be flying through the air! <tr> <td>Snowboarding can be dangerous. People who snowboard keep away from <u>the</u> <u>edge</u> and stay together in <u>smaller</u> groups. They always give way <u>together</u> on the slopes. These rules help to keep everyone safe. <tr> <td>Snowboarders protect themselves from falls and the cold weather by wearing <u>lots</u> <u>of</u> <u>padding</u> boots, strong gloves and warm hats. Rocks and <u>branches</u> may be hidden under the snow, so snowboarders wear hard helmets over their hats. Special goggles and sunscreen are also important because the sun on the mountains is always very bright. <u>100</u> <u>150</u> <u>200</u> <u>250</u> <u>300</u> <tr> <td>Snowboarders wear loose pants and jackets. The clothes are made from special material because snow is cold and wet. When snowboarders wear these</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </td></tr></td></tr>	Snowboarding can be dangerous. People who snowboard keep away from <u>the</u> <u>edge</u> and stay together in <u>smaller</u> groups. They always give way <u>together</u> on the slopes. These rules help to keep everyone safe. <tr> <td>Snowboarders protect themselves from falls and the cold weather by wearing <u>lots</u> <u>of</u> <u>padding</u> boots, strong gloves and warm hats. Rocks and <u>branches</u> may be hidden under the snow, so snowboarders wear hard helmets over their hats. Special goggles and sunscreen are also important because the sun on the mountains is always very bright. <u>100</u> <u>150</u> <u>200</u> <u>250</u> <u>300</u> <tr> <td>Snowboarders wear loose pants and jackets. The clothes are made from special material because snow is cold and wet. When snowboarders wear these</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </td></tr>	Snowboarders protect themselves from falls and the cold weather by wearing <u>lots</u> <u>of</u> <u>padding</u> boots, strong gloves and warm hats. Rocks and <u>branches</u> may be hidden under the snow, so snowboarders wear hard helmets over their hats. Special goggles and sunscreen are also important because the sun on the mountains is always very bright. <u>100</u> <u>150</u> <u>200</u> <u>250</u> <u>300</u> <tr> <td>Snowboarders wear loose pants and jackets. The clothes are made from special material because snow is cold and wet. When snowboarders wear these</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr>	Snowboarders wear loose pants and jackets. The clothes are made from special material because snow is cold and wet. When snowboarders wear these					
Snowboarding can be dangerous. People who snowboard keep away from <u>the</u> <u>edge</u> and stay together in <u>smaller</u> groups. They always give way <u>together</u> on the slopes. These rules help to keep everyone safe. <tr> <td>Snowboarders protect themselves from falls and the cold weather by wearing <u>lots</u> <u>of</u> <u>padding</u> boots, strong gloves and warm hats. Rocks and <u>branches</u> may be hidden under the snow, so snowboarders wear hard helmets over their hats. Special goggles and sunscreen are also important because the sun on the mountains is always very bright. <u>100</u> <u>150</u> <u>200</u> <u>250</u> <u>300</u> <tr> <td>Snowboarders wear loose pants and jackets. The clothes are made from special material because snow is cold and wet. When snowboarders wear these</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </td></tr>	Snowboarders protect themselves from falls and the cold weather by wearing <u>lots</u> <u>of</u> <u>padding</u> boots, strong gloves and warm hats. Rocks and <u>branches</u> may be hidden under the snow, so snowboarders wear hard helmets over their hats. Special goggles and sunscreen are also important because the sun on the mountains is always very bright. <u>100</u> <u>150</u> <u>200</u> <u>250</u> <u>300</u> <tr> <td>Snowboarders wear loose pants and jackets. The clothes are made from special material because snow is cold and wet. When snowboarders wear these</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr>	Snowboarders wear loose pants and jackets. The clothes are made from special material because snow is cold and wet. When snowboarders wear these						
Snowboarders protect themselves from falls and the cold weather by wearing <u>lots</u> <u>of</u> <u>padding</u> boots, strong gloves and warm hats. Rocks and <u>branches</u> may be hidden under the snow, so snowboarders wear hard helmets over their hats. Special goggles and sunscreen are also important because the sun on the mountains is always very bright. <u>100</u> <u>150</u> <u>200</u> <u>250</u> <u>300</u> <tr> <td>Snowboarders wear loose pants and jackets. The clothes are made from special material because snow is cold and wet. When snowboarders wear these</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr>	Snowboarders wear loose pants and jackets. The clothes are made from special material because snow is cold and wet. When snowboarders wear these							
Snowboarders wear loose pants and jackets. The clothes are made from special material because snow is cold and wet. When snowboarders wear these								

