

# Guidelines for Running/Reading Record Assessment for Kindergarten to Grade 6

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## Guidelines for Running/Reading Record Assessment

### Purpose

*This working document has been created to increase consistency in the use of running/reading records in Prince Edward Island. These records help assess, evaluate and monitor students' literacy development and support planning for instruction.*

## Assessing and Evaluating Student Learning

### Introduction

**“Assessment and evaluation are essential components of teaching and learning in... Language Arts. Without an effective evaluation program it is impossible to know whether students have learned, whether teaching has been effective, or how best to address student learning needs... Research consistently shows that regular monitoring and feedback are essential to improving student learning...”**

*(Foundation for the Atlantic Canada English Language Arts Curriculum)*

**Assessment** is the systematic process of gathering information on student learning.

**Evaluation** is the process of analyzing, reflecting upon and summarizing assessment information, and making judgements or decisions based upon the information gathered.

### Basic Principles of Assessment and Evaluation

- to inform teaching and to promote and encourage learning
- be consistent with beliefs about curriculum and classroom practices, and clearly reflect the various outcomes of the Language Arts curriculum
- involves the use of multiple sources of information collected in a variety of contexts
- recognizes learners as active partners in their own learning and in the evaluation of that learning

## Tools, Tasks, and Strategies to Assess Readers

When considering classroom reading assessment, tools, tasks and strategies (some of which may be completed digitally) include, but are not limited to, the following:

- ✓ anecdotal records
- ✓ conferences
- ✓ formal and informal observations
- ✓ readers' notebooks
- ✓ reading attitude surveys
- ✓ readers' responses
- ✓ reading logs
- ✓ portfolios
- ✓ running/reading records



**Running/reading records, as an essential tool in the reading teacher's assessment tool box, will be the focus of this document.**

Both running records and reading records provide opportunities for teachers to capture reading behaviour as it occurs during the oral reading of text.

- Reading records are taken using prepared forms for selected texts which include a pre-printed page of text for recording purposes.
- Running records can be taken on any text at any time on a blank piece of paper or a blank 'Running Record Sheet.'

## Running/Reading Records

Running/reading records provide a reliable assessment of oral reading on continuous text. The teacher uses standard conventions to document what the child is saying and doing as he reads. The use of standard procedures for coding, scoring, analyzing and interpreting the record ensures that the record taken is a reliable measure of student performance. At this time the teacher can also take the opportunity to assess for comprehension and fluency.

Running/reading records are useful in several ways:

1. To inform and plan instruction for whole group, small group, and individual students.
2. To assess text difficulty in matching texts to readers.
3. To group (and re-group) children into appropriate guided reading groups.
4. To monitor children's reading progress over time.
5. To closely observe students who have particular difficulty in the area of reading.

The running record is an excellent way to assess the way in which students are processing print. By taking and analyzing running records, teachers can determine the strategies and cuing systems students are using when they read as well as those with which they need some support.

*(Atlantic Canada English Language Arts Curriculum, Grades E-3, p. 250)*

## Continuum of Reading Development

Although the paths that children will take to develop effective systems of processing will be different, some common patterns of behaviours can be noticed and placed along a continuum. In order to facilitate the discussion amongst educators, our language arts curriculum (English, French and French Immersion) shows this continuum as progressing from early emergent, emergent, and early reading behaviours, through transitional, to fluent reading behaviours.

Early emergent and emergent readers are found predominantly in kindergarten-grade 1, early readers predominantly in grades one and two, and transitional readers predominantly in grades three and four, and fluent readers predominantly in grades 4-6. In any given classroom there may be students at all of these stages of development in their growth as readers. (*Kindergarten Integrated Curriculum Document, Atlantic Canada English Language Arts Curriculum Guides E-3, 4-6.*)

***(Please note that the terminology associated with the various levels on the continuum convey different meanings in francophone and immersion classrooms. Please refer to the Programme d'études for the French version of the continuum.)***

## The Role of The Teacher

A teacher's goal is to support students as they develop their reading skills on increasingly difficult text. To achieve this goal, teachers need to:

- understand what readers do (to understand the visible and invisible sources of information as well as the systems of strategic actions used by effective readers).
- observe and record what students do as they read (to observe and record the reading behaviours of students, keeping in mind the systems of strategic actions).
- analyze their students' reading behaviours (in order to understand the student's *zone of proximal development*\* in terms of the next best teaching and texts which are appropriate).
- design and teach lessons to help students progress as readers (while using texts of various genres which are at an appropriate level).

