What can we learn about our students’ reading?
Running Records Four Corners
Self-Assessment (pre)

• Refer to the self-assessment rubrics in the four corners of the room. Where would you rate your knowledge with regard to **ACCURATELY** administering and scoring a Running Record assessment?

• Move to the corner that best describes your current level of knowledge.

• Have a discussion with your “corner colleagues” about why you rated yourself the way you did.
The Reading Process

**Meaning**
Does it Make Sense?

**Structure**
Does it sound right?

**Visual**
Does it look right?

- Natural Language
- Book Language
- Grammar
- Prior Knowledge
- Illustrations
- Book Knowledge
- Story Structure
- Experience
- Punctuation
- Onsets and rimes
- Letter-sound relationships
- Sight words
- Print Conventions
  - Letters
  - Words/spaces
  - Directionality
Why Give Running Records?

Running Records are used for instructional purposes to guide decisions about any of the following:

- Grouping
- Accelerating
- Monitoring progress
- Allowing for differentiation
- Observing specific strengths and needs in individual students
- Choosing reading material on students’ instructional and independent levels
Why Give Running Records?

- Running Records positively impact teachers by allowing them to:
  - Observe and interpret reading behaviors and strategy use
  - Understand what students know about reading
  - Provide assessment information to drive instruction
  - Determine the three levels: Independent, Instructional, and Frustration
  - Provides data to be shared
When Must I Administer A Running Record?

Refer to the 2014-2015 Elementary Reading Assessments. Administered for Assessment Periods 1, 2, and 3.

See requirements for all 1st, 2nd, and 3rd Grade Students.
Best Practices For Administering A Running Record

*First four to six weeks to establish baseline data
*Every 4-6 weeks for Emergent and Early readers
*Once every 9 weeks for Fluent readers
*As often as necessary for struggling readers, or when there are unexplained changes in a student’s reading behavior
*Before an important conference/meeting
Giving and Analyzing Classic Running Records

1. Child reads the text and the teacher records.

2. Child retells the story in his or her own words.

3. Teacher asks follow up questions to check child’s level of comprehension.
4. Teacher calculates and records accuracy and self-correction rates to determine a level.

5. Teacher analyzes the record.

6. Teacher studies the analysis to determine cues used.

7. Teacher considers the child’s strategy use with unknown words and after an error.
8. Teacher will pull this information together to determine the new teaching focus.
Rigby PM Benchmark Kit
Introducing the Rigby PM Benchmark Kit

- Teachers can use the Rigby to assess students’ reading abilities using unseen, meaningful text
- The Rigby includes 30 accurately leveled texts ranging progressively from Emergent level through Fluent (K-5)
- Guidelines on how to administer the texts and interpret assessment data
- Each benchmark text has a prepared Reading Assessment Record Sheet
Will identify the student’s:

* Independent, Instructional, and Frustration reading levels

* Ability to read for meaning

* Ability to integrate meaning with structural and visual cues

* Self-monitoring systems

* Knowledge of print conventions

* Rate of learning

* Level of independence
Rigby PM Benchmark
Requirements (Student)

* Silently reads benchmark text
* Retells the passage for the teacher
* Reads same text aloud a second time
* Answers comprehension questions (literal and inferential)
Rigby PM Benchmark
Requirements (Teachers)

* Read the text prior to students
* Analyze retellings
* Record and analyze miscues and answers to questions
* Record students’ reading behaviors
*Rigby PM Benchmark Kit*

Teacher will identify an appropriate starting level for the student, by:
- Checking the student’s guided or independent reading level from the end of the previous year.
- Using information from any two leveling sources, to determine the level at which to begin the assessment.

- Teacher will sit at a table or desk in a quiet area where they will not be disturbed. The student should sit beside the teacher, with the book.

- Teacher will record the student’s name and date on the Reading Assessment Record Sheet and explain what they are going to be doing, and why.
Steps to Administering the Rigby PM

1. Introduce the book by reading the book title and discussing the cover. The content of the story must not be expanded upon during this introduction. Or, you can read the introduction sentence provided above the text copy on the Reading Assessment Record Sheet.

2. For students reading from levels 1-8, say: *I’d like you to look at the pictures and read the words as much as you can, to yourself. Then tell me about the story.*

3. For students reading from levels 9-30, say: *I’d like you to read the story to yourself, then tell me about it.*

4. If the student asks for assistance while reading the text, say: *First read the story to yourself, then you can tell me about it.*
5. When the student has completed reading the text, say: *Tell me what happened in the story (or text).*

6. Turn the Reading Assessment Record Sheet over and analyze the student’s retelling, if using the Rigby PM Benchmark. If using Rigby Ultra PM, use the retelling sheet on the first page. If the student shows an in-depth understanding of the text, do not take a reading record. Instead, repeat the above procedures with the text at the next level.