no self correction
errors made some
Thema - wasn't able to retell very well

Reading Record continued

Text	E	SC	MSV	SC	MSV
clothes, they stay warm and dry. Some people like to snowboard because it is exciting. Some people do it to win competitions. But most and more people are snowboarding because they can have fun with their friends and family. <u>221</u>					
Total					

Reading Behaviours Observed During the Reading Record

1. Knowledge and skills - Extending

- Automatically integrated high-frequency words in the text
- Accurately decoded most non-specific vocabulary

2. Strategies - Extending

Able to process text effectively by:

- Adjusting pace to text type or text difficulty
- Predicting
- Monitoring for print details
- Attending to meaning
- Self-correcting
- Cross-checking to confirm

Read the text consistently with natural rhythm and phrasing reflecting a depth of understanding

Read some of the text with natural rhythm and phrasing reflecting understanding

Read the text with irregular phrasing reflecting limited understanding

Read the text word by word reflecting limited or no understanding

www.advanceteachertraining.com.au

25

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

26

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'

27

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

www.advanceteachertraining.com.au

28



Scoring
Running
Records

Advance Teacher Training

29

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

30

Scoring Running Records

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: 50	98	
	1: 25	97	
INSTRUCTIONAL LEVEL	1: 20	96	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: 9	89	
	1: 8	87.5	
	1: 7	85.5	
TOO HARD	1: 6	83	
	1: 5	80	
	1: 4	75	
	1: 3	66	
	1: 2	50	

Charlotte Level 2

Reading Form

Text: Monkeys Car Chase

55 words 2 self-corrections 6 errors

87% hard

good s/c

excellent re-reading s/c

Scoring Running Records

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: 50	98	
	1: 25	97	
INSTRUCTIONAL LEVEL	1: 20	96	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: 9	89	
	1: 8	87.5	
	1: 7	85.5	
TOO HARD	1: 6	83	
	1: 5	80	
	1: 4	75	
	1: 3	66	
	1: 2	50	

Charlotte Text: Finger Baby

Reading Record

62 words 6 errors

87% hard

good s/c

excellent re-reading s/c

Scoring Running Records

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: 50	98	
	1: 25	97	
INSTRUCTIONAL LEVEL	1: 20	96	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: 9	89	
	1: 8	87.5	
	1: 7	85.5	
TOO HARD	1: 6	83	
	1: 5	80	
	1: 4	75	
	1: 3	66	
	1: 2	50	

Good s/c
 100 words = 10 errors = 10%
 100 words = 11.75 errors every ten words = 11.75%

Self-correction Rate
 Errors self-correction rate = 200
 100 words = 10 errors = 10%
 100 words = 11.75 errors every ten words = 11.75%

Charlotte Level 4

Reading Record

Text: Zac's Plane

83 words 11 errors

83% accuracy

Finding the Ceiling in Running Records

Text Level	Error Rate	Percentage of Accuracy	Level of Difficulty
Level 1:	1:20	95%	Easy
Level 2:	1:9	89%	Hard
Level 3:	1:10	90%	Instructional
Level 4:	1:7.5	85.5%	Hard

www.advanceteachertraining.com.au

37

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

38

Scoring Running Records

Running Record Conversion Chart

Error Rate	PERCENT ACCURACY	Level	Description
1:20	95%	Level 1	Easy
1:10	90%	Level 2	Hard
1:9	89%	Level 3	Instructional
1:8	87.5%	Level 4	Hard
1:7	85%	Level 5	Hard
1:6	83%	Level 6	Hard
1:5	80%	Level 7	Hard
1:4	75%	Level 8	Hard
1:3	66%	Level 9	Hard
1:2	50%	Level 10	Hard