\* When a learner is working on the edge of her/his current ability and reaching out to develop a more complex level of understanding she/he is considered to be working in her/his '*zone of proximal development*' (Lev Vygotsky, 1978).

## Text Complexity and End-of-grade Expectations

Students' literacy development is enhanced with teachers understand the continuum of reading development, and select texts that correspond with the student's zone of proximal development. It may be helpful to consider the following guidelines: **(Please note that there are differences in the terms used in Francophone and Immersion classrooms)**

- characteristics of books identified as levels A-C are appropriate for emergent stage,
  - characteristics of books at level D-K for early stage,
  - characteristics of books at levels at L-P for transitional stage, and
  - characteristics of books at levels Q-Z for fluent and extended fluent readers.
- (Adapted from Fountas and Pinnell Benchmark Assessment System 1 and 2, 2<sup>nd</sup> Ed.)*

Running/reading records provide information to plan focused reading instruction and to select books at an appropriate difficulty level. The following tables provide descriptions of grade level progressions in reading development for English, French, and French Immersion students on Prince Edward Island.

It must be emphasized however, that this process of literacy development is not lockstep or linear. The rate of progress varies for each child. The goal is to accept children where they are and provide opportunities for them to build on their understanding. Through ongoing and meaningful assessment, educators become aware of the child's stage of literacy development.

## Grade Level Progression for English Language Arts

Grade	Stages of Literacy Development Throughout Each Grade Level	Minimum Expectations for Year-End Instructional Reading Level (See Appendix A)
K	<p style="text-align: center;"><b>Early Emergent and Emergent</b></p> <p>During the <b>early emergent</b> stage (usually occurring at the beginning of kindergarten), children view reading and writing as something people do. They attempt to read by using pictures, and they do not realize that print carries a message. Initial reading attempts involve labeling and commenting on pictures, telling a story in oral-like language, and using written-like language to tell the story from pictures. Writing in the early emergent stage is characterized by scribbles, letter-like shapes, and imitative cursive writing. Children relate these initial writing attempts to speech.</p> <p><b>Emergent readers</b> (found predominantly in kindergarten and grade one) know that language can be recorded and revisited. They understand that the text, as well as the illustration, conveys the message or story. They try to read the print using pictures to predict the text. They may role-play as readers, relying on memory to reread familiar stories. By the end of this stage, students understand directionality and one-to-one matching and are usually able to recognize some words in various contexts. They are beginning to use graphophonics as well as meaning to predict unknown words. They are able to discuss what is happening and what is likely to happen.</p>	<p><b>C</b> (Emergent)</p> <p>Refer to CAMET Reading Achievement Standards</p>
1	<p style="text-align: center;"><b>Emergent and Early</b></p> <p><b>Emergent readers</b> * see above description.</p> <p><b>Early readers</b> (found predominantly in grades one and two) show increasing knowledge of print conventions. They exhibit growing confidence in using their background experience, taking risks in making approximations, and using context and letter sound associations to sample, predict, and confirm. They are beginning to self-correct. They know the basic relationships between the most common sounds and letters and have a basic sight word vocabulary of functional words.</p>	<p><b>I</b> (Early)</p> <p>Refer to CAMET Reading Achievement Standards</p>



