

Running records for early literacy assessment

Session 1

September 28, 2020

Jameela Conway-
Turner
Researcher

Christina Silvi
Training and Technical
Assistance Associate

Sheila Rodriguez
Research Associate

Welcome!

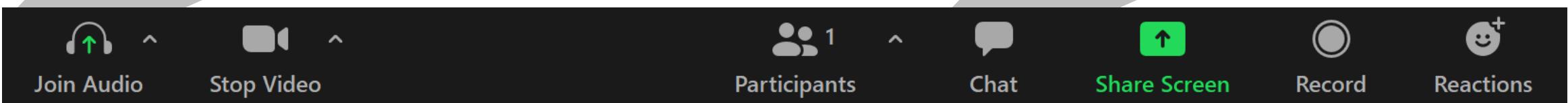
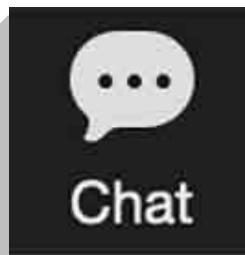
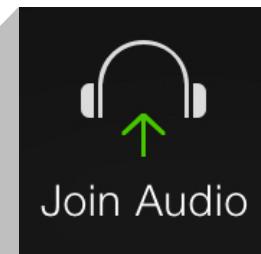
Please introduce yourself
in the chat box.

- School
- Position





- If you aren't already connected to audio, click Join Audio in the Zoom toolbar.
- You have the option to dial into the phone line or listen through computer audio.
- Click on the Chat box to ask questions for the presenters or let us know about any technical issues.



Today's agenda: Session 1

- Welcome and introductions
- Assessment overview
- Literacy assessments and running records
- Activity: Using running records
- Using running records for remote learning
- Wrap-up and evaluation

Today's goals

- Recognize running records as a tool that can be used for formative assessment.
- Examine conventions for using running records.
- Practice using running records for early literacy assessment.
- Consider adaptations needed to use running records for remote learning.

Today's presenters



Jameela Conway-Turner, Ph.D.

Researcher
REL Midwest



Christina Silvi, M.A.