Error Rate	Self-Correction Rate
1:20 or less	80% or more
1:10 or less	70% or more
1:9 or less	60% or more
1:8 or less	50% or more
1:7 or less	40% or more
1:6 or less	30% or more
1:5 or less	20% or more
1:4 or less	10% or more
1:3 or less	0% or more

Reading Record Test: A Visit to the Aquarium *Hannah* Level: 19

Book: This is a fiction text. It is a report about a trip and the grandeur of riding an aquarium.

Page: 1

1. One morning the school history teacher took the class to the aquarium. When we arrived we found about 1000 people waiting to see what would be the first of the new exhibits. SC thought it would be better to follow the sign. Then we went to the aquarium. We saw many fish. They were really happy and looked very angry. One of the fish was really angry because it was so small when it was with other fish.

2. The sign said 'A Visit to the Aquarium'. When we arrived we found about 1000 people waiting to see what would be the first of the new exhibits. SC thought it would be better to follow the sign. Then we went to the aquarium. We saw many fish. They were really happy and looked very angry. One of the fish was really angry because it was so small when it was with other fish.

3. The sign said 'A Visit to the Aquarium'. When we arrived we found about 1000 people waiting to see what would be the first of the new exhibits. SC thought it would be better to follow the sign. Then we went to the aquarium. We saw many fish. They were really happy and looked very angry. One of the fish was really angry because it was so small when it was with other fish.

4. The sign said 'A Visit to the Aquarium'. When we arrived we found about 1000 people waiting to see what would be the first of the new exhibits. SC thought it would be better to follow the sign. Then we went to the aquarium. We saw many fish. They were really happy and looked very angry. One of the fish was really angry because it was so small when it was with other fish.

Reading Record continued

Page: 2

2. The sign said 'A Visit to the Aquarium'. When we arrived we found about 1000 people waiting to see what would be the first of the new exhibits. SC thought it would be better to follow the sign. Then we went to the aquarium. We saw many fish. They were really happy and looked very angry. One of the fish was really angry because it was so small when it was with other fish.

3. The sign said 'A Visit to the Aquarium'. When we arrived we found about 1000 people waiting to see what would be the first of the new exhibits. SC thought it would be better to follow the sign. Then we went to the aquarium. We saw many fish. They were really happy and looked very angry. One of the fish was really angry because it was so small when it was with other fish.

4. The sign said 'A Visit to the Aquarium'. When we arrived we found about 1000 people waiting to see what would be the first of the new exhibits. SC thought it would be better to follow the sign. Then we went to the aquarium. We saw many fish. They were really happy and looked very angry. One of the fish was really angry because it was so small when it was with other fish.

5. The sign said 'A Visit to the Aquarium'. When we arrived we found about 1000 people waiting to see what would be the first of the new exhibits. SC thought it would be better to follow the sign. Then we went to the aquarium. We saw many fish. They were really happy and looked very angry. One of the fish was really angry because it was so small when it was with other fish.

www.advanceteachertraining.com.au

39

13

Scoring Running Records

Running Record Conversion Chart

ERROR RATE	PERCENT ACCURACY	GOOD OPPORTUNITIES TO OBSERVE CHILDREN'S READING
EASY LEVEL	1: 200 1: 100 1: 50	97.5 99 99
INSTRUCTIONAL LEVEL	1: 1 1: 1.5 1: 2 1: 2.5 1: 3	95 95 95 95 95
HARD LEVEL	1: 4 1: 5 1: 6 1: 7 1: 8	87.5 87.5 85 85 85
TOO HARD	1: 9 1: 10 1: 11 1: 12	80 80 80 80