7. If the student is unable to retell the story, even with some teacher prompts, repeat the above procedures, with the text at the level below.
Steps to Administering the Rigby PM

8. If the above evidence indicates that this is the correct reading level for the student, proceed with the read aloud. Turn the Reading Assessment Record Sheet back to the copy of the text and say: Now, I would like you to read the story or text to me, aloud. Record what the student says on the Reading Assessment Record Sheet.

9. Ask the student the comprehension questions on the Reading Assessment Record Sheet. Record each response. Identify the depth of meaning that the student has gained from reading the text.

10. Use the reading level tables to calculate the student’s accuracy level and self-correction rate. If the accuracy level is between 90-95 percent, and the student has replied to the questions with appropriate understanding, the student’s instructional reading level has been identified.
Steps to Administering the Rigby PM

11. If the student reads with greater than 95 percent accuracy and replies correctly to all the questions, this is their independent level. Repeat the above procedures with the text at the next level. If the student reads with less than 90 percent accuracy, this is their frustration level. Repeat the above procedures with the text from the level below.

12. Repeat steps 5-9 until all three reading levels have been identified (Independent, Instructional, and Frustration). Analyze the student’s reading behaviors and write the summary on the Reading Assessment Record Sheet. Teaching objectives can be set from this information.
Retelling

* Students reading from levels 1-8 are encouraged to retell the events, after studying the illustrations and reading silently to the best of their ability. Students reading from levels 9-30 are asked to first read the text silently, for the purpose of retelling.

* By having students retell what they have just read silently, or interpreted from the illustrations, an assessment can be made of how well they have understood the text. The retelling should occur before the student reads the text aloud.

* During this task, the teacher remains a neutral observer, while recording an analysis of the retelling on the Reading Assessment Record Sheet.
## Retelling

### Retelling Response Sheet

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Inaccurate</td>
<td>Partial</td>
<td>Full Detail</td>
<td>Instructional</td>
<td>Independent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Main Characters</td>
<td>Inaccurate or no response</td>
<td>A child</td>
<td>A little boy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Setting</td>
<td>Inaccurate or no response</td>
<td>Inside or outside</td>
<td>School</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Events</td>
<td>Inaccurate or no response or 1 of the following:</td>
<td>2-4 of the following:</td>
<td>5 or more of the following:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sequence</td>
<td>Gives no events or provides some events inaccurately sequenced</td>
<td>Identifies some events in the correct order</td>
<td>Relates most or all of the events in the correct order</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Reading level

<table>
<thead>
<tr>
<th>Running Words</th>
<th>Accuracy level: $\frac{48}{40} = %$</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>98</td>
</tr>
<tr>
<td>Errors</td>
<td>1</td>
</tr>
</tbody>
</table>

**Chart Determines Accuracy Percent**
Retelling

Level 11: Late for school

PM Mark

Assessment Record

Name:

Analysis of retelling (meaning, main ideas, coherence, vocabulary, reference to text)
The student sits or stands by the teacher.

The text must be seen clearly by the student and the teacher.

The teacher does not prompt and remains objective throughout the reading.

It is suggested that up to 100 running words will provide adequate information for levels 1-10, 150 running words for levels 11-20, and up to 200 running words for levels 21-30.
Reading Records

* Put a tally in the corresponding column of the Reading Assessment Record Sheet beside every error and self-correction. Count the number of errors and self-corrections and record these at the bottom of the columns.

* The accuracy rate is calculated by subtracting the number of errors from the total words read, and then dividing by the total number of words read.

* The self-correction rate is calculated by adding the errors and the number of self-corrections together, and then dividing by the number of self-corrections.
In the next two columns, write **MSV** beside every error and self-correction. The letters are an abbreviation for the cues that students use:

- M- for meaning
- S- for the structure of the sentence
- V- for the sources of visual information

Analyze each error. Circle the cueing system(s) the student used while reading:

**M** if the student was trying to use meaning

**S** if the student was trying to use language structure

**V** if the student was trying to use visual cues
Reading Records: Analyzing Miscues

-Meaning- Does the child use meaning (M)? Does what he reads make sense in terms of the meaning or the message in the story? Meaning is also conveyed in pictures.

The wheel rolled into the water (river). Miscue: river

-Structure or Syntax- Is what he said possible in an English sentence (S)? Implicit knowledge of structure helps the reader know if what is read sounds correct.

