

Assessment for Learning: Running Records and Assessing Pupils' Progress



What is Assessment for Learning and why running records?

Assessment for Learning (AfL) is seeking and interpreting evidence about pupils' learning progression regularly to reveal where pupils are in their learning, where they need to go and how best to get there.

A **running record** provides evidence about how well a pupil can independently read – revealing the reading strategies the pupil is using and giving diagnostic information about a pupil's reading strengths and weaknesses.

Running records can be used periodically to identify gaps in a pupil's learning and to inform planning and teaching. In this way they can support **Assessing Pupils' Progress (APP)**. Running records should contribute to a wide range of evidence gathered about how each pupil is progressing so that reliable judgements relating to national standards can be made.



Preparing for a running record assessment

Running records are available for two books at Book Bands Yellow to Lime of *Rigby Star Guided Fiction*. Running records have not been provided for Book Bands Lilac to Red, as these levels are either wordless books (Lilac) or the texts at these levels are not long enough to calculate an 'accuracy rate' (Pink and Red).

Where possible, running records should be conducted with previously unseen texts. As such you may wish to label the appropriate *Rigby Star Guided* books at each book band level as 'benchmark books' and save these books for use during running record assessments.

For your running record assessments, you will need:

- A running record sheet
- The corresponding *Rigby Star Guided* book
- Pencil / pen
- A quiet space

Before reading:

- Ask the pupil to sit beside you.
- Record the pupils' name and the date of the assessment.
- Give the pupil the book and explain that you want him/her to read aloud.
- Explain that you are going to see how well he or she can manage without prompts from you.
- Introduce the book by looking at the front cover and the title page.
When you and the pupil are ready, ask the pupil to start reading. The text for each running record typically starts from the third or fourth page of the book so that the pupil can settle into reading before the assessment begins.



Marking the running record

Use the reading symbols outlined in the table below to mark the text as the pupil reads. These reading symbols are also provided on each running record as a reminder. Note the reading strategies used by the pupil in the column provided next to the running text.

At the end of the running record assessment, count the number of miscues (errors) the pupil made during their assessment and record the total number in the 'Miscues total' box on the running record.

Evidence gathered during the assessment about how frequently the pupil self-corrected and what reading strategies he or she used should help to identify any gaps in the pupil's learning and lead to informed planning and teaching.

Table of reading symbols and strategies for marking a running record:

Reading Symbols		Reading Strategies
No errors	Miscues/errors	
√ = correct Tick each correctly-read word.	T = told Write 'T' over a word that had to be told to the pupil.	Ph = phonic The pupil tried to sound out the word.
Sc = self-corrects Write 'Sc' above the text if the pupil strayed from the text but then went back to read correctly.	O = omitted Write 'O' over each omitted word.	G = graphic The pupil suggested a word that looks similar to the problem word.
	^ = insert Mark '^' to show where a pupil inserted a word.	S = syntactic The pupil suggested a grammatically sensible word.
	Write any incorrect word over target word to show where the pupil said a word incorrectly.	C = contextual The pupil suggested a sensible substitution within the meaning of the text as a whole.



Using the evidence gathered

Once the total number of miscues has been counted, determine the percentage accuracy rate using the tables below. Simply find the number of miscues in the top row of the correct table to find the corresponding accuracy rate in the bottom row. A table is provided on each running record so you do not have to refer back to this document each time; you can simply highlight the accuracy rate on the running record sheet and keep this evidence all in one place.

Determining Accuracy Rate (50 Running Words)

Miscue total	1	2	3	4	5	6	7	8	9	10
Accuracy rate	98%	96%	94%	92%	90%	88%	86%	84%	82%	80%

Determining Accuracy Rate (100 Running Words)

Miscue total	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Accuracy rate	99%	98%	97%	96%	95%	94%	93%	92%	91%	90%	89%	88%	87%	86%	85%

A reading accuracy rate of 95% or greater indicates that the Book Band is a comfortable level for the pupil's independent reading. A reading accuracy rate of 94% or below indicates that the Book Band is too difficult and will most likely be frustrating for the pupil to read independently.

What if a pupil gains a reading accuracy rate of 94% or below?

If a running record assessment illustrates a reading accuracy rate of 94% or below, the pupil may be finding that Book Band level too difficult for their independent reading. The notes made during the running record should give clues as to which strategies would benefit from further teaching support, and a lower-level running record could be used to determine if the pupil would be better placed at a lower Book Band for their independent reading.

Analyze to inform teaching

To inform teaching, analyze the pupil's self-corrections and errors by looking at the reading strategies he or she uses. The reading strategies a pupil uses during reading will help you to understand where they are in their reading and what they need to focus on in order to accurately decode the text and read for meaning (AF1).

