

Lunch and Learn: Data Driven Decision Making

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Repurposing Running Records:

How might we rethink the use of running records with a larger mindset of using data to drive our instruction?

Past Use of Running Records

The wheel comes off the truck. It rolls down the hill. Faster and faster.

The wheel rolls through the field. It rolls past the cows. Faster and faster.

The wheel rolls through the barn. It rolls past the chickens. Faster and faster.

The wheel rolls toward the river. It rolls over the bridge. Faster and faster.

The wheel rolls into the school. It rolls out the door. Faster and faster.

The wheel rolls through the town. It rolls past the policeman. Faster and faster.

The wheel rolls into the garage. It stops rolling. The wheel is on the truck.

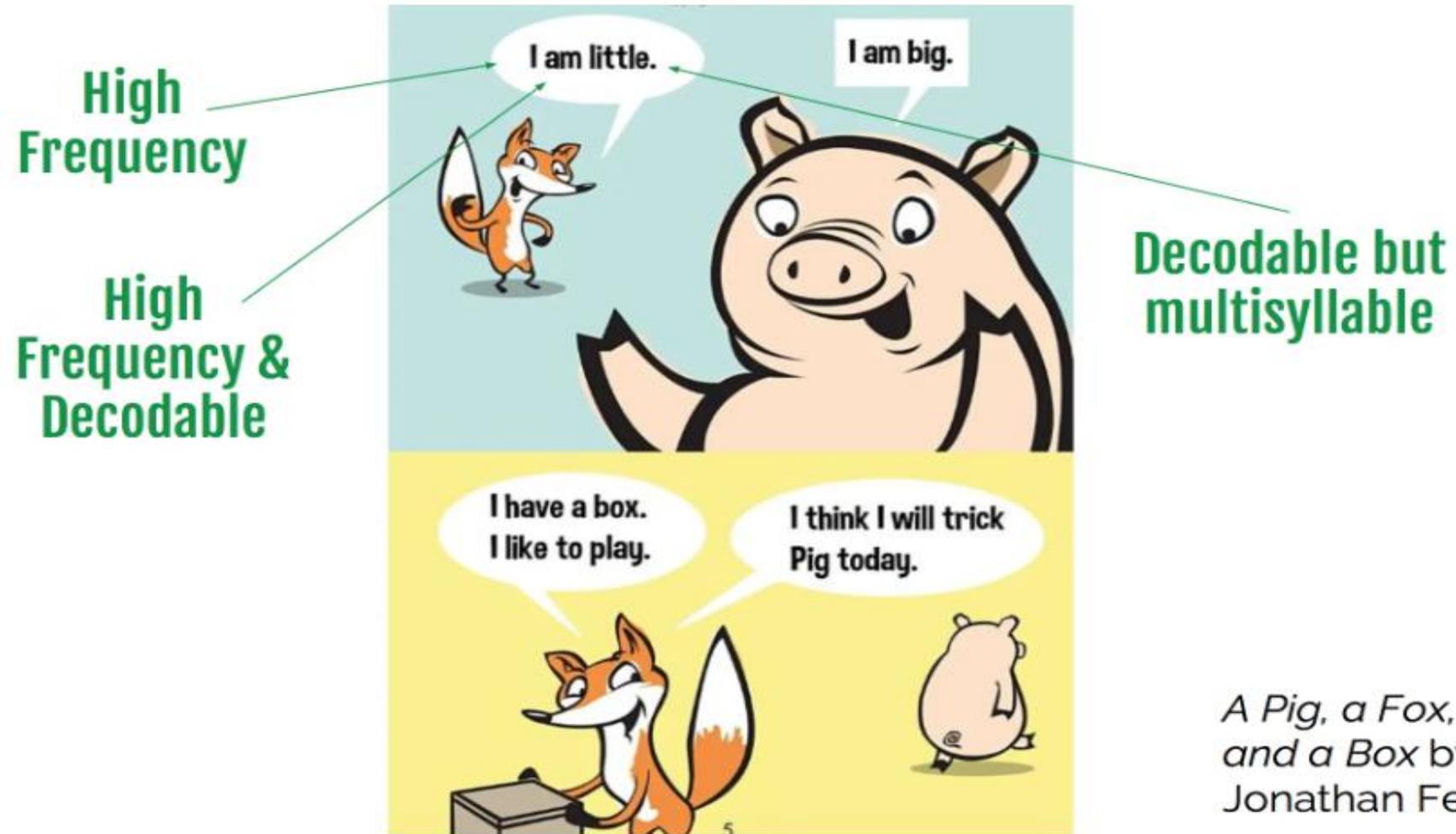
99 words within the passage

Level D – end of the Kindergarten

Measure for errors, self-corrections and the cues used in the past to determine the unfamiliar words.

