Running Record Inter-Rater Reliability Training – Trainer Agenda

Presented by Jennifer Jones & Deb Rosenella, Lake Myra Elementary, Media Center, August 20, 2010 1:40-4:00pm

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| Agenda Item | Who? | Speaking Points | Materials/Resources |
| 1:40-1:45 | Deb | CelebrationDesired Outcomes* Understand how to code errors and analyze student errors in oral reading
* Build reliable results in running record assessments across grades/schoolwide
* Know how to ascertain independent and instructional reading levels
* Understand how running records can guide our instruction
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| 1:45-1:50 | Jen | Error and Self-Correction Discussion with Table* Look at the SC and E chart on page 25 and discuss with your table the similarities and differences between the way you currently code and the way F&P would like us to code
 | Copies of Page 25 |
| 1:50-2:00 | Deb | Watch Oral Reading Part of Video #1* Everyone scoring the video at the same time
* Using Wake County Running Record form
* Gentle Reminder about the excess use of paper when running the the words of the story
* Upper grade way/Lower grade way – OK
* Fluency Timing by hitting the timer when they start reading….
 | Copies of Blank running record form |
| 2:00-2:10 | Amber | Analyzing the Errors* How to look at the errors and determine what type of cue (cueing system) should be circled and what cue should not be circled….what cues are the student using while reading (self-monitoring)?
* Participants are not analyzing right now…just recording.
 | Copies of M, S, V form from Kate. |
| 2:10-2:15 | Jen & Deb |  Guidelines for Using the Recording Form during Retelling  | F&P Retelling Guidelines Sheet |
| 2:15-2:20 |  | Watch Retelling Part of Video #1 |  |
| 2:20-2:50 | Deb | Discuss and Score at Tables* Reach consensus for each section including what counts for the additional understanding point at each table
* Share Out/Build Consensus for Within Text and Beyond Text parts of the form
* Wake County Retelling Form (Connections & Author’s Message or Lesson)
 | Retelling Form |
| 2:50-3:00 | Kate & Deb | F & P way to determine instructional/independent reading level * Give mock scenarios
* Agree that this is what we’re going to use
* Which letter goes on the growth line, their instructional level? Independent level?
 | Charts on page 45 |
| 3:00-3:10 |  | BREAK |  |
| 3:10-3:20 | Jen | Watch, score and discuss video #2 individually then with table groups | Running Record Form |
| 3:20-3:45 | Jen |  Build & Reach Consensus with the Score and the Level, section by section | Retelling Form |
| 3:45-4:00Closing | Deb | What does the “level” mean for instruction?What can we learn from the retelling data to help guide instruction?  |  |