Grade	Stages of Literacy Development Throughout Each Grade Level	Minimum Expectations for Year-End Instructional Reading Level (See Appendix A)
2	<p style="text-align: center;"><b>Early and Transitional</b></p> <p><b>Early Readers</b> * see above description</p> <p><b>Transitional readers</b> are found predominantly in grades three and four, although students begin to exhibit some characteristics of transitional reading and writing in late grade two. Transitional readers begin to consciously set purposes for reading. They read texts for interest and information or because they are written by favourite authors. They integrate cues as they use the reading strategies of sampling, predicting, and confirming/self-correcting. They self-correct miscues quickly, confidently, and independently. They have a range of strategies in place to help them construct meaning. Their rate of reading increases and they prefer to read silently.</p>	<p style="text-align: center;">M (Early/ Transitional)</p> <p>Refer to CAMET Reading Achievement Standards</p>
3	<p><b>Transitional</b> * see above description</p>	<p style="text-align: center;">P (Transitional)</p> <p>Refer to CAMET Reading Achievement Standards</p>
4	<p><b>Transitional</b> * see above description</p> <p><b>Fluent Readers</b> found predominantly in grades 4-6 use a variety of strategies automatically when reading and have internalized self-correcting strategies. They use their knowledge of text structure to construct meaning and make both personal and critical responses to what was read. They choose confidently and wisely from among a range of reading material.</p>	<p style="text-align: center;">S (Fluent)</p> <p>Refer to CAMET Reading Achievement Standards</p>
5	<p><b>Fluent Readers</b> * see above description</p>	<p style="text-align: center;">V (Fluent)</p> <p>Refer to CAMET Reading Achievement Standards</p>
6	<p><b>Fluent Readers</b> * see above description</p> <p><b>Extended Fluent Readers</b> have an extensive vocabulary and are able to read very complex and sophisticated texts with understanding. They use multiple strategies and easily synthesize information and construct new meaning.</p>	<p style="text-align: center;">Y (Fluent)</p> <p>Refer to CAMET Reading Achievement Standards</p>

(The Atlantic Canada English Language Arts Curriculum: Grades E-3, 4-6, 7-9; Integrated Kindergarten Curriculum Document.)

## Grade Level Progression for French First Language Language Arts

Progression of competency in reading over time

\*Translation of the September 2010 Version

Grade Level	Changes in Reading Behaviours	Text characteristics and minimum expectation of text level which student can read at <b>year-end independent</b> level
<b>Kindergarten</b>	<b>Lecteurs en éveil (Early emergent)</b>	
Kindergarten/ very beginning of grade 1	<b>Lecteurs en émergence</b> (Emergent readers) begin to be conscious of print. They like listening to stories and become aware of the difference between the vocabulary and syntax of oral language and that of written language. While reading, they match the voice and the print, word by word from left to right. They will start by pointing but quickly will let the eyes guide them on the line. Emergent readers rely on meaning (including information from the picture) and language structures to read very simple and often repetitive texts. They use certain visual information to self monitor while reading (initial letter for example). They are learning to hear sounds in words and to link them to letters. They recognize a few high-frequency words.	Note that in Kindergarten, the development of oral language is crucial. Living in an anglo-dominant milieu makes this goal even more essential. This stimulation of oral language will co-exist very well with the development of emergent reading knowledge and behaviours.
K/1	<b>Lecteurs débutants</b> (Early readers) read without pointing. They read easy texts with fluency while respecting punctuation. Early readers use multiple sources of information (meaning, structure, visual) in an integrated way while solving the meaning of texts and while solving words. They still use illustrations as an additional source of meaning but are able to solve the text while using less of this support. They can quickly identify most of the high frequency words in the context of their reading. They know many graphophonic elements (clusters, etc.) and use this information to solve words especially with texts from levels E and up.	C Instructional Target for end of Kindergarten
1re		D
1re		E
1re		F
1re		G
1re		H Minimal target for end of grade one (Revised in 2010)

1re/2e	<p><b>Lecteurs en transition</b> (Transitional readers) read silently most of the time. When reading orally they will do so with fluency. They use multiple sources of information (M, St, V) with flexibility to self-monitor, self-correct and to solve the meaning of words and text. The illustrations enhance their understanding and they use the graphic information in informational books to gain more meaning. They have automatized a large number of high frequency words which they apply when reading text. They are starting to read books of different genres on different topics. They are learning to sustain their attention on longer texts, including short chapter books.</p>	I Target for end of grade one (Revised in 2010)
1re/2e		J
2e		K
2e		L Minimal target for end of grade two (Revised in 2010)
2e/3e		M Minimal target for end of grade three (Revised in 2010)
3e	<p><b>Lecteurs en voie d'autonomie</b> (Readers who are reading at a self-extending level) read silently most of the time and with fluency when asked to read aloud. They use all sources of information (M, St, V) in an integrated way. They solve words in a flexible manner and make excellent attempts at solving multi-syllabic words which are new to them including more technical words. They continually construct their general knowledge which they use to read and which they learn as they read. By reading a variety of texts, they learn more about the reading process while building their capacity for high level thinking. They are able to read longer books and sustain their attention on a book for several days.</p>	N Target for end of grade three (Revised in 2010)
3e/4e		O Minimal target for end of grade four (Revision 2010 - draft to continue to be revised)
3e/4e		P Target for end of grade four (Revision 2010 - draft to continue to be revised)
4e		Q Minimal target for end of grade five (Revision 2010 - draft to continue to be revised)
4e/5e		R Target for end of grade five (Revision 2010 - draft to continue to be revised)
6e	<b>Lecteurs avancés</b>	R et R+ Target for end of grade six (Revision 2010 - draft to continue to be revised)