From Reading A-Z; [Marking A Running Record | Reading A-Z](#)

Let's rethink the use of a running record!



An example of decodable text and the content that supports phonics instruction

[Transforming Practices Into Literacy \(constantcontact.com\)](http://constantcontact.com)

Text Complexity Grows as Skills Grow

The turtle has a hard shell on its back.

Arthur must hurry so he won't be late to class.

If you borrow something, you must return it later.

Jane can read about a current event in the newspaper.

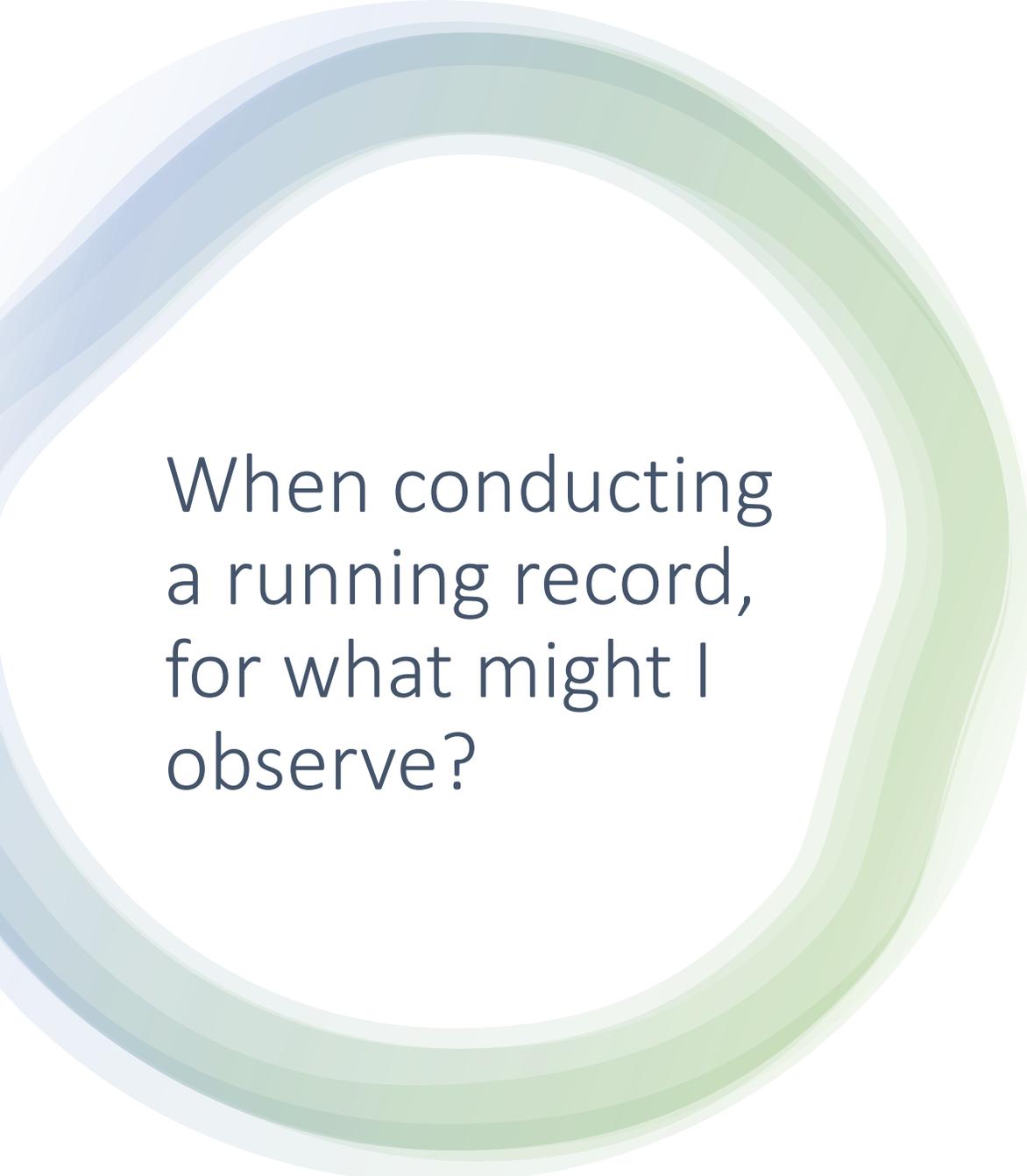
On Thursday, Arthur went to a surprise birthday party.

