

Running record analysis



**ASSIGN
BUSTER**

Every day teachers are required to make decisions before, during and after teaching. Some of these decisions will seem small and insignificant and others will have far reaching consequences. All of the assessment undertaken and subsequent decisions made can potentially enhance teaching and influence student learning outcomes for the better (Brady & Kennedy, 2009). There are numerous things to be assessed and various methods for assessing. One example of this is the assessment of reading. A Running Record is one method of assessing a child's reading (Hill, 2012).

The running record allows the teacher to note a child's reading behaviour as he or she reads from a chosen text. It examines both the accuracy of reading and the types of errors children make when reading. It also allows the teacher to determine the reading level of the student. A close analysis of the results of a running record assessment provides insights into which reading strategies a child may or may not be using. This assists the teacher to plan for future learning to target problem areas and to help children further develop and refine their reading strategies and skills (Tompkins, Campbell & Green, 2012).

The following analysis of a running record will attempt to examine the reading behaviours of the child who undertook the assessment and identify any problem areas or issues the child may be experiencing. A discussion of the learning needs of the student in relation to the results of the running record will be included. The analysis and discussion will also consider relevant literary and theoretical perspectives around this topic. The Running Record being analysed for the purposes of this paper is 'On the table'.

This text has been identified as a level one (1) text which correlates approximately with kindergarten or foundation year level indicating the student (for the purposes of this assignment will be called James) who undertook this assessment would be around five years old and likely to be in the latter stages of Emergent or early stages of Beginner reader (Tompkins, Campbell & Green, 2012). The total number of errors made is 5 (out of a possible 56) which effectively equates to one error being made for every 11.2 words. The accuracy rate is 91% and the self-correction rate is 0.

These scores indicate the text level is Instructional. When a student is able to read a text (with teacher support) with an accuracy score of between 90-94% and with an error ratio of 1: 10-1: 17 the text is classified as Instructional Reading Level (Clay, 1993). A close analysis of the running record suggests that James may be paying more attention to information from the illustrations and to some of the visual features of the text than he is paying to syntactic or structural information. This is illustrated in the instance of James reading “ The little train” instead of “ The little car”.

In order to construct a meaningful sentence James uses his graphophonic knowledge to read the word ‘ the’ (which is probably one of a small but growing bank of familiar words he can recognise). Unable to use any meaning, structure or visual cues to decode the word ‘ little’ the teacher gives him the word. Finally he draws information from the illustrations (which may comprise several objects including a car and train) and chooses the word ‘ train’ which although is an error, makes sense, sounds right and is reinforced by the illustrations (Hill, 2012).

James is able to independently read each word in the second sentence - ' is on the table'. Once again James is drawing on visual cues; the features of the letters and words which he can link to what he already knows about how they sound when spoken and meaning cues to decode these words. He knows that the book title is ' On the Table' and the illustrations reinforce that that is where the ' train' is (Tompkins, Campbell & Green, 2012). The repetitive nature of this text is common to many texts intended for young emergent readers.

It provides children with repeated exposure to high frequency words, opportunity to practice seeing and saying familiar words, encourages prediction and offers affirmation (Winch, Johnston, March, Ljungdahl & Holliday, 2009). In this instance it seems to contribute to James being able to read almost the entire text correctly. By the time James reaches the fifth line of the text he seems to have worked out he can predict the language of the text using his memory for the text and meaning information he ascertains from the illustrations (Hill, 2012). At line 16 James makes an error reading " The little bear" instead of " The teddy bear".

Given the repetitive and predictable nature of the preceding text it may be concluded that James is using meaning cues from the illustrations to work out the sentence will be about a bear coupled with what he already knows about the text; that ' little' was used in all previous sentences to describe each object. James has worked out that this text uses both images and print to convey meaning (Holliday, 2008). James appears to be using limited cross-checking behaviours. Self-correction behaviour is nil, at least in this instance.

Evidence shows he is using mostly meaning and visual cues and not drawing on structural cues.

As a result of not utilising all the sources of information afforded by the text his understanding and comprehension of the text is quite limited and there is no evidence he has really connected with the text. In recent years there has been much research on reading comprehension. One significant finding is that proficient readers actively engage with the text using a number of strategies to make meaning from it (Cameron, 2009). James would benefit greatly from learning how to use more strategies for comprehension for without it he is not really reading (Harvey & Goudvis, 2007).

Therefore in order to assist James to really connect with text and improve his comprehension a future learning focus will be cross-checking behaviours. James' developmental age and current stage of emergent/beginner reader is important to consider because as such we know that reading strategies are only just beginning to develop and research provides us with a snapshot of the general capabilities of a child James' age (Annandale et al. , 2008). Effective assessment strategies, such as this running record should be used in conjunction with other assessment strategies in order to get a fair and valid picture of where James is at.

Curriculum documents such as the Early Years Learning Framework (EYLF) (Department of Education, Employment and Workplace Relations [DEEWR], 2009) and the Australian Curriculum (Australian Curriculum, Assessment and Reporting Authority[ACARA], 2011) provide valuable information and help guide planning, teaching and assessment to support James (and all students) achieving specific learning outcomes in the early years. The Australian

curriculum states that children in foundation year “ Use comprehension strategies to understand and discuss texts listened to, viewed or read independently” (ACELY1650) (ACARA, 2011).