(Note: The Description of Reading Behaviours in this grade level progression was inspired by the work of Irene Fountas and Gay Su Pinnell in their book *'Leveled Books for Readers 3-6'* (2002), as well as the observations of our readers.)

# Grade Level Progression for French Immersion Language Arts

Progression of competency in reading over time

\*Translation of the September 2010 Version

Grade Level	Changes in Reading Behaviours	Text characteristics and minimum expectation of text level which student can read at independent level
<b>Kindergarten</b>	<b>Lecteurs en éveil (Early emergent)</b>	
Kindergarten/ beginning of grade 1	<b>Lecteurs en émergence</b> (Emergent readers) begin to be conscious of print. They like listening to stories and become aware of the difference between the vocabulary and syntax of oral language and that of written language. While reading, they match the voice and the print, word by word from left to right. They will start by pointing but quickly will let the eyes guide them on the line. Emergent readers rely on meaning (including information from the picture) and language structures to read very simple and often repetitive texts. They use certain visual information to self monitor while reading (initial letter for example). They are learning to hear sounds in words and to link them to letters. They recognize a few high-frequency words.	Texts A & B - books with one or two repeating structures of texts which have been taught and are part of the students' oral language. Note that in Kindergarten, the development of oral language is the most important goal. Living in an anglo-dominant milieu and being in a second language setting, makes this goal even more essential. This stimulation of oral language will co-exist very well with the development of emergent reading knowledge and behaviours.
K\1	<b>Lecteurs débutants</b> (Early readers) read without pointing. They read easy texts with fluency while respecting punctuation. Early readers use multiple sources of information (meaning, structure, visual) in an integrated way while solving the meaning of texts and while solving words. They still use illustrations as an additional source of meaning but are able to solve the text while using less of this support. They can quickly identify most of the high frequency words in the context of their reading. They know many grapho-phonetic elements (cluster, etc.) and use this information to solve words especially with texts from levels E and up.	C
1re		D
		E Minimal target for end of grade one (Revised in 2009-10)
		F
2		G
2/3	H Minimal target for end of grade two (Revised in 2011)	
	I Target for end of grade two (Revised in 2011)	

3	<p><b>Lecteurs en transition</b> (Transitional readers) read silently most of the time. When reading orally they will do so with fluency. They use multiple sources of information (M, St, V) with flexibility to self-monitor, self-correct, and to solve the meaning of words and text. The illustrations enhance their understanding and they use the graphic information in informational books to gain more meaning. They have automatized a large number of high frequency words which they apply when reading text. They are starting to read books of different genres on different topics. They are learning to sustain their attention on longer texts, including short chapter books.</p>	J
4		K Minimal target for end of grade three (to be revised)
5	<p><b>Lecteurs en voie d'autonomie</b> (Readers who are reading at a self-extending level) read silently most of the time and with fluency when asked to read aloud. They use all sources of information (M, St, V) in an integrated way. They solve words in a flexible manner and make excellent attempts at solving multi-syllabic words which are new to them including more technical words. They continually construct their general knowledge which they use to read and which they learn as they read. By reading a variety of texts, they learn more about the reading process while building their capacity for high level thinking. They are able to read longer books and sustain their attention on a book for several days.</p>	L
6		M (Bac 4) Target for end of grade four (to be revised)
		N (Bac 4) Target for end of grade four (to be revised)
		O (Bac 5) Target for end of grade five (to be revised)
		P (Bac 5) Target for end of grade five (to be revised)
		Q (Bac 6) Target for end of grade six (to be revised)
		R (Bac 6) Target for end of grade six (to be revised)

Note: The Description of Reading Behaviours in this grade level progression was inspired by the work of Irene Fountas and Gay Su Pinnell in their book, *Leveled Books for Readers 3-6* (2002).