The burglar set off an alarm when he broke into the house.

Jean will carve up the roast turkey and serve it at dinner.

During the battle, the army tried to surround the enemy and force them to surrender.

([Ultimate Phonics Word and Sentence Lists](#), Lesson 221, p. 455)



When conducting a running record, for what might I observe?

Examine the **syllable types and high frequency words** used within the text; do the words within the text align with the grade level standards for instruction? What syllable type is the student experiencing difficulty identifying?

Observe the **strategies that the student uses to decode the unfamiliar words**? Can the student assign a phoneme to a grapheme to decode the word? Does the student use the heart word strategy to identify the unfamiliar word?

Assure that the student “reads” with **appropriate directionality** from left to right, top to bottom. (Aligns with the VASOLs.)

Continue to examine if the text is hard, instructional, or easy, as well as a comprehension check.

[Running Record Form from Reading Rockets](#)

Are running records or oral reading tests reliable or valid indicators of reading ability?

The reliability of oral reading tests and running records is **lower than the reliability of more structured, specific measures of component reading skills**. Teacher judgment of the cause of specific oral reading errors (e.g., miscue analysis) tends to be unreliable, and the category of “visual” errors is misnamed. On the other hand, timed, brief oral reading tests that measure words read correctly per minute are excellent predictors of future reading from about mid-first grade onward.

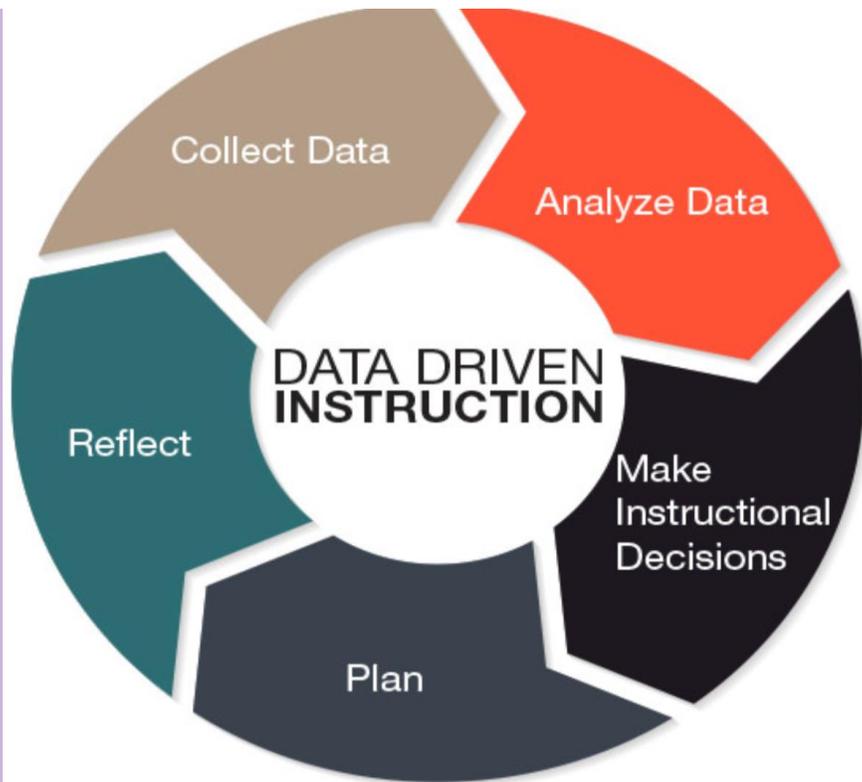
(Teaching Reading is Rocket Science; Moats, 2020, p. 22)

Teachers have used oral reading fluency assessments (ORFs) as fluency measures and potential comprehension measures.

Research indicates that contributions of ORF[s] differ by student subgroups, specifically socioeconomic status, limited English proficiency, and race/ethnicity as predictive of outcomes on high-stakes testing (Amendum et al., 2021, p. 758).

Using Data to Make Decisions

Chat box: What assessments do you or our teachers currently use in the classroom to drive instruction?



Questions to ask when considering which assessments to give your students.

- 1.) What is the assessment assessing?
- 2.) How will you use the data from the assessment?
- 3.) Is the assessment aligned to your state standards and or your students grade level expectations (including IEP's)?
- 4.) How long will it take to administer the assessment?
- 5.) How can you use this data to create lesson plans?
- 6.) How will you monitor progress?