Reading Record *The Snowy Night* Level 37

Reading Record continued

Reading Behaviors Observed During the Reading Record

Retelling Indicators to Check for Understanding

Comprehension Questions to Check for Understanding

Reading Indicators - Summary

217: 6 + 85 = 1:35 97%

www.advancetechtraining.com.au

40

Scoring Running Records

Reading Record *The Snowy Night* Level 37

Reading Record continued

Reading Behaviors Observed During the Reading Record

Retelling Indicators to Check for Understanding

Comprehension Questions to Check for Understanding

Reading Indicators - Summary

217: 6 + 85 = 1:35 97%

www.advancetechtraining.com.au

41

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

42

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

43

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

44

Scoring Running Records

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

Repeated error

45

Scoring Running Records

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

www.advanceteachertraining.com.au

46

Running Records

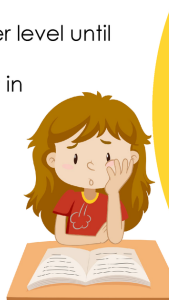
- If a student reads all the words correctly but does not understand the text then they should not be on that level – understanding is key.
- You may ask the student to go away and read the text and come back and tell you what they have read



47

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



48

Next Steps:

- Choose a practice running record you have done and try scoring it

52



Management of Running Records

53

Management of Running Records

- Frequency of running records
- Finding the time for running records
- Planning for running records
- Tracking student progress

54

Frequency of Running Records

- As often as they need to be done
- More often for children at risk
- Less often for fluent readers
- Aim for one or two per day in K-2
- Aim to assess all children at the beginning of the year in K-2

55

Finding the Time for Running Records

- Program for running records in your weekly program
- Use independent reading time
- Schedule work children can do unassisted
- Invite your teacher assistant to manage the class while you do running records
- During Guided Reading

56

www.advanceteachertraining.com.au

Some Teacher Tips on Finding Time

- During other lessons
- During eating time
- Before school
- Buddy with another teacher
- During morning routines

57

Planning for Running Records

	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9
Federico	*		*		*		*		*
Joseph	*	*	*	*	*	*	*	*	*
Waygaye			*			*			*
La-La		*					*		
Abcde	*	*	*	*	*	*	*	*	*
John	*			*			*		
Mary		*		*				*	
Mohamad					*				
Arman			*			*			
Tootsie		*					*		

www.advanceteachertraining.com.au

58

Steps For Starting Out With Running Records

Steps:

- Find a Benchmark Kit
- Choose a student [the slower they are at reading, the easier for you...!]
- Guess what sort of level they can read
- Have your Conventions for Running Records nearby
- Give them a choice of 3 books in that range
- Explain that you are going to find out the next thing they can learn about reading
- Explain that you'll help if they get stuck but that they need to try first
- If they are reading too quickly for you to keep up, just stop them at the end of a line and catch up
- If the text is too easy, stop and grab a more difficult book
- If the text is too hard, stop and grab an easier book

59

Fluent Readers



60

Fluent Readers

- Initially focus on 'At Risk' students
- Listen to all children read something they are currently reading and check comprehension
- Plan to regularly meet students and confer about the books they are reading

61

Fluent Readers



- Continue to check comprehension
- Teach them the 'Five Finger Rule'



62

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

www.advanceteachertraining.com.au

63

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...'
- Try mapping out a plan of students you will focus on each week

www.advanceteachertraining.com.au

64



65

Levels of Analysis

Level 1 – Analysis of Running Records

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

66

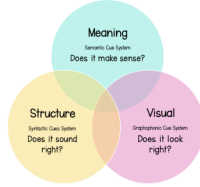
www.advanceteachertraining.com.au

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



www.advanceteachertraining.com.au

67

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?"