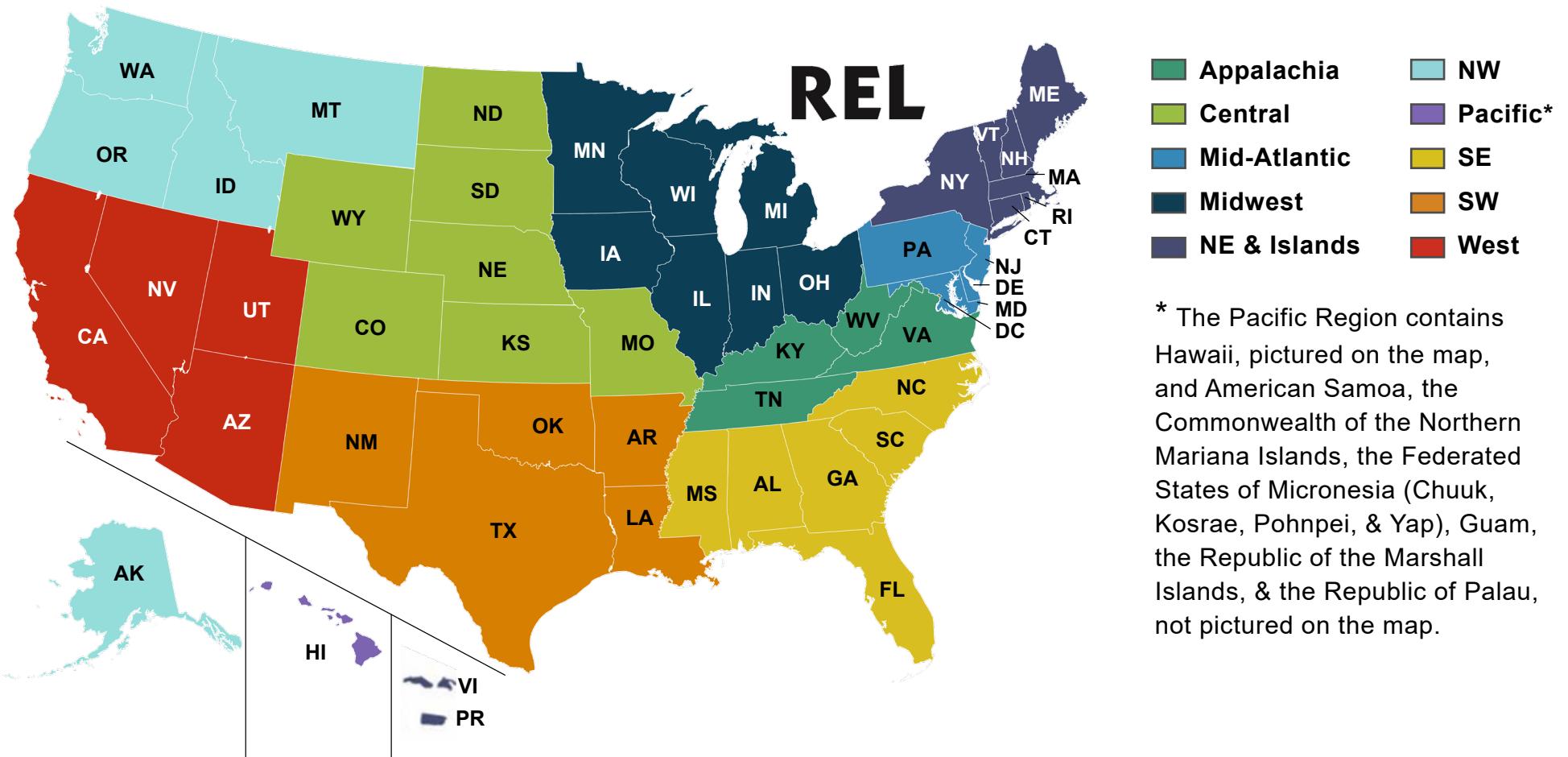
Training and Technical
Assistance Associate
REL Midwest



Sheila Rodriguez, M.A.

Research Associate
REL Midwest

Regional educational laboratories



REL Midwest

The Midwest Early Childhood Education Research Alliance works in Illinois to

- access, conduct, interpret, and make sense of early childhood education research.
- support the use of research in decisionmaking.