## Two Types of Assessment: Formative and Summative

Depending on the type and purpose of the assessment, teachers might use seen or unseen text.

Seen text: text that has been read at least once before.

Unseen text: a text is considered unseen if a student has not attempted to read it in the past three months.

### *Formative Assessment*

Often referred to as *assessment for learning to guide and inform instruction*, formative assessment:

involves frequent interactive assessments designed to make student understanding visible so as to enable teachers to identify learning needs and adjust teaching accordingly. It is teacher-driven, and involves an ongoing process of learning and teaching.

### Running/Reading Records as Formative Assessment

#### *Assessment for Learning (Planning Instruction)*

For daily and ongoing assessment of student reading accuracy and problem solving, as well as for comprehension and fluency, use seen text to ascertain a student's instructional text level (90 to 94% accuracy for text levels A-K; 95 to 97% accuracy for text levels L-Z). *Please note: At reading levels A and B students are not assessed for fluency.* Instructional text level provides adequate opportunity for students to demonstrate and reinforce learned strategies; further skills are also developed with the support of an observant and skilled teacher.

**The purpose of completing a running/reading record at the instructional level is to gather data that will inform teaching with regards to what a student needs to learn next, while working within a student's 'zone of proximal development'.**

### Frequency of Running/Reading Record Assessment for Learning

Teachers need to consider what information is needed or relevant at a reader's stage of development: Emergent, Early, Transitional, or Fluent. (*The Atlantic Canada English Language Arts Curriculum: Grades E-3, 4-6*).

Fountas and Pinnell state:

We are tentative in the way we talk and think about children's in-the-head strategies because we are never certain what is going on there. We must rely on behavioural evidence, and that evidence must be collected over time. The teacher who is systematically taking running records of children's reading, ideally about one every two to four weeks, is building a pattern of evidence from which he can make fairly reliable hypotheses. He might want more frequent records (about every one or two weeks) on children who are making slower progress and need fewer records on children making very fast progress.

(*Guided Reading: Good First Teaching for All Children, Fountas and Pinnell*)

The teacher who is taking regular, on-going running/reading records, with instructional level text, will be able to identify more readily what processing strategies the reader is using. The less proficient the reader, the more frequently the records need to be taken.

A conversation can be held after the reading to assess for comprehension, keeping in mind the three levels of understanding with the *CAMET Reading Achievement Standards*. Immediately after the reading is also an optimum time to record observations regarding fluency.

*Tip: It can be especially helpful if the teacher is comfortable with taking those records “on the run” using just a plain sheet for recording. Therefore, they may be completed at any given time or place.*

The number of running/reading records that need to be taken decreases as readers become more proficient. Proficient readers have learned to orchestrate or process information from the three cuing systems in a balanced way.

During formative assessment, it is important to keep in mind:

- whether this assessment result is reflective of the student’s performance on reading tasks on a day-to-day basis.
- that **“seen text” is most often used** for formative assessment purposes. However, at times **“unseen text”** can also be used for formative purposes (e.g., beginning of year).

### ***Summative Assessment***

Often referred to as *assessment of learning*, summative assessment:

Assessment *of learning* involves strategies designed to confirm what students know, demonstrate whether or not they have met curriculum outcomes or the goals of their individual learning plans, or certify proficiency and make decisions about students’ future learning needs. Assessment *of learning* occurs at the end of a learning experience that contributes directly to reported results.

*(Atlantic Canada English Language Arts Curriculum: Grades 7-9)*

## Running/Reading Records as Summative Assessment

### *Assessment of Learning (i.e., year-end assessment)*

For the purpose of providing a “snapshot” of how the child is working on text at a specific time, teachers want to identify a text that the student is able to read independently/easily (95 to 100% accuracy for text levels A-K; 98 to 100% accuracy for text levels L-Z) with appropriate fluency and comprehension.