For example, a running record where 'Ph' (for phonic) is consistently noted indicates that the pupil is reliably using phonics to decode each word. The accuracy rate will determine how fluent the pupil is at the current Book Band level, however the next steps in planning and teaching should include assessing how well the pupil reads for meaning.

A running record where 'G' (for graphic) is frequently noted indicates that the pupil may be focusing on the letters of a word rather than thinking about whether his or her reading sounds right and makes sense. For example, the pupil might substitute a word that looks similar, but does not make sense in the sentence.

Alternatively, 'S' (for syntactic) indicates that the pupil suggests a grammatically sensible alternative to the word so that it sounds right, but he or she is misreading the text. Similarly, 'C' (for contextual) indicates that the pupil is thinking about the meaning of the word and will substitute a word that makes sense in context but, again, he or she is misreading the text. Both syntactic and contextual reading strategies indicate that the pupil can read for meaning, but may need to practice decoding of the text.



A Completed running record & where next?

See below for an example of a completed *Rigby Star* running record. In this case the pupil gained an accuracy rate of 96%, and so is found to be comfortable at reading at this level. This evidence, joined with other reading observations and assessments, can be used to decide if the pupil is ready to move on to the next Book Band level.

It is important to stress that a running record is just one type of reading assessment, one which addresses reading for meaning, using a range of strategies (AF1). Therefore it is recommended that other reading observations and assessments are carried out, such as using the 'Observe and Prompt' questions in the *Rigby Star Guided Teaching Versions*. These questions will help to build up a more complete picture of how well the pupil can read for meaning, including gathering other AF evidence, e.g. AF3. You may also wish to use the Levelling Guidance sheets provided for a sample of *Rigby Star Guided* titles, to gather evidence of other Assessment Focuses. These Levelling Guidance sheets have been developed to be used in a guided reading session, alongside the Teaching Versions, to capture explicit reading evidence against various AFs.



Running record template

There are 18 *Rigby Star Guided* running records provided for you (two books at Book Bands Yellow to Lime); however you can use any book from the Rigby Star family at the appropriate level to undertake a running record assessment. As such a blank running record template is included. Simply type in the text required (either 50 or 100 running words), print out the running record and give the pupil the corresponding book to read.

Name: <u>James</u>		Date: <u>12th October</u>
Story: <u>Is the Wise Owl Wise?</u>		RW = 100
Page	Story text to record child's reading	Strategies used
4	<p>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ Sc ✓ ✓</p> <p>Owl did not shut his eyes. He kept them open just a</p> <p>✓ ✓ ✓ ✓ ✓ ✓ ✓ O ✓</p> <p>little bit. It made him look very clever.</p>	Ph
5	<p>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ thought</p> <p>The animals in the forest saw him and said,</p> <p>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</p> <p>"He looks so wise. He looks so clever."</p>	S
6	<p>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</p> <p>There was a pond in the forest and in the pond lived</p> <p>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</p> <p>many frogs. One summer it didn't rain. All the water</p> <p>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ warm</p> <p>in the pond dried up. The frogs got very hot.</p> <p>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</p> <p>"What shall we do?" they said.</p> <p>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</p> <p>"Let us go and ask Owl. He'll tell us what to do. He</p> <p>likes ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</p> <p>looks so wise. He looks so clever."</p>	Ph C G
7	<p>✓ ✓ ✓ ✓ ✓ ✓</p> <p>The frogs told Owl about [the pond.]</p>	
<p>Miscues total: 4</p>		
<p>Reading Symbols</p> <p>No errors ✓ = correct SC = self-corrected</p> <p>Miscues/errors T = told word O = omitted word ^ = inserted word <i>Write any incorrect word over target word.</i></p>		<p>Reading Strategies Ph = phonic G = graphic S = syntactic C = contextual</p>

Find the number of miscues in the top row of this table to find the corresponding accuracy rate in the bottom row.

Miscue total	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Accuracy rate	99%	98%	97%	96%	95%	94%	93%	92%	91%	90%	89%	88%	87%	86%	85%

95% or greater = comfortable level for independent reading. 94% or below = frustration level for independent reading.

Accuracy Rate = 96%

The accuracy rate indicates how well the pupil uses a range of strategies, including accurate decoding of text, to read. Use the accuracy rate as evidence towards **AF1**.

Next steps: Refer to the Teaching Version of *Is the Wise Owl Wise?* for comprehension questions in order to gather evidence about how well the pupil can read for meaning, including gathering other AF evidence, eg. **AF3**.