Assessment overview

Assessment

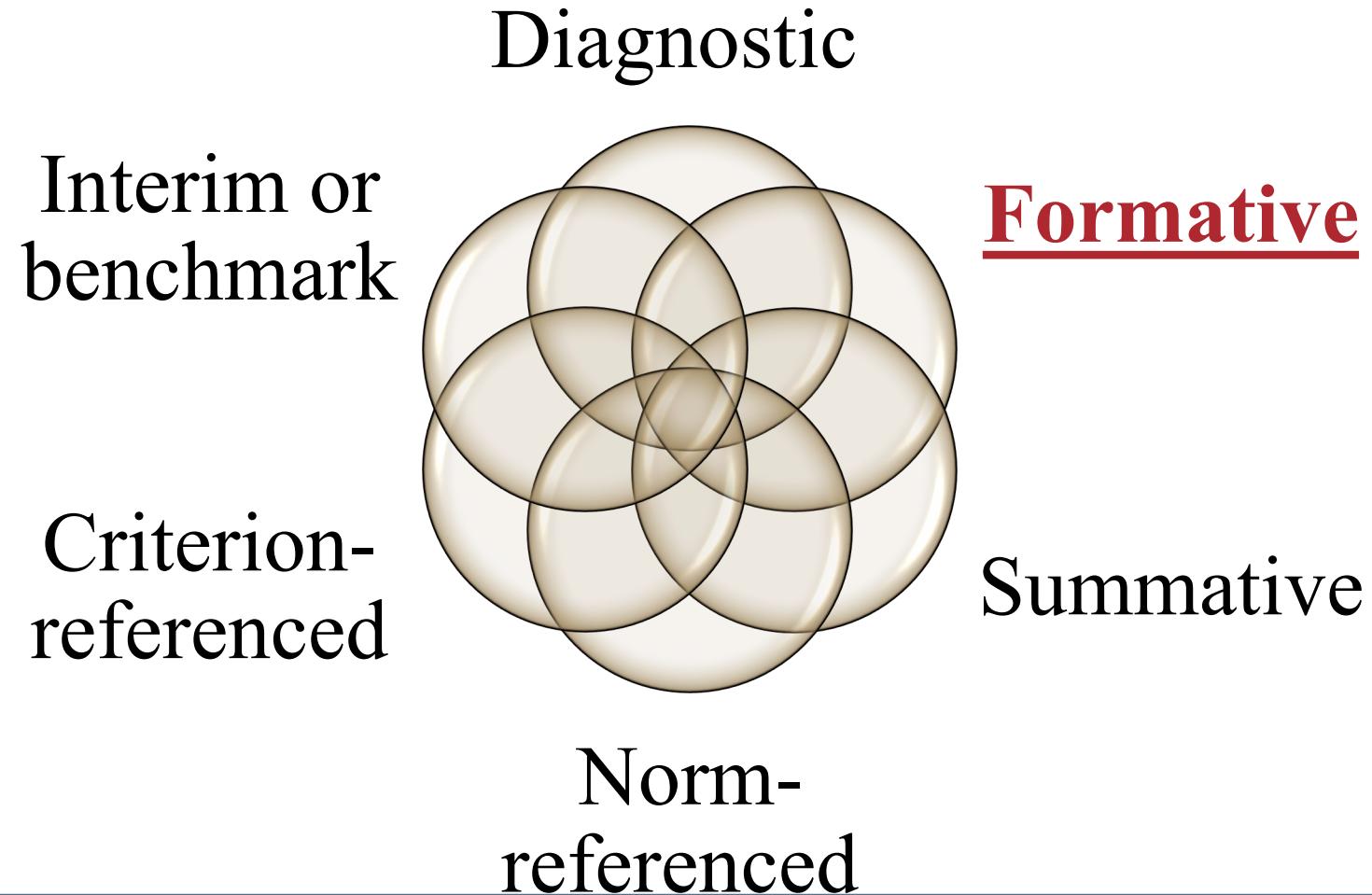
“In education, the term **assessment** refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students.”—

<https://www.edglossary.org/assessment/>

“Assessment is today’s means of modifying tomorrow’s instruction.”—Carol Ann Tomlinson, University of Virginia



Assessment purposes



Assessment methods

Traditional

- On-demand.
- Recall or open book.
- Students work independently.

Standardized

- All students answer the same questions.
- Scored in a consistent manner.
- Allows for comparison of relative performance.

Observational

- Observer documents child's behaviors, skills, and abilities.
- Anecdotal notes, tallies, checklists, and running records.

Performance

- Students construct an answer, produce a product, or perform an activity that combines the application of complex knowledge and skills, including critical thinking skills.

Portfolio

- A purposeful collection of student work produced across time that provides a picture of student learning.

Literacy assessments and running records

Reading standards: Foundational skills

- Print concepts
- Phonological awareness
- Phonics and word recognition
- Fluency

Reading Standards: Foundational Skills (K-5)

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

Note: In kindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.

Kindergartners:	Grade 1 students:
Print Concepts <ol style="list-style-type: none"> 1. Demonstrate understanding of the organization and basic features of print. <ol style="list-style-type: none"> a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet. 	<ol style="list-style-type: none"> 1. Demonstrate understanding of the organization and basic features of print. <ol style="list-style-type: none"> a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
Phonological Awareness <ol style="list-style-type: none"> 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ol style="list-style-type: none"> a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. 	<ol style="list-style-type: none"> 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ol style="list-style-type: none"> a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

*Words, syllables, or phonemes written in /slashes/refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.

What are running records?

An assessment tool that provides an insight into a student's reading as it is happening (Clay, 1993):

- Student reads orally in an authentic context.
- Captures detailed evidence about specific reading behaviors.
- Records reading of continuous text.
- Originally developed by Marie M. Clay.