For consistency, the protocol for identifying the student’s independent level requires the use of an **unseen text** and adherence to the guidelines of the assessment tool.

## Frequency of Running/Reading Records Assessment of Learning

Generally teachers in the primary grades take formal [summative] running records about three times during the year. They do not spend time on extensive analysis with those students who are growing steadily and processing print effectively for their stage of development. Other students will require an in-depth analysis, and more frequent informal checks.

*(Atlantic Canada English Language Arts Curriculum: Grades E-3, p. 250)*

### **During summative assessment, it is important to keep in mind:**

- whether assessment results reflect the student’s performance on day-to-day reading tasks.
- that **“unseen text” is most often used** for summative assessment purposes.

## Running/Reading Records with Early Emergent/Emergent Readers

Early emergent/emergent readers are found predominately in kindergarten.

The following bullets describe the characteristics of an ‘emergent’ reader. When a child is observed displaying a cluster (or several) of these, the teacher could begin to take running records of text reading to capture reading behaviours and inform further instruction:

- reading/viewing as sources of interest, enjoyment and information.
- engaging in reading or reading-like behaviour as they experience a variety of literature.
- understanding that the text as well as the illustration conveys the message of story and uses pictures and prior knowledge to predict the text.
- using knowledge of oral language to make sense of text.
- beginning to notice some detail in the print including some high-frequency words and familiar letters.



- beginning to use graphophonics (letter-sound relationships) as well as meaning to predict unknown words.
- beginning to understand some early concepts of print including directionality, word, space, letter and sound.
- beginning to match one-to-one spoken to printed words.

## **Running/Reading Records with Fluent Readers**

Fluent readers are found predominantly in the upper elementary grades (see page 7).

Students who are reading at the *fluent stage of development* are effectively integrating processing systems, therefore the need for taking running/reading records decreases.

Older, proficient readers read fast and do much of their word solving and self-correcting automatically. The proficient reader is able to solve words quickly, silently and “on the run” (while reading). They can correct errors before saying them, which leaves the teacher with little or no evidence of the reader’s processing. Consequently, the relevance of the running/reading record information may diminish.

However, teachers in the upper elementary grades may find it helpful to complete a benchmark reading record assessment at the beginning of the year to assess text difficulty and inform instructional groupings for guided reading. They may also use this form of assessment to monitor progress periodically throughout the year. The teacher needs to capitalize on additional opportunities to listen to the students read orally and engage in “comprehension conversations” within various teaching contexts throughout the day (guided reading, conferences).

Students who experience difficulty with processing the sources of information and have not entered the fluent stage of reading development, need explicit instruction, and running/reading records can be a key source of information for such teaching. By *regularly completing formative running/reading record assessments* on a struggling reader, a teacher may be able to examine more closely the reading behaviours of the child and look for patterns over time, using this information to guide their instruction.

## In Summary

Running/reading records are valuable tools for assessing, evaluating, and monitoring students' literacy development and addressing student learning needs. They are especially useful for recording the early phases of literacy acquisition (K-2). They are useful for making informed decisions for instruction with struggling readers at any grade level. The more frequently a running/reading record is completed, the more aware the teacher will become of the individual reader's processing strategies.

For fluent readers who are effectively processing increasingly complex texts at grade level, it is not necessary to continue *regular ongoing* running records. Classroom teachers may find it helpful to complete a benchmark assessment at the beginning of the year, and periodically monitor progress throughout the year.

Classroom assessment and evaluations should be based on a variety of sources of information, in order to identify readers' strengths and needs, and to inform teaching. The running/reading record is one of the integral sources.

