

Grades K - 2 Literacy Assessment

RUNNING RECORD OF CHILD'S ORAL READING

Purpose

- To collect information to make critical instructional decisions about the child
 - To assess the child's ability to read a book (decode print and construct meaning) at specific levels of difficulty
 - To record the child's oral reading for analysis of skills/strategies and documentation of growth over time and against grade level competencies
 - To determine reading skills/strategies the child uses to decode print and construct meaning from text
 - To provide documentation of reading level marked on *Grade K-2 Literacy Assessment: Reading Continuum Summative Profile* for accountability purposes
- Note: Running Records can be used for on-going assessment; e.g., every 3 weeks for students making slow progress. Seen texts that have been introduced and read previously can be used for on-going, periodic assessment.

Setting

- A quiet location
- The teacher and student sitting at a table beside each other

Materials

- Trade book/basal selection for student to read so that reading is done in context
- Running record form on which teacher records child's oral reading noting correct responses and errors
- Tape recorder and tape to document child/s record for portfolio (optional)

Preparation

- To select text, the teacher should match child to approximate reading level using his/her best professional judgement based on observations, anecdotal records, and records from previous teachers or previous reading experiences.

Introducing the Task: Summative Assessment Using Unseen Texts

- Ask the child if s/he has heard or read this story. **The child should not have been exposed to the story being used for assessment.**
- Read scripted introductory statement (for leveled books) and allow child to look through book. (Introductory statement provides frame for child to draw on prior knowledge and experiences and to recognize characters, events, and unfamiliar concepts.)
- Ask child to read the book orally without assistance just as if reading by himself-herself.
- Tell child to do whatever s/he normally does if reading alone and comes to a part that gives difficulty.
- Tell child that after s/he finishes reading the book that s/he will be asked to retell the story/book as if telling the story to a friend who has not read the book.

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Oral Reading of Text by Child

- Child reads entire text or selected portion of the text without assistance from the teacher.
- Entire text will be read either orally or silently for comprehension/retelling purposes.
- If child stops, wait 15 seconds and then encourage the child to continue reading (e.g., “try it.”)
- If the child is unable to continue, tell the child the word.
- NOTE: Although running records are normally taken only on 100-150 words, it is recommended that errors be marked for the entire text that will be used for accountability purposes unless the texts are unusually long.

Recording System

- See page RR-6 entitled ***Conventions for Taking a Running Record***.
- For individuals already trained in the use of running records, the coding system used in other programs is acceptable.

Analysis of Errors to Document Growth of Reading Skills and Strategies

- Code each response by the child as s/he reads.
- Note and count each error and self-correction by totaling the correct number in the total errors and self-correction columns.
- Analyze each error and self-correction to note the cues used by asking the following questions:
 - Did the error make sense? (M)
 - Did the error sound like language? (S)
 - Did it look and sound right? (V)
- Circle the correct code as you analyze each cue: M = Meaning, S = Language, and V = Visual or Graphophonic. (See page RR 8-12 entitled ***Analyzing MSV Cues***.)
- Note the total number of words read, the total number of errors, and the total number of self-corrections.
- Note patterns in the use of cues in the errors and the self-corrections.

