



The role of Recording Forms across the Fountas & Pinnell Literacy™ brand: *A message from literacy leaders, Irene Fountas and Gay Su Pinnell*

Introduction: The Power and Purpose of Assessment

We recognize that the single most important factor in students' literacy success is skillful, informed teaching. The observation and assessment of students' learning are essential parts of the teaching process. As you observe and work with students during literacy instruction, you can gather important information that helps you:

- Understand the strengths and needs of individual students
- Determine your next teaching moves and make evidence-based, instructional decisions
- Monitor children's growing control of literacy behaviors and understandings
- Report students' progress to parents and administrators.

Simply put, assessment provides information that indicates what a reader can do and what he needs to learn how to do. It is an integral part of high-quality teaching. One cannot teach effectively without gathering information about the unique strengths and needs of each learner. When you respond precisely to each student's observable behaviors, you can meet students where they are and lead them forward with intention and precision. You collect data on your students for many purposes, one of which is to inform teaching decisions that lead to improvement in students' literacy abilities, and another is to document individual progress across the year and across the grades.

Assessment allows you to see the results of your teaching and make valid judgments about what children have learned how to do as readers and writers, what they need to learn how to do next, and what teaching moves will support them. In short, assessment makes evidence-based, student-centered responsive teaching possible.

*What we describe here is a running record, as designed by Marie Clay. The teacher takes the record on a blank form, making checkmarks for each word and following the exact number of words in the line. For the *BAS*, we provide forms with typed text, and so we call these "reading records." In all other ways, they are identical to running records. Typed text forms are provided for all books in *Leveled Literacy Intervention* and *Fountas & Pinnell Classroom*™.

Role of a Reading Record in Assessment and Observation

A running record, or reading record, is a coding, analysis, and scoring of a student's actual reading of a text, providing both quantitative and qualitative information.* Reading records are a critical assessment tool across the Fountas & Pinnell Literacy™ systems and can be used in two ways:

1. To conduct a benchmark assessment on unseen text at the beginning, middle, or end of the year to identify each student's instructional reading level and/or to identify students who need intervention to read proficiently at grade level. In this case, the students read an unfamiliar text with only a brief (one- or two-sentence) standardized introduction. This form of assessment (the *Benchmark Assessment System [BAS]*) is the most accurate, efficient, and conservative way to assess a student's current reading ability. That is, you learn what the student can do *without teaching*.
2. A running record or reading record can also be used to measure continuous progress in response to teaching. In this case, you administer the reading record at regular intervals (given the number of students in your class as well as student needs). You take the record on yesterday's new text, which has been read *once* with your teaching support. This gives you an ongoing check on the student's response to your teaching. The measure is a good indication of how the student is taking on new literacy behaviors and applying what he is learning to reading texts. Like the *BAS* record, you code, score, and analyze the student's reading behaviors. While the coding and scoring are important (that gives you the "bottom line" as to how accurately the student can read the book), the analysis is even more important. Since this is the second reading, you would expect high accuracy and fluency.

