Ingle Farm East Primary School

Running Records Agreement 2019-2020

A running record is an assessment tool, which provides an insight into a student's reading as it is happening. Clay (1993)

The foundation for effective teaching of reading is when educators know students' current reading abilities. This knowledge provides realistic information about strategies already used so that targeted teaching may be provided to broaden students' reading repertoires. Bayetto (2013)

Running records are designed to be taken on a levelled text as a child reads orally. When used appropriately, and taken on an on-going basis, they provide informative records which enable teachers to:
- determine what students are doing as they are reading
- observe the strategies students use while they are problem-solving
- make informed teaching decisions
- observe changes over time in a student's learning
- report to parents

Running Records: A Practical Guide for Classroom Teachers: Department for Education

Teachers will	- Take a running record at least once each term to identify instructional level. - Ensure common process and conventions are followed when taking a running record to ensure site consistency. - Administer the running record using *Oxford Literacy Assess* kit (up to level 30) or *Probe 2* kit (level 30 and above). - Identify the instructional level for each student (90%-94% accuracy)-this may require taking multiple running records. - Alternate fiction and non-fiction texts over the year. - Analyse the running record for: - Reading accuracy-score as: - Independent level (95%-100%) - Instructional level (90%-94%) - Difficult level (89% or below) - Retell - Student comprehension-literal, inferential & evaluative responses - Reading fluency: - Accuracy - Rate: - Prosody (expression) - Consider all aspects of the data, not just word recognition, to calculate the instructional and independent levels for students using their professional judgement. This must include the following: - Retell - Comprehension - Text to self or text to text connections - Comments about the text that indicate understanding - Responses to comprehension questions - Appropriate fluency and phrasing - Self corrections - A high level of self corrections indicates the reader is trying to make meaning - Re-reading to - Sound out unknown words - Check, confirm and maintain meaning - Search for further information and problem solve - Make available and encourage students to read a wide range of text types within each level to build vocabulary, accuracy, fluency and comprehension using the text level benchmarks as a guide. Students are not encouraged to read levelled texts

	beyond their year level. • Plan individual, small group (guided reading) and whole class instruction based on data collected from running records. • Ensure instruction includes a balance of text types.

Process for taking a running record using Oxford Literacy Assess	• Provide **text introduction** given which includes the title, a brief overview and the introduction of proper nouns in the text. Can be a seen or unseen text.
	• Take reading record and tally errors
	    ○ Invite the student to read using the given script
	    ○ Listen carefully and **record the student's oral reading behaviour using the Montague Partnership Running Records Conventions** on the running record proforma
	• **Retell**
	    ○ Ask student to tell everything they remember about the text, starting from the beginning and telling in order what they read about
	    ○ Student continues to hold text and may refer to it during retell
	    ○ Check appropriate boxes on retell rubric
	• Ask **comprehension questions**:
	    ○ Literal-finding information given directly in the text
	    ○ Inferential- have responses that are indirectly stated, induced, or require other information.
	    ○ Evaluative-require the reader to formulate a response based on their opinion.
	• Record student responses
	    ○ Check appropriate boxes on comprehension rubric
	• Record student's reading **fluency**
	    ○ Check appropriate boxes on fluency rubric-below is a guide only
	        • 60 wpm by end Yr 1
	        • 90-100 wpm by end of Yr 2
	        • 110-120 wpm for Yrs 3-6 with minimal errors (Edith Cowan University)
	• Score **accuracy** to determine text level as independent, instructional or difficult using the instructional guide.
	• Record student's **reading behaviours**-circle the options and make notes if needed.
	• Classify student's errors and reading behaviours as notated on running record.
	• **Meaning (M) Structure (S) and Visual (V) analysis**
	    ○ Write the letters MSV in the error column when there is an error. Circle one or more of letters MSV if the student's error showed that they could have used meaning, structure or visual information from the sentence.
	    ○ Write the letters MSV in the error and self-correction columns when an error is self-corrected. Analyse the error first. Circle the MSV in the error column, then circle the MSV (in the self-correction column) that most likely sent the student back to self-correct the error.
	    ○ Tally the total number of errors and self-corrections and record on running record proforma
	• Make notes for **future instruction** using the data collected.

Probe 2- Reading Comprehension Assessment	• Assesses how well a student can read and understand what they read. Exposes decoding errors that may cause low comprehension.
	• **Oral reading**
	    ○ Student reads text silently
	    ○ Student reads text aloud
	    ○ Record student reading behaviours above the text using Montague Partnership Running Record Conventions on the record sheet
	    ○ Complete the reading observation by noting results and behaviours in Oral reading Analysis box
	• **Retell** (optional)
	• **Comprehension**
	    ○ Ask provided questions aloud
	    ○ Record responses

	• Score accuracy and comprehension to give a reading age
	    o Decoding-minimum decoding level 96%
	    o Comprehension-minimum comprehension level 70%
	• Multiple running records may need to be taken to accurately determine students' reading age.

Moderation	• Regular moderation will ensure consistency of site running records data. This will occur at least once per term across year levels during a specified moderation meeting in learning teams and/or staff meeting.

Assessment	• Running record taken for all Year 1-7 students below Level 30 minimum once each term to identify instructional level. Students' reading progression through the higher levels is slower due to more complex sentence structures and comprehension in the texts.
	• Running records for Reception students will commence once decoding is established as their primary reading reflex. Timing will vary depending on individual student development.
	• Text Level Benchmarks
	    o Reception Level 5
	    o Year 1 Level 15
	    o Year 2 Level 21
	• Student running record data to be entered into Scorelink by Week 10 of each term. Data recording to be at *Instructional* Level.
	• Running Records EDSAS Data Entry for Years 1 and 2 at the end of Term 1(April) and Term 3(September) using an unseen text. Instructional level and reading accuracy percentage required.
	• Update data wall by moving students' names and recording the number of levels achieved on name cards.

Intervention	• Students at risk are defined as
	    o not meeting the benchmark for a year level
	    o below reading age
	    o not meeting Standard of Education Achievement(SEA) for PAT and NAPLAN
	    o below benchmark in Phonics screening check (PSC)
	• Students at risk can be identified by:
	    o Classroom teacher
	    o Senior Leader
	    o Reading Support teacher
	• Teachers and leaders will regularly review site data to highlight students at risk and work collaboratively to determine interventions needed.
	    o Wave 1 Guided Reading
	    o Wave 2 SSO support in class
	    o Wave 3 Mini Lit, Fresh Start

Parent/Carer Engagement	• Reception students will take home letter sounds to practice once introduced. Readers will not be sent home until automaticity with letter sounds is achieved and student can sound and blend words to decode. First readers will be decodables until decoding is well established as the primary reflex. • Students will take home readers at their Independent level (1-2 levels below their Instructional level) to practise reading with fluency and with comprehension. • Students running record instructional level will be included in school reports at the end of Terms 2 and 4. • Instructional level to be discussed at parent-teacher interviews in Terms 2 and 3. Explanation regarding independent levels being used for 'take home' readers provided.(Terms 1 and 3).
Resources	• Oxford Literacy Assess kit • Read, Record, Respond-linking assessment to instruction Anne Bayetto 2013 • Probe 2 Reading Comprehension Assessment • Running Records- A Practical Guide for Classroom Teachers Department for Education • The Simple View of Reading- A Practical Guide for Classroom Teachers Department for Education • Running Record Assessment: The Montague Agreed Approach
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