Running records for early literacy assessment
Session 1

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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

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REL Midwest

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REL Midwest

Sheila Rodriguez, M.A.
Research Associate
REL Midwest
Regional educational laboratories

* The Pacific Region contains Hawaii, pictured on the map, and American Samoa, the Commonwealth of the Northern Mariana Islands, the Federated States of Micronesia (Chuuk, Kosrae, Pohnpei, & Yap), Guam, the Republic of the Marshall Islands, & the Republic of Palau, not pictured on the map.
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

- Diagnostic
- Formative
- Summative
- Interim or benchmark
- Criterion-referenced
- Norm-referenced

(Chart showing overlapping circles representing different assessment purposes.)
## Assessment methods

<table>
<thead>
<tr>
<th>Method</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional</td>
<td>• On-demand.</td>
</tr>
<tr>
<td></td>
<td>• Recall or open book.</td>
</tr>
<tr>
<td></td>
<td>• Students work independently.</td>
</tr>
<tr>
<td>Standardized</td>
<td>• All students answer the same questions.</td>
</tr>
<tr>
<td></td>
<td>• Scored in a consistent manner.</td>
</tr>
<tr>
<td></td>
<td>• Allows for comparison of relative performance.</td>
</tr>
<tr>
<td>Observational</td>
<td>• Observer documents child’s behaviors, skills, and abilities.</td>
</tr>
<tr>
<td></td>
<td>• Anecdotal notes, tallies, checklists, and running records.</td>
</tr>
<tr>
<td>Performance</td>
<td>• Students construct an answer, produce a product, or perform an activity</td>
</tr>
<tr>
<td></td>
<td>that combines the application of complex knowledge and skills, including</td>
</tr>
<tr>
<td></td>
<td>critical thinking skills.</td>
</tr>
<tr>
<td>Portfolio</td>
<td>• A purposeful collection of student work produced across time that</td>
</tr>
<tr>
<td></td>
<td>provides a picture of student learning.</td>
</tr>
</tbody>
</table>
Literacy assessments and running records
Reading standards: Foundational skills

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

- Administer frequently and systematically
- Understand how to interpret the reading behaviors
- Include comprehension questions
- Note fluency skills
- Provide feedback about strengths
- Analyze the data
- Self-assess instructional practices
Activity: Using running records to collect assessment data
Running record conventions

Observing a Child’s Reading Behaviors

<table>
<thead>
<tr>
<th>CONVENTIONS</th>
<th>child</th>
<th>text</th>
<th>teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accurate Reading</td>
<td>✓✓✓✓</td>
<td>✓✓✓✓</td>
<td>no error</td>
</tr>
<tr>
<td>Omission</td>
<td>his</td>
<td></td>
<td>1 error</td>
</tr>
<tr>
<td>Insertion</td>
<td>blue</td>
<td></td>
<td>1 error</td>
</tr>
<tr>
<td>Substitution</td>
<td>want</td>
<td></td>
<td>1 error</td>
</tr>
<tr>
<td>Repetition</td>
<td>✓✓✓✓</td>
<td>✓✓✓✓</td>
<td>no error</td>
</tr>
<tr>
<td>Self-Correction (SC)</td>
<td>✓✓✓✓</td>
<td>✓✓✓✓</td>
<td>no error</td>
</tr>
<tr>
<td>Appeal (A)</td>
<td>sometimes</td>
<td>A</td>
<td>no error</td>
</tr>
</tbody>
</table>

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

- “You Try” (YT)  boy [ A ] ✓✓✓✓ or - A box [ YT ] ✓✓✓✓ no error
- “Told” (T)  boy [ A ] ✓✓✓✓ or - A box [ YT ] ✓✓✓✓ no error
- “Try That Again” (TTA)  [ ✓✓✓✓ ] ✓✓✓✓ ✓✓✓✓ ✓✓✓✓ ✓✓✓✓ ✓✓✓✓ ✓✓✓✓ [ TTA ]  no error

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## Conventions

<table>
<thead>
<tr>
<th>Error Type</th>
<th>Example</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accurate Reading</td>
<td>✓✓✓✓</td>
<td>no error</td>
</tr>
<tr>
<td>Omission</td>
<td>his</td>
<td>1 error</td>
</tr>
<tr>
<td>Insertion</td>
<td>blue</td>
<td>1 error</td>
</tr>
<tr>
<td>Substitution</td>
<td>went → want</td>
<td>1 error</td>
</tr>
</tbody>
</table>

What the child read aloud

What is written in text
Conventions

<table>
<thead>
<tr>
<th>Repetition</th>
<th>( \sqrt{\sqrt{\sqrt{\sqrt{\text{R}}}}} )</th>
<th>no error</th>
</tr>
</thead>
<tbody>
<tr>
<td>or</td>
<td>( \sqrt{\sqrt{\text{R}_2}} )</td>
<td>no error</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Self-Correction (SC)</th>
<th>( \sqrt{\sqrt{\text{the}}} )</th>
<th>no error</th>
</tr>
</thead>
<tbody>
<tr>
<td>or</td>
<td>( \sqrt{\sqrt{\text{their}}} )</td>
<td>no error</td>
</tr>
<tr>
<td>or</td>
<td>( \sqrt{\sqrt{\text{me</td>
<td>him</td>
</tr>
<tr>
<td>or</td>
<td>( \sqrt{\sqrt{\text{her}}} )</td>
<td>no error</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Appeal (A)</th>
<th>( \sqrt{\sqrt{\text{sometimes}}} )</th>
<th>no error</th>
</tr>
</thead>
</table>
Conventions

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

<table>
<thead>
<tr>
<th>Conventions</th>
<th>Example</th>
<th>Errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;You Try&quot; (YT)</td>
<td>boy A SC or - A √</td>
<td>no error</td>
</tr>
<tr>
<td>Told (T)</td>
<td>boy A but T</td>
<td>1 error</td>
</tr>
<tr>
<td>&quot;Try That Again&quot; (TTA)</td>
<td>hit like bug her little dog TTA</td>
<td>1 error</td>
</tr>
</tbody>
</table>
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.
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:
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.”
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.
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.
<table>
<thead>
<tr>
<th>Page</th>
<th>Text</th>
<th>Error</th>
<th>Self-Correction</th>
<th>Information Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Once upon a time in Spain</td>
<td>(E)</td>
<td>(SC)</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>There was a little bull and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>his name was Ferdinand.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>All the other little bulls</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>he lived with would run and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>jump and butt their heads together,</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


Practice 2: Running record answers
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.
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

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