Assessment in BAS, FPC and LLI at-a-Glance

	<i>BAS, 3rd Edition Benchmark Assessment System</i>	<i>FPC GUIDED READING Fountas & Pinnell Classroom™</i>	<i>LLI (All Editions) Leveled Literacy Intervention</i>
Type of assessment:	• Interval	• Continuous	• Continuous
Purpose of assessment:	<ul style="list-style-type: none"> • Determine optimal learning level • Assess to inform instruction 	<ul style="list-style-type: none"> • Observe significant oral reading behaviors: pauses, repetitions, errors, self-corrections, fluency, accuracy • Observe evidence of student using strategic actions: summarizing, predicting, making connections, synthesizing, inferring, analyzing, critiquing • Monitor student progress • Analyze and inform teaching 	<ul style="list-style-type: none"> • Observe significant oral reading behaviors: pauses, repetitions, errors, self-corrections, fluency, accuracy • Observe evidence of student using strategic actions: summarizing, predicting, making connections, synthesizing, inferring, analyzing, critiquing • Monitor student progress • Analyze and inform teaching
Material used to assess: (book familiarity)	• Cold read on an unseen text	• Reread of yesterday's new book [seen or familiar text]	• Reread of yesterday's new book [seen or familiar text]
Books in the System:	<ul style="list-style-type: none"> • Written expressly for the purpose of literacy assessment • Each book is carefully written and calibrated to match the 10 text characteristics that underpin each level on the F&P Text Level Gradient™ 	<ul style="list-style-type: none"> • Engaging, high-interest, original titles—created specifically for the <i>FPC Guided Reading Collection</i> • Each book is carefully written and calibrated to match the 10 text characteristics that underpin each level on the F&P Text Level Gradient™ 	<ul style="list-style-type: none"> • Engaging, high-interest, original titles—created specifically for the <i>LLI System</i> • Each book is carefully sequenced and calibrated to match the 10 text characteristics that underpin the F&P Text Level Gradient™
Frequency of assessment:	• 2-3 times per school year	<ul style="list-style-type: none"> • Administer at regular intervals [assess each child once or twice a month] • Systematic frequency 	<ul style="list-style-type: none"> • Administer at regular intervals [assess each child every 2-3 weeks] • Frequency relies on teacher decision making
Type of Recording Form included:	<ul style="list-style-type: none"> • <i>BAS, First/Second Edition</i>: original Recording Forms • <i>BAS, Third Edition</i>: revised, clarified recording forms 	• <i>FPC, Guided Reading Collection</i> : revised, clarified Recording Forms	• <i>LLI, First and Second Editions</i> : revised, clarified Recording Forms
Language used for Guide to Total Score to describe a students' comprehension:	<ul style="list-style-type: none"> • Proficient • Approaching proficiency • Limited in proficiency • Not proficient 	<ul style="list-style-type: none"> • Proficient • Approaching proficiency • Limited in proficiency • Not proficient 	<ul style="list-style-type: none"> • Proficient • Approaching proficiency • Limited in proficiency • Not proficient
Guide to Total Score:	<ul style="list-style-type: none"> • 0-7 scale for <i>BAS, 1e and 2e</i> • 0-6 scale for <i>BAS, 3e</i> 	• 0-6 scale for <i>FPC Guided Reading</i>	• 0-6 scale for <i>LLI K-12</i>
Rubric included with Recording Forms:	<ul style="list-style-type: none"> • <i>BAS, Third Edition</i> = Yes • <i>BAS, Second Edition</i> = No • <i>BAS, First Edition</i> = No 	• <i>FPC Guided Reading</i> = Yes	• All <i>LLI Systems</i> = Yes

Enhancements to the Fountas & Pinnell Literacy™ Recording Forms

As our thinking and research continues to expand and evolve, we want to ensure our latest thinking is reflected across the Fountas & Pinnell Literacy™ brand and is accessible to you and your students. For that reason, all users of *LLI*, *BAS*, 3e, and *FPC Guided Reading Collection* will receive access to the new Recording Forms via Fountas & Pinnell Online Resources. Below are the enhancements that have been made to the new Recording Forms.

- **New Comprehension Conversation Scoring Rubrics:**

Purpose: Use the rubric in conjunction with the Recording Form in order to determine a student's comprehension score.

Details: The new rubrics enable a clarified and consistent administration, analysis, and scoring of the assessment. This rubric, by nature, shows you how to use the evidence from student's oral reading, talk, and writing to inform responsive teaching. Bottom line, it provides greater reliability to this portion of the assessment, sharpens your observation of literacy learning, and scaffolds your understanding of how to use evidence to assess student's literacy learning. The rubric reduces subjectivity and provides an objective lens through which to consider students' literacy learning.

- **Clarified Comprehension Conversation Scoring (Guide to Total Score):** We have found that teachers need more guidance on how to conduct the comprehension conversation portion of the reading record. To provide this help, we have more clearly defined this process through the creation of the new rubric and have updated the scoring criteria. As a result, we hope for more consistency and accuracy in scoring this portion of the assessment. Elimination of the extra point (which appears on the *BAS*, 1st and 2nd Edition Recording Forms) will bring greater consistency of scoring among teachers.
- **Revised Comprehension Conversation key understandings and prompts** to help you elicit key understandings from students during the conversation that align to *The Fountas & Pinnell Literacy Continuum*, Expanded Edition.
- **Updates to Online Data Management System, and the Reading Record Apps** to align with the above enhancements.

Rationale for Clarified Comprehension Conversation Scoring

In our ongoing work in schools, we observed many teachers administering and scoring the comprehension conversation portion of the *Benchmark Assessment System*. It became clear that gaining strong behavioral evidence of understanding using talk as evidence was new or unfamiliar to many teachers. Many teachers were not having enough opportunity for continuous professional development in standardized administration and evidence-based scoring. It was clear we needed to create additional guidance and tools to make the administration and scoring more standardized across teachers. Therefore, we created more detailed assessment guidelines. We also created new comprehension conversation rubrics to more clearly define the criteria for each comprehension score. With the clear guidelines and rubrics, we are confident that you and your colleagues will achieve consistency. The new guidelines and rubric will enable you to sharpen their observation of students' reading behaviors and strengthen the connection from assessment to instruction. With refinement comes reflection. Reflect on the assessment analysis and your observations, and engage in a discussion with colleagues to plan rich and comprehensive literacy experiences that meet learners where they are and bring them forward with intention and precision.

Versions of the Fountas & Pinnell Literacy™ Recording Forms

The Fountas & Pinnell Literacy™ Systems listed below include the new, clarified Recording Forms.

- *BAS*, Third Edition—part of the system purchase
- *LLI*, Second Edition for K–2—part of the system purchase
- *LLI*, First Edition for K–12—provided via Online Resources access as of August 15, 2017
- *FPC Guided Reading Collection* for K–2—part of the system purchase

Users of *BAS*, First or Second Edition will continue to use the original Recording Forms that came as part of the system. Access to the new, clarified Recording Forms will only come with the purchase of *BAS*, Third Edition because changes have been made to both the *BAS* Books and the Recording Forms. Because the actual text of a number of the books in the *BAS*, 3rd Edition have been modified (factual updates, etc.), using *BAS*, 2nd Edition books with *BAS*, 3rd Edition Recording Forms is not compatible, as the forms capture the exact text from the book that student is reading. This will affect the ability to score a reader's accuracy.

Consistency Between BAS, LLI, and the forthcoming FPC Recording Forms

Assessment is critically important to responsive teaching, and the reasons for observation and assessment of students' literacy learning vary. You collect data on students for many purposes. Most importantly, to inform teaching in a way that will improve students' abilities. There are two essential kinds of assessment:

1. Interval Assessment: assess to inform the direction of instruction
2. Continuous Assessment: monitor student progress and analyze the effects of teaching.

Taken together these two kinds of assessment are critically important to teaching and learning, and should be used in conjunction with one another. Teachers cannot teach effectively without gathering information about each learner. Assessment is an integral part of quality teaching. Teaching without continual and interval assessment is akin to “teaching without the children.”

We understand the critical importance of maintaining consistency in assessment protocols within schools and across districts. For customers still using the *BAS*, First or Second Editions (and

thus the original Recording Forms) you can be assured of its use in conjunction with the new, clarified Recording Forms that are part of *LLI* and *FPC Guided Reading Collection*. Why? Because *BAS* is an interval assessment used to determine an optimal learning level, while the other (*LLI* and *FPC Guided Reading Collection* Recording Forms) are continuous assessment tools used to monitor progress. In addition, the knowledge gained through use of the clarified Recording Forms and rubrics will naturally transfer to use with the *BAS*, 1st and 2nd Edition Recording Forms and thus result in greater reality over time.

Conclusion

We hope you will continue to engage in professional conversations in your school/