68

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'

69

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

70

Summary of a Running Record

A record of each student's progress including:

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

www.advanceteachertraining.com.au

71

Summary of a Running Record

Summary of running record

Student name:

Date	Text level	Accuracy	s/c rate	Strategies used/needed to be taught
4/5/14	7	92	1:4	<ul style="list-style-type: none"> • Uses MSV often • Uses just V often • Needs to be taught to re-read and think about meaning • Needs to be taught to check that the attempt makes sense as he reads on • Watch for improved self-correction rate

www.advanceteachertraining.com.au

72

Summary of a Running Record

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

- Often
- Sometimes
- Always
- Rarely

73

Next Steps:

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

74

Analysis of Running Records

Reading Record Text: A Visit to the Aquarium Level: 19

Page	Text	Errors	W	S	SV	MSV	W	S	SV	MSV
2	One morning the school holidays were cancelled and I went to the aquarium with my friends. When we arrived, we looked at the fish. Grandma picked up a map of the aquarium. The teacher would be better if we took each day of our work to use them first. We then saw some amazing animals. The crocodiles were fed at 10 o'clock each day. They opened their mouths wide and looked very angry. Grandma was very happy because she saw a shark. When she saw the shark tooth...									
4	They opened their mouths wide and looked very angry. Grandma was very happy because she saw a shark. When she saw the shark tooth...									

Reading Record continued

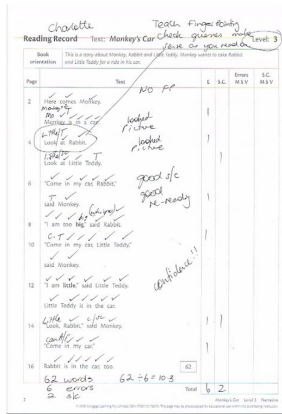
Page	Text	Errors	W	S	SV	MSV	W	S	SV	MSV
6	Then we moved on to look at the seals. They were swimming in a very deep pool. The seal, Grandma asked what the glass was for. One of the seals came right up near her. She could see its pattern on the seal. The seal was very big and black at the bottom of the pool.									
Year 10 5										

Reading Behaviours Observed During the Reading Record

- Knowledge and skills — Consolidating**
 - Identified the high-frequency words in the text.
 - Accurately described many text-specific vocabulary.
- Strategies — Consolidating**
 - Adjusted pace to text type, or text difficulty.
 - 158 words. Problem Attempting to re-read
 - 10 errors. Searching for print details Cross-checking to confirm
 - 158 ÷ 10 = 15.8. Accuracy 82%. Rate 15.8 w.p.m. Rate 1.12 w.p.m.
- Fluency**
 - Read the text consistently with natural rhythm and phrasing reflecting a depth of understanding.
 - Read some of the text with natural rhythm and phrasing reflecting understanding.
 - Read the text with irregular phrasing reflecting limited understanding.
 - Read the text with very irregular phrasing reflecting no understanding.

75

Analysis of Running Records

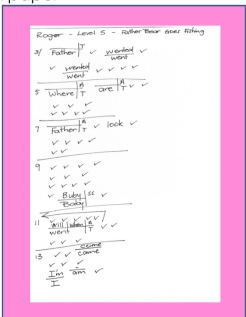


76



Tips for Running Records

Running Records can be done on blank paper



78

Tips for Running Records

- Have a calculator or phone handy
- Have the Running Record Conversion Chart handy



ERROR RATE	PERCENT ACCURACY	
1: 200	97.5	Good
1: 100	99	
1: 50	98	
1: 25	97	
1: 20	95	appropriate to observe children reading well
1: 17	94	
1: 14	92	Good
1: 12.5	92	
1: 10	90	appropriate for teaching
1: 8	87.5	
1: 7	85.7	The teacher needs to be the support of the reading
1: 6	83.3	
1: 5	80	of the text
1: 4	75	
1: 3	66.7	
1: 2	50	

www.advanceteachertraining.com.au

79

Tips for Running Records

- Ensure the teacher and not the teacher assistant does the running records

80

Tips for Running Records

- Program and plan time for running records

81

Tips for Running Records

Be organised:

- Recording sheets already prepared
- Benchmark kit handy
- Plan of students to focus on
- Recording sheets on a disc for easy printing
- Tracking document handy
- Calculator handy



82

Tips for Running Records

Immediate Feedback

- First talk about the text
- Secondly, praise one strategy
- Thirdly, suggest one strategy or goal for the student to work on
- Finally, record any other strategies the student needs to focus on



83

Tips for Running Records

Track Data

- Evaluate the strategies you have focused on

84

Tips for Running Records

You can't do it all...