## Possible Resources

The following resources may be useful for additional information on the administration and use of reading/running records:

- *CAMET Reading and Writing Achievement Standards*, Kindergarten to Grade Six
- Fountas & Pinnell *Benchmark Systems 1 and 2, 2<sup>nd</sup> Edition*
- Leveled texts (PM/PM+ Books, *Literacy Place for the Early Years*, *Moving Up With Literacy Place*, Oxford Reading Tree Books, GB+, Alpha-jeunes, Colorissimo, etc.)
- PM Benchmark Kits
- Trousses d'Appréciation de rendement en lecture (GB+et Alpha-jeune)
- Trousse d'Appréciation de rendement en lecture (Île-du-Prince-Édouard)

This document, *Guidelines for Running/Reading Record Assessment for Grades Kindergarten to Grade 6* is also available on the Department of Education and Early Childhood Development web site <http://www.gov.pe.ca/educ/> and is available in French on the Francophone Provincial Literacy Team web site. The information can be found by clicking on Learning and Teaching Resources/Guidelines for Running/Reading Record Assessment for Kindergarten to Grade 6.

## **APPENDICES**

- A: Instructional Reading Level Expectations
- B: Benchmark Reading Levels
- C: Correlation of Reading Stage with Fountas and Pinnell Letter Level Text
- D: Independent, Instructional and Hard Level Texts:  
Accuracy and Comprehension
- E: Glossary



## Instructional Reading Level Expectations

The following table provides goals for development for students at their instructional reading levels.

Teachers should refer to the *CAMET Reading Achievement Standards* for end of grade level standards and *The Continuum of Literacy Learning*, (Fountas and Pinnell) for a description of reading behaviours and understandings for thinking within, beyond, and about the text at each level.

The primary purpose of assessment and evaluation is to inform teaching and this “process involves the use of multiple sources of information collected in a variety of contexts” (*Atlantic Canada English Language Arts Curriculum: Grades E-3*, p. 242). The use of a running record to identify reading levels is one of those sources of information.

Kindergarten	Does not meet Expectations		Meets Expectations	Exceeds Expectations
March	Below A		B	C - G
June	A		C	D - I
<b>Grade 1</b>	<b>1: Needs Improvement</b>	<b>2: Approaching Expectations</b>	<b>3: Meeting Expectations</b>	<b>4: Exceeding Expectations</b>
September	A	B	C	D - I
Nov.	A - C	D	E	F - J
Feb./March	A - E	F	G	H - L
June	A - G	H	I	J - M
<b>Grade 2</b>	<b>1: Needs Improvement</b>	<b>2: Approaching Expectations</b>	<b>3: Meeting Expectations</b>	<b>4: Exceeding Expectations</b>
September	A - G	H	I	J - M
Nov.	A - H	I	J	K - N
Feb./March	A - J	K	L	M - O
June	A - K	L	M	N - P
<b>Grade 3</b>	<b>1: Needs Improvement</b>	<b>2: Approaching Expectations</b>	<b>3: Meeting Expectations</b>	<b>4: Exceeding Expectations</b>
September	A - K	L	M	N - P
Nov.	A - L	M	N	O - Q
Feb./March	A - M	N	O	P - R
June	A - N	O	P	Q - S
<b>Grade 4</b>	<b>1: Needs Improvement</b>	<b>2: Approaching Expectations</b>	<b>3: Meeting Expectations</b>	<b>4: Exceeding Expectations</b>
September	A - N	O	P	Q - S
Nov.	A - O	P	Q	R - T
Feb./March	A - P	Q	R	S - U
June	A - Q	R	S	T - V
<b>Grade 5</b>	<b>1: Needs Improvement</b>	<b>2: Approaching Expectations</b>	<b>3: Meeting Expectations</b>	<b>4: Exceeding Expectations</b>
September	A - Q	R	S	T - V
Nov.	A - R	S	T	U - W
Feb./March	A - S	T	U	V - X
June	A - T	U	V	W - Y
<b>Grade 6</b>	<b>1: Needs Improvement</b>	<b>2: Approaching Expectations</b>	<b>3: Meeting Expectations</b>	<b>4: Exceeding Expectations</b>
September	A - T	U	V	W - Y
Nov.	A - U	V	W	X - Z
Feb./March	A - V	W	X	Y - Z
June	A - W	X	Y	Z

Note: There is a range indicated for the “exceeds expectations level” (strong at grade level) to ensure that children are being exposed to a variety of genres across a level and not being moved into levels of texts with content, themes and ideas that may not be age appropriate. Please do not go beyond the indicated range for proficiency level 4 when administering running records.

## Benchmark Reading Levels

There have been requests for the identification of benchmark reading levels for specific reporting periods.