Samples of running records

Sample of a Completed Record Running Record Sheet											
		E SC E									
		1	2	3	4						
Name: <u>Brendan</u>	Book Title (Level): <u>Endangered Fish</u>	Self-corrections are analyzed first as the error column then in the self-correction column.									
		Analyze the errors the child has made. Which cues has the child used? <ul style="list-style-type: none"> <input type="checkbox"/> Did it make sense? <input type="checkbox"/> Did meaning influence the error? <input type="checkbox"/> Did the child make a meaningful substitution (e.g., lion for cat?) <input type="checkbox"/> Did it sound right? <input type="checkbox"/> Did the child's response still fit the structure (syntax) of the sentence (e.g., the for a)? <input type="checkbox"/> Did it look right? <input type="checkbox"/> Did the child's response show evidence of information gathered from the print (e.g., police/pirate)? 									
Date: <u>Oct 19</u>	Number of Running Words: <u>94</u>	Add up the cues in the analysis columns to see which ones the child predominantly uses.									
		Total: <u>5 2 2 1 6 2 2 2</u>									
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 10px;"> Many fish have become endangered in the last 50 years because of overfishing and changes to their home. Two of these fish are the wild salmon Atlantic salmon and Pacific salmon. <p>What has put the Atlantic salmon in danger? Overfishing. For many years they were caught in large numbers. People soon realized that the Atlantic salmon might disappear forever. They passed laws banning large-scale fishing. But some countries ignore the Arctic laws and still catch Atlantic salmon in large numbers. Wild Pacific salmon face many threats from people, including overfishing and destruction of rivers and streams. </p></td> </tr> </table>						Many fish have become endangered in the last 50 years because of overfishing and changes to their home. Two of these fish are the wild salmon Atlantic salmon and Pacific salmon. <p>What has put the Atlantic salmon in danger? Overfishing. For many years they were caught in large numbers. People soon realized that the Atlantic salmon might disappear forever. They passed laws banning large-scale fishing. But some countries ignore the Arctic laws and still catch Atlantic salmon in large numbers. Wild Pacific salmon face many threats from people, including overfishing and destruction of rivers and streams. </p>					
Many fish have become endangered in the last 50 years because of overfishing and changes to their home. Two of these fish are the wild salmon Atlantic salmon and Pacific salmon. <p>What has put the Atlantic salmon in danger? Overfishing. For many years they were caught in large numbers. People soon realized that the Atlantic salmon might disappear forever. They passed laws banning large-scale fishing. But some countries ignore the Arctic laws and still catch Atlantic salmon in large numbers. Wild Pacific salmon face many threats from people, including overfishing and destruction of rivers and streams. </p>											
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 10px; vertical-align: top;"> MSV </td> </tr> </table>						MSV	MSV	MSV	MSV	MSV	MSV
MSV	MSV	MSV	MSV	MSV	MSV						
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 10px; vertical-align: top;"> -good self-correction rate </td> <td colspan="5"></td> </tr> </table>						-good self-correction rate					
-good self-correction rate											

<u>Running Record Form</u>						
Name: _____	Date: _____	Teacher: _____	Book Level: _____			
Book Title: _____						
Fluency: (check all that apply) <ul style="list-style-type: none"> <input type="checkbox"/> Word by Word <input type="checkbox"/> Longer Phrases <input type="checkbox"/> Attends to Punctuation <input type="checkbox"/> Uses Expression 		Running Words: _____ Errors: _____ Self-Corrections: _____ Accuracy ($\frac{RW - E}{RW} \times 100$) = _____ %				
Page #			Errors	% E/RW	Errors MSV	%C RSV

Literacy assessments: Running records

Poll: Have you used running records as an assessment tool in the past?

Chat box: If you have used running records, what literacy skills and development level information did they capture?



Why use running records?



