

Running Records FAQs

1. Why do running records?

Running records, when taken on an ongoing basis, help teachers:

- use formative assessment to inform instruction
- observe changes over time in student learning - capture progress
- assess text difficulty to ensure texts are matched to students (instructional, independent levels)
- provide explicit feedback to students and parents

2. How often do I assess?

Cold Read (DRA2) – establish benchmark	Familiar Read – monitor progress
<ul style="list-style-type: none"> • K- May • Gr 1-3 January and May • Teachers may assess at other times as well. 	<ul style="list-style-type: none"> • Beginning (red) students once a week • Approaching (yellow) students once every two weeks • proficiency (blue) students and mastery (green) students once a month

3. How do I ensure running records are reliable?

- select book based on **purpose** for running record – see above chart
- use the DRA standard way of recording records and analyze miscues.
- use a running record for a specific text (many are located on SRSD running record bank) or use a blank SRSD Running Record template.

4. How do I analyze the completed running record?

- determine level of difficulty of text student read by calculating accuracy.

Accuracy is calculated by using the formula: $\frac{\# \text{ words correct}}{\# \text{ total words}} \times 100 = \% \text{ accuracy}$

Accuracy level		
98% – 100 %	Independent (Easy)	Take home books / independent practise
93% - 97%	Instructional	Guided Reading / classroom instruction
92% and below	Frustration (Hard)	Read Aloud Too difficult for student / meaning breaks down

(Allington, 2006)

Source of information attended to by student	Determine by asking yourself:
Meaning (M) – if the student was led by meaning of the message of the text	Does the substitution reflect what the author intended? Are substitutions meaningful?
Syntax (S) – If the student's responses were influenced by the syntax or structure of the sentence.	Does the substitution reflect acceptable English language usage? Is the child maintaining the structure of the text?
Visual (V) – If the student was influenced by visual information from the print.	Does the substitution look like the word in the text? Is the child using visual/graphophonic information predominantly?

(adapted from Clay, M.M. 2001)

5. How do I use this information?

- interpret and analyze student data to plan strategic instruction (fluency, accuracy and/or text level) to meet student needs.
 - What skills and strategies do they need to be taught?
 - How can I best incorporate this into my planning?
 - Can they read and problem solve independently?
- determine student groupings for instructional
- consider grouping students by teaching strategies (based on reading behaviours) instead of by reading level. They don't need to read the same story together in order for you to teach the skill.