It also states that children at this stage “...monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge (ACELY1649) (ACARA, 2011). The Centre for the Improvement of Early Reading Achievement (CIERA) for acquiring and enhancing comprehension states: “ Children... develop their comprehension skills through experiences that promote oral and written language skills, such as discussions, play activities, retellings, and emergent readings” (Cited in Kelly & Topfer, 2011, p. 4). Considering these sources the lesson plan outlined below will focus on using structural, visual and meaning cues to cross-check reading and build meaning. The second part of the lesson builds on these comprehension strategies to explore, through drama, the mental images created in our heads when stories are read and heard. The two learning outcomes for this lesson are that James will use cross-checking behaviours to make meaning from text and will create rich and accurate mental images about stories he hears.

Teaching a child to read for comprehension is not going to happen in just one lesson, therefore I envision the following lesson to be just one of several embedded within an ongoing literacy program designed to teach all reading and comprehension strategies appropriate for the age and stage of the student. Key Learning Area: English Literacy Strand of the Australian Curriculum (foundation) | Topic: Reading Comprehension Strategies| Learning Outcomes: The student/s will: * Use cross-checking behaviours to

make meaning from text. * Create rich and accurate mental images about stories they read and hear. Resources: White board & markers Story book of choice Big Book Copies of text at Instructional reading level (1 for each child) Worksheets Coloured and grey led pencils A copy of Annie's Chair by Deborah Niland Paints, brushes, paper, smocks. | Lesson Introduction: 1. Read aloud a short story book of choice the teacher reads to engage (asking questions, being expressive, creative use of voice and facial expressions) and grab the attention of the students. Ask a few questions about the story (who was your favourite character? What did you like best? | Main Teaching/Learning Activities: 2.

Explain that understanding (comprehending) what words mean and what the text is about is a very important part of reading. It is what we read for. Tell children that books (texts) have clues to help us read the words and understand what it is about. We can ask ourselves three questions; Does it look right? Does it sound right? Does it make sense? We call this cross-checking. 3. Read a second story (in a big book format) aloud with the class to model cross-checking using structure, visual and meaning cues (see Appendix 1 for an example of how to do this). . Guided Reading groups (according to reading level). Children practice using the strategies modelled by the teacher to read a text at their instructional level and complete a worksheet (see Appendix 2). The teacher can extract individual students to participate in independent reading (using the text from their GR group). The teacher guides the child's reading and use of modelled strategies and for comprehension. 5. The last activity is designed to help students realise that making pictures in our head (visualising) also helps us build meaning.

Have the children lie down, close their eyes and listen to the words as you read *Annie's Chair* by Deborah Niland. Stop at selected places in the story to check their mental images. Use freeze-frame drama to have the children represent their mental images. For example after reading " Today, Annie was boiling mad, someone was sitting in her chair! " instruct the children to use their bodies to create images that show how Annie would be feeling (i. e. angry faces, clenched fists). | Lesson Conclusion: Have a group discussion about the lesson.

Ask the children " when we read and listen to stories, what do we do to help us understand? As children respond make sure to name the strategies children talk about (cross-checking, visualising) and help them to remember the questions we ask. Scribe the answers. | Assessment opportunities: Informal observation as children answer and ask questions and engage in learning activities during whole class and small group activities provides the teacher with evidence of student interest and ability with various tasks.

Planned observation of individual students during independent reading activities allows for accurate assessment of what the child can do. Completed worksheets offer insight into how well students have comprehended the text. Teacher notes, photographs, and worksheets will provide evidence of how well reading and comprehension strategies are used by students. Ongoing reading records/reading assessments will help to determine (and document) the student's progress. | References Australian Curriculum, Assessment and Reporting Authority. (2011). Australian Curriculum - English (F-10).

Retrieved from: <http://www.australiancurriculum.edu.au/English/Curriculum/F-10> Annandale, K. , Bindon, R. , Handley, K. , Johnston, A. , Lockett, L. , & Lynch, P. (2004). First steps reading map of development: Addressing current literacy challenges (2nd ed). Port Melbourne, Victoria: Rigby Heinemann Brady, L. , & Kennedy, K. (2009). Celebrating student achievement: Assessment and reporting. Frenchs Forest, NSW: Pearson. Cameron, S. (2009). Teaching reading comprehension strategies: A practical classroom guide. North Shore, New Zealand: Pearson Clay, M. M. 1993). An observation survey of early literacy achievement. Auckland, New Zealand: Heinemann Education. Department of Education, Employment and Workplace Relations. (2009). Belonging, being and becoming: The early years learning framework for Australia. Council of Australian Governments. Harvey, S. , & Goudvis, A. (2007). Strategies that work: Teaching comprehension for understanding and engagement. Markham, Ontario: Pembroke Holliday, M. (2008). Strategies for reading success: strategies in action. Newtown, Australia: Primary English Teaching Association Hill, S. 2012). Developing early literacy: Assessment and teaching (2nd ed). South Yarra, VIC: Eleanor Curtain Kelly, M. (Ed.), & Topfer, C. (Ed.). (2011). Reading Comprehension: Taking the learner deeper. Norwood, South Australia: ALEA Tompkins, G. , Campbell, R. , & Green, D. (2012). Literacy for the 21st century: A balanced approach. Frenchs Forest, NSW: Pearson. Winch, G. , Johnston, R, R. , March, P. , Ljungdahl, L. , & Holliday, M. (2009). Literacy: Reading, writing and children's literature (3rd ed.). South Melbourne, VIC: Oxford