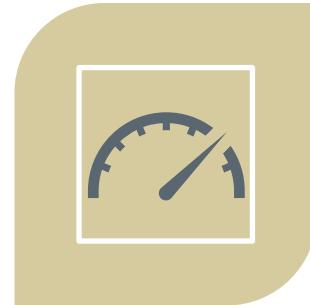
Capture many areas of reading development.



Identify appropriate text difficulty.

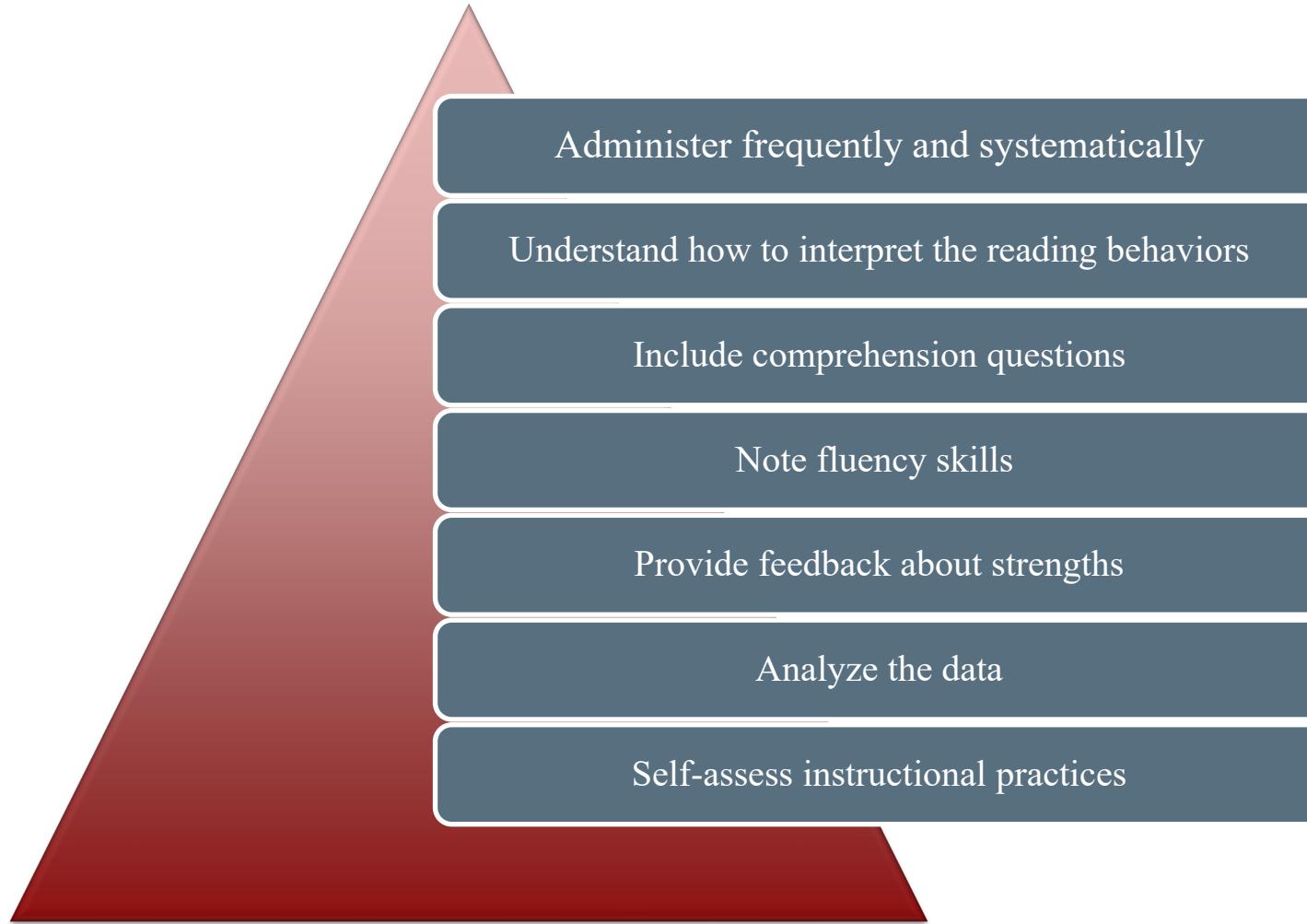


Reveal instructional successes and needs.



