

## 1 Graduate Credit - Online

### ED 589: Taking Running Records, Grades K-12

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Course Credit: 1.0 graduate credits

Dates & Times: Online: This 15-hour online, asynchronous course, divided into 10 modules. The student must spend a minimum of 1.5 to 2 hours per week over 10 weeks to complete this course.

#### COURSE DESCRIPTION:

This course is designed to teach participants how to take and score running records for use as baseline, midline, and end-line assessments in grades K-5. By matching students' instructional and independent reading abilities, participants will understand how to use running records to effectively match, select, and scaffold readers throughout appropriate text.

#### STUDENT LEARNING OUTCOMES:

Upon completion of this course, the student will be able to:

- Understand the value of benchmark assessments that incorporate qualitative judgments and quantitative analysis of student outcomes.
- Learn and practice with taking and scoring running records.
- Learn how to administer all facets of running records to assess all facets of oral reading, phonics, and fluency.
- Practice with scoring, analysis, and interpretation of running record data.
- Use data for planning and on-going instruction.
- Understand the distinction among Independent, Instructional, and Hard levels of reading in order to properly align and scaffold learners' needs to matching readers to appropriate text.

#### TEXTS, READINGS, INSTRUCTIONAL RESOURCES:

##### Required Text:

- Allington, R. L. (2009). If they don't read much ... 30 years later. In E. H. Hiebert (Ed.), *Reading more, reading better* (pp. 30–54). New York: Guilford Publishers.

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- Marie M. C. (2002). *An Observation Survey of Early Literacy Achievement (2nd ed.)* Auckland, New Zealand: Heinemann Education.
- Fountas, I., Pinell, G. (2015). *Benchmark Assessment System 1*. Portsmouth, NH: Heinemann.
- Johnston, P. *Running Records: A Self-Tutoring Guide*. York, Maine: Stenhouse Publishers.

### Recommended Text:

- Clay, M. (1991). *The Early Detection of Reading Difficulties*. Auckland, New Zealand: Heinemann Education.
- Fountas, I. C. and Pinnell, G. *Guided Reading: Good First Teaching for All Students*. Auckland, New Zealand: Heinemann Education.
- Fountas, The *Continuum of Literacy Learning: A Guide to Teaching*. Portsmouth, NH: Heinemann.

### COURSE REQUIREMENTS:

Students will have 10 weeks to complete each course, after which time they will be un-enrolled. If you need an extension, please email the instructor. Complete one module at a time. This is a 15-hour course. Each module will take approximately 1.5 to 2 hours to complete, give or take with some less and some more, to constitute 15 full instructional hours. The system will auto-check the course components when the requirements have been met. Requirements include reading lectures, viewing video, and responding to discussion prompts or scenario prompts. Keep in mind that:

- Some course elements are optional such as grade-band video and resources, in which case you can toggle over the check box and self-check to keep a record of your progress.
- Certificates of Completion will be made available in the final module once all assignments are submitted, participation and hours requirements met.

### In order to receive a Passing grade, the participant must complete the following course requirements:

- All discussion forums and/or scenario responses must include 1 original post to the question prompt and one to another student in the cohort.
- All video viewed. When there are several video divided by grade-band, select the appropriate and view.
- All books read in full, scrolling from beginning to end.
- All practice lessons and/or activities complete.
- All assignments complete (lessons or unit plans)
- Certificates will not be printable until all of the above conditions have been met, with a passing grade issued by the instructor.

### GRADE DISTRIBUTION AND SCALE:

#### Grade Distribution:

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Discussion Forums, Scenario Responses	30%
Lessons and/or activities	20%
Lesson and/or unit Plans	50%

### **Grade Scale:**

Grading will be Pass/Fail: A minimum score of 80% will be required to pass.