Appendix A reflects this information. When using the ‘Instructional Reading Level Expectations’ table, it is imperative to consider the information below:

- Benchmark Levels are reported in *Instructional Level* rather than independent level.
- There has been a slight change in the end of grade level expectations. This change reflects the understanding that students are being asked much more of as readers, and their effective processing of text. Students are being asked to go deeper into their understanding of texts and read through a variety of genres at each specific level.

For example:

In the past, levels O-P were identified as **Independent Reading** levels for the end of Grade 3.

The revised table, (Appendix A) now indicates **Instructional Reading level** for June of Grade 3 at a level P. This would probably make independent level around an N-O, instead of O-P.

- Reading levels are an instructional tool for teachers. Teachers should refer to the *CAMET Reading Achievement Standards* for end of grade level standards and *The Continuum of Literacy Learning* (Fountas and Pinnell) for a description of reading behaviours and understandings for thinking within, beyond and about the text at each level.
- The primary purpose of assessment and evaluation is to inform teaching and this “process involves the use of multiple sources of information collected in a variety of contexts” (*Atlantic Canada English Language Arts Curriculum: Grades E-3*, p. 242).

The use of a reading record to identify reading levels is one source of information. Classroom teachers always need to be mindful of evidence collected from other assessment opportunities and think about how they pertain to the reading record information.

**Correlation of Reading Stage with Fountas and Pinnell Letter Level Text**  
**PEI Department of Education and Early Childhood Development**

Stage	Letter Level	The Atlantic Canada English Language Arts Curriculum reflects the following expectation for <b>instructional</b> reading.
Emergent	A	
	B	
Early	C	End of Kindergarten
	D	
	E	
	F	
	G	
	H	
	I	End of Grade One
	J	
	K	
	L	
	M	End of Grade Two
	N	
	O	
	Transitional	P
Grade 4  Transitional/ Fluent Readers	Q	
	R	
	S	End of Grade 4 <span style="float: right;"><i>* Overlap with Grade 5</i></span>
Grade 5  Fluent Readers	T	
	U	
	V	End of Grade 5 <span style="float: right;"><i>* Overlap with Grade 6</i></span>
Grade 6  Fluent Readers and Extended Fluent Readers	W	
	X	<span style="float: right;"><i>* Overlap with Grade 7</i></span>
	Y	End of Grade 6
Grade 7 and Beyond  Fluent Readers and Extended Fluent Readers	Z	

<b>Independent, Instructional and Hard Level Text: Accuracy and Comprehension</b>		
	<b>Levels A-K</b>	<b>Levels L-Z</b>
<b>Independent Level Text</b>  (Student reads <i>without</i> help)	95-100% Accuracy Excellent or Satisfactory Comprehension	98-100% Accuracy Excellent or Satisfactory Comprehension
<b>Instructional Level Text</b>  (Student reads <i>with</i> help)	90-94% Accuracy Excellent or Satisfactory Comprehension  <i>Or</i>  95-100% Accuracy with Limited Comprehension	95-97% Accuracy Excellent or Satisfactory Comprehension  <i>Or</i>  98-100% Accuracy with Limited Comprehension
<b>Hard Level Text</b>  (Student has great <i>difficulty</i> reading, even with help)	Below 90% Accuracy Any Comprehension Score  <i>Or</i>  90-94% Accuracy with Limited Comprehension	Below 95% Accuracy Any Comprehension Score  <i>Or</i>  95-97% Accuracy with Limited Comprehension
<b>Recommended Placement Level</b>	Best level for instruction after considering accuracy, comprehension, fluency, and processing strategies.	



## Glossary

**Reading Record:** An assessment tool which provides an opportunity for teachers to capture reading behaviour as it occurs during the oral reading of text.

A reading record is taken using prepared forms for selected texts which include a pre-printed page of text for recording purposes.

**Running Record:** An assessment tool which provides an opportunity for teachers to capture reading behaviour as it occurs during the oral reading of text.

A running record can be taken on any text at any time on a blank piece of paper or a blank 'Running Record Sheet.'

**References**

*Atlantic Canada English Language Arts Curriculum: Grades E-3 and Grades 4-6.* Halifax, NS: Atlantic Provinces Education Foundation, 1998.

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