Monitor progress across time.

Harness the power of running records



Activity: Using running records to collect assessment data

Running record conventions



Observing a Child's Reading Behaviors		child	
CONVENTIONS		text teacher	
Accurate Reading	✓✓✓✓	no error	
Omission	_____ his	1 error	
Insertion	blue _____ -	1 error	
Substitution	went want	1 error	
Repetition	✓✓✓✓ ✓✓ R or ✓✓ R ₂ ✓✓	no error	
Self-Correction (SC)	✓✓ the SC ✓ their or ✓✓ the SC ✓✓ R their or ✓✓ me him his SC her	no error	
Appeal (A)	sometimes A	no error	
There are only 3 things you may say during a running record:			
"You Try" (YT)	boy A SC box YT	or - A ✓ box YT	no error
Told (T)	boy A but box YT	T	1 error
"Try That Again" (TTA)	✓✓ hit like bug her little dog	✓✓✓✓✓ TTA	1 error

Springfield Dist. 106 11/09

Conventions

Accurate Reading

✓✓✓✓

What the
child read
aloud

no error

Omission

his

What is written
in text

1 error

Insertion

blue

1 error

Substitution

went
want

1 error

Conventions

Repetition	$\sqrt{\sqrt{\sqrt{\sqrt{ \sqrt{\sqrt{}}}}}}$ R	no error
	or $\sqrt{\sqrt{ \sqrt{\sqrt{}}}}$ R ₂	no error
Self-Correction (SC)	$\sqrt{\sqrt{\text{the} \text{sc} \sqrt{\text{their}}}}$	no error
	or $\sqrt{\sqrt{\text{the} \text{sc} \sqrt{ \text{R}}}}$ their	no error
	or $\sqrt{\sqrt{\sqrt{\text{me} \text{him} \text{his} \text{sc}}}}$ her	no error
Appeal (A)	sometimes	A

Conventions

There are only 3 things you may say during a running record:

"You Try" (YT)	boy A SC box YT	or	- A ✓ box YT	no error
----------------	--------------------------	----	-----------------------	----------

Told (T)	boy A but box YT T	1 error
----------	-------------------------------	---------

"Try That Again" (TTA)	[✓ hit like bug her little dog] TTA	✓✓✓✓	1 error
------------------------	--	------	---------

Running record form

Key features:

- Book level.
- Running words.
- Track and code errors and self-corrections.
- Reading accuracy and self-correction rates.
- Notes about patterns of errors and self-corrections.
- Observation notes about fluency and comprehension skills.

Running Record Form						
Student Name: _____		Date: _____	Recorder: _____			
Title: _____		Level: _____				
Page #		Count		Information Used		
		Error (E)	Self-Correction (SC)	E M-S V	SC M-S V	
Running words: Errors: Accuracy: RW-E/RW= _____ % Self-correction ratio: E + SC/SC = 1: _____ ratio		Analysis of Errors and Self-Corrections: Note any patterns about information used or neglected; Meaning (M); Structure (S); Visual (V)				
Observations: (Note fluency and comprehension skills)						

Recording a running record

The text says:

A boy had a pet fly.
He named him Fly Guy.

The student says:

A kid had a pet a pet fly.

He called named him Fly Guy.

The teacher records:

✓	<u>kid</u>	✓	↙	✓	✓	✓
	boy			R		
✓	<u>called</u>	SC	✓	✓	✓	
	<u>named</u>					

Recording a running record

The text says:

One day Buzz said,
“It’s time to take a road trip.

The student says:

*What’s that word? (You Try) On (One) One day Buzz
said,*

“It’s time to take a trip today.”

The teacher records:

-	A	on			✓ ✓ ✓
one	Y	T	T		
✓ ✓ ✓ ✓ ✓	<u>road</u>		✓ <u>today</u>		

Activity: Practice taking running records

Activity: You try it!