- Running Records Vs Hearing a child read



85

Tips for Running Records

The final tip:



86

Tips for Running Records

- It might feel like this...



www.advanceteachertraining.com.au

87

Tricks for Running Records

Save Time:

- If you start a running record and it looks like it's going to be **too easy**, stop, ask a few comprehension questions, try a more difficult text
- If you start a running record and it looks like it's going to be **too hard**, stop, try an easier text

88

Tricks for Running Records

Track Comprehension

- Often, in Benchmark Kits, there are questions listed at the end of a running record... be aware of your school policy... be aware of the complexities of the questions

89

Tricks for Running Records

Observation

- Watch the student as they read... notice what they are doing

90

Tricks for Running Records

Make Notes

About:

- Speed
- Fluency
- Tracking
- Comments - comprehension

91

Tricks for Running Records

Data Tracking & Planning a Schedule

- Record only the instructional level
- Record the percentage of accuracy
- Check the percentage when planning your RR schedule

Name	Level, %, Date	Level, %, Date	Level, %, Date	Level, %, Date	Level, %, Date
Reggie	L7, 90%, 4/2	L7, 93%, 5/3	L8, 94%, 24/3	L10, 92%, 15/4	L10, 94%, 19/4
Robert	L1, 91%, 2/2	L1, 94%, 3/3	L2, 90%, 17/3	L2, 91%, 12/4	L3, 93%, 15/5
Sophie	L12, 94%, 6/2	L14, 93%, 12/2	L18, 90%, 15/3	L18, 94%, 16/3	L19, 90%, 18/4

92

Confusions Around Running Records

Scoring

Repeated errors:

- If a proper noun = error once
- Any other repeated error = error every time [You may choose to test on a different text at a similar level to double check]

93

Confusions Around Running Records

Scoring

- A re-read is not an error
- A self-correction is not an error
- Several attempts at one word is only one error



94

Confusions Around Running Records

Scoring

- Skipped pages or lines...use teacher judgement

95

Confusions Around Running Records

Comprehension

- Comprehension is crucial before they go up a level
- If they are reading with 100% but can't comprehend – drop them down levels until comprehension is there



96

Confusions Around Running Records

Speed or Fluency in Reading

- If they are reading really slowly, don't increase the level

97

Commonly Asked Questions

- What can I do when they read all the words correctly but don't understand what they read?
- What can I do when they can answer some questions after a running records but I think they haven't really comprehended the text?
- Why should I ask questions after I've done a running record on a child?
- How do I record when they don't read using the punctuation?

98

Commonly Asked Questions

- What should I do when a child reads a text at an instructional level but takes 'forever' to read?
- What should I do if I start a running record and it looks like it will be too hard or too easy?

99

Commonly Asked Questions

- How do I know which Reading Recovery level to start with for a running record?
- Am I allowed to encourage children to look at the picture when they are reading?
- How do I know when to tell a child a word and when to wait?
- Is it a good idea to tape record a running record?
- Do I need to score a running record immediately?
- What's the big deal about doing running records on blank paper?

100

Tips for Running Records

Be Kind To Yourself

Celebrate your successes or any new learning



101

Next Steps:

- How are you going to find the time for running records?
- How often will you do running records?
- Who will you focus on first as you approach running records?
- How are you going to organise resources and yourself for maximum efficiency?
- What will you do with the information you gain from running records?

www.advanceteachertraining.com.au

102



An Exit to Reading Assessment

Advance Teacher Traini

103

In this Module I....

Check me off once completed



- Tried a running record
- Scored a running record
- Matched students to a 'just right' or instructional text

104