The (round) wheel rolled into the water. Insertion Miscue: round

-Visual- Does the child use visual information from the letters and words or layout of print (V)?

The wheel rolled (ran) into the water. Miscue: ran
to their home. Two of these fish are the wild

Atlantic salmon and Pacific salmon.

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-
1. Self-corrected words do not count as errors. run ran/sc \[\text{NO ERROR}\]

2. Write the miscue above the word (substitutions). see (saw) \[\text{ERROR}\]

3. Circle the words that students eliminate called omissions. see \[\text{ERROR}\]

4. Insertions- place a caret between words that student insert. \[\text{ERROR}\]

5. Repeating words. \[\text{NO ERROR}\]

6. Repeated errors are counted every time, unless it is a proper noun, which is counted only once. \[\text{ERROR}\]

7. Tolds- teacher telling the student the words. \[\text{ERROR}\]

8. Reversals- saw the/ the saw \[\text{TWO ERRORS}\]

9. Dialectical- not counted as an error. \[\text{NO ERROR}\]

10. Appeals- write an A on top of the word and count as an error if you tell the child the word. NO ERROR or ERROR
## Reading Records: Recording Miscues

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Notation</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correct response</td>
<td>Mark every word read correctly with a check mark.</td>
<td><img src="https://via.placeholder.com/150" alt="Example" /></td>
</tr>
<tr>
<td>Substitution</td>
<td>Write the spoken word above the word in the text.</td>
<td><img src="https://via.placeholder.com/150" alt="Example" /></td>
</tr>
<tr>
<td>Omission</td>
<td>Place a dash above the word left out.</td>
<td><img src="https://via.placeholder.com/150" alt="Example" /></td>
</tr>
<tr>
<td>Insertion</td>
<td>Insert the added word and place a dash below it (or use a caret).</td>
<td><img src="https://via.placeholder.com/150" alt="Example" /></td>
</tr>
<tr>
<td>Attempt</td>
<td>Write each attempt above the word in the text.</td>
<td><img src="https://via.placeholder.com/150" alt="Example" /></td>
</tr>
<tr>
<td>Repetition</td>
<td>Write R after the repeated word/phrase and draw an arrow back to the beginning of the repetition.</td>
<td><img src="https://via.placeholder.com/150" alt="Example" /></td>
</tr>
<tr>
<td>Appeal* (asks for help)</td>
<td>Write A above the appealed word.</td>
<td><img src="https://via.placeholder.com/150" alt="Example" /></td>
</tr>
<tr>
<td>Told word</td>
<td>Write T beside the word supplied for the reader.</td>
<td><img src="https://via.placeholder.com/150" alt="Example" /></td>
</tr>
<tr>
<td>Self-correction</td>
<td>Write SC after the corrected word.</td>
<td><img src="https://via.placeholder.com/150" alt="Example" /></td>
</tr>
</tbody>
</table>
By responding to questions, students will demonstrate the depth of meaning that they have gained from reading the text. Besides recalling and exploring details from the text, students are invited to bring their own background knowledge and experiences to the foreground, as they respond to the questions.

There are 3 questions for levels 1-10, 4 questions for levels 11-20, and 5 questions for levels 21-30.

There are literal and inferential questions.
Practice Rigby Administration

*Choose a partner at your table.

*You and your partner will practice administering a Rigby. One of you will play the role of the student, making age-appropriate reading mistakes along the way, while the other will play the role of the teacher, marking miscues.

TEACHER: Be sure to refer to the Reading Assessment Record Sheet and proper protocols for accurate scoring.

*Together, discuss your results. You may refer to the Rigby Guide for Leveling in the ELR CAB Conference, to decide on the student’s level, given the data.
<table>
<thead>
<tr>
<th>All Levels in Rigby</th>
<th>Criteria for Independent Level</th>
<th>Criteria for Instructional Level</th>
<th>Criteria for Frustration Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• 96% or higher on word reading accuracy and all correct on comprehension questions.</td>
<td>• 90%-95% on word reading accuracy and all correct or one wrong on the comprehension questions.</td>
<td>• 89% or less on word reading accuracy, regardless of what they get on the comprehension questions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OR</td>
<td>OR</td>
</tr>
<tr>
<td></td>
<td>• 96% or higher on word reading accuracy and one wrong on the comprehension questions.</td>
<td></td>
<td>OR</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 90% or higher on the word reading accuracy and two or more wrong on the comprehension questions.</td>
<td></td>
</tr>
</tbody>
</table>