- Practice 1: Take a running record with a simulated reading.
- Practice 2: Take a running record of a child reading on video.
- Review and discuss conventions.



Practice taking a running record

Correct Text:

A boy had a pet fly.

He named him Fly Guy.

Fly Guy could say

The boy's name - BUZZ

The child reads:

The boy has a pet fly.

He names him Fly Guy.

Fly Guy can say, could say

The little boy's name—BUZZ!

Page 1: Answers

Correct Text:

A boy had a pet fly.

He named him Fly Guy.

Fly Guy could say

The boy's name - BUZZ

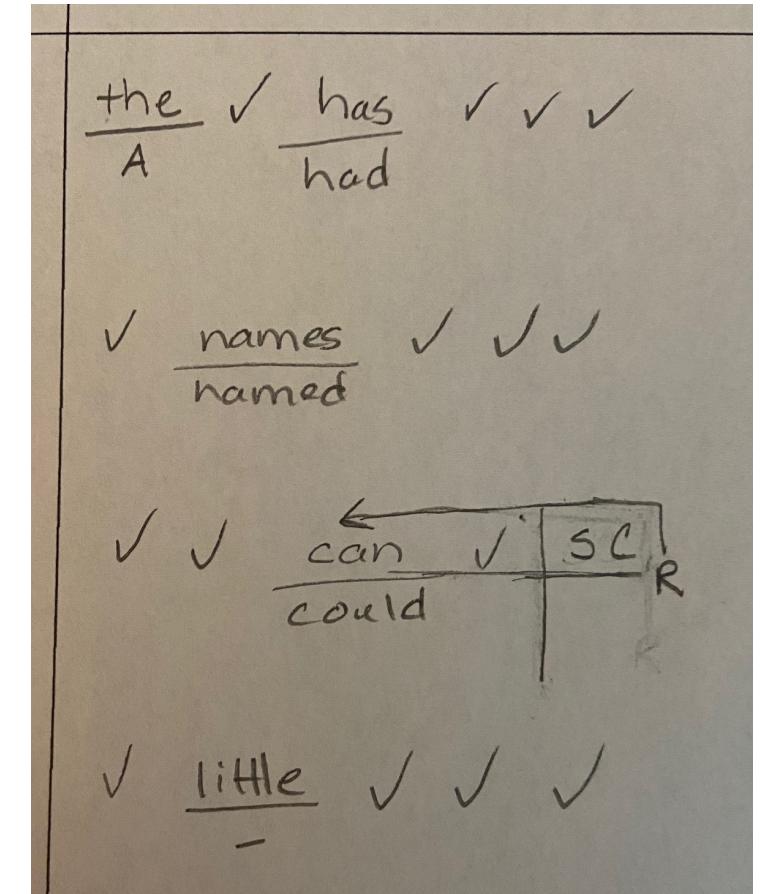
The child reads:

The boy has a pet fly.

He names him Fly Guy.

Fly Guy can say, could say

The little boy's name—
BUZZ!



Practice taking a running record

Correct Text:

One day Buzz said,

It's time to take a
road trip.

The child reads:

What's that word? (teacher says You Try)

One day Buzz says,

It is It's time for a ro-ro-road trip road trip.

Page 2: Answers

Correct Text:

One day Buzz said,

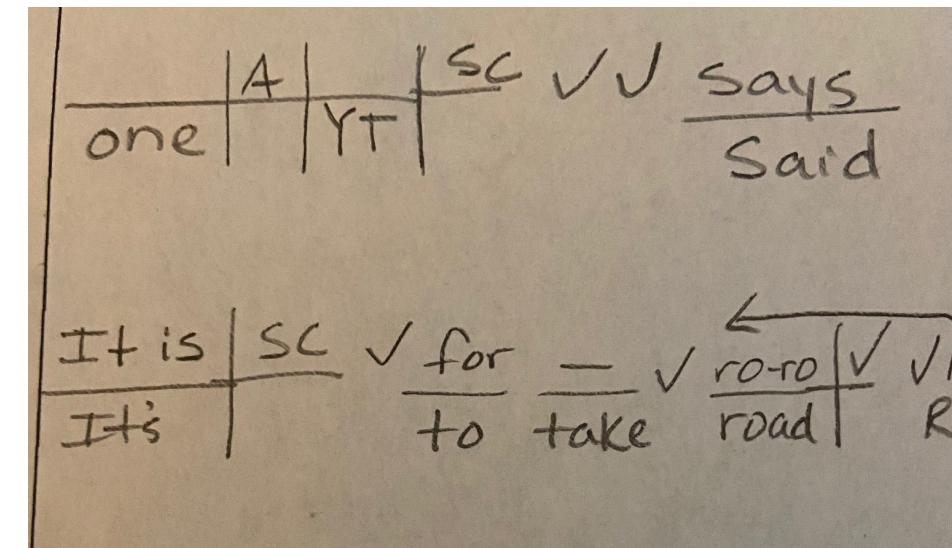
It's time to take a
road trip.

The child reads:

What's that word? (teacher
says You Try)

One day Buzz says,

It is It's time for a ro-ro-road
trip road trip.



Practice 2: Taking a running record

- Listen to Sasha read from the book, *The Story of Ferdinand*.
- Take a running record using the Ferdinand handout.
- Use the conventions guide.



Practice 2: Running record answers

Student Name: <u>Sasha</u>		Date: <u>08/20/20</u>	Recorder: _____	
Title: <u>Ferdinand*</u>		Level: <u>K</u>		
Page #		Count		Information Used
		Error (E)	Self- Correction (SC)	E M S V
1	Once upon a time in Spain			
2	There was a little bull and his name was Ferdinand.			
3	All the other little bulls he lived with would run and jump and butt their heads together,			

‡

Leaf, M. (1977). *The story of Ferdinand*. New York, NY: Penguin Group.

Taking a running record: A checklist

- Decide which skills to focus on.
- Set aside time.
- Select a student.
- Choose the text.
- Select running record form.



Taking a running record: A checklist

- Invite the student to sit next to you to read out loud.
- Read the title of the book to the student.
- Follow the conventions for recording.
- Add salient observational notes.
- Provide feedback at end—strength and something to work on.



Reflection and planning



- How might running records be useful in your classroom?
- How could running records enhance your current assessment practices?

Using running records for remote learning

Practical tips for teachers

- Ensure access to digital books.
- Make sure you both have the same text or share your screen.
- Ask the child to have a quiet space.
- Try to observe student while reading.
- Use the recording feature of your virtual platform, if possible.
- Invite families to record a reading and send it to you.



Practical tips to provide to parents

- Share helpful tips and teaching tools (for example, suggestions on books that are at the child's reading level).
- Encourage parents of English learner students to read to their child in their own language.
- Provide questions to parents for guided reading at home but keep it simple.

The screenshot shows a website for the Institute of Education Sciences (IES) Regional Educational Laboratory Program. The top navigation bar includes the IES REL logo, a 'MENU' button, a search bar, and a 'Go' button. The main content area features a photograph of a woman and a young girl sitting on the floor, reading a book together. To the right of the photo, the text 'Supporting Your Child's Reading at Home' is displayed in large, bold, black font. Below the main image is a horizontal menu bar with four options: 'Kindergarten', 'First Grade', 'Second Grade', and 'Third Grade'. The 'Kindergarten' option is highlighted with a purple background.

Preparation for Session 2

- Practice with a few students if you can.
- Bring your data.
- Session 2 will address how to analyze and use running records to inform instruction.
- Recommended readings.

Wrap-up and evaluation

We Listen to You!

Your feedback is essential to our work.
Please take our survey to help us improve.



To contact today's presenters



Jameela Conway-Turner, Ph.D.

Researcher
REL Midwest

jconway-turner@air.org



Christina Silvi, M.A.

Training and Technical
Assistance Associate
REL Midwest
csilvi@edc.org



Sheila Rodriguez, M.A.

Research Associate
REL Midwest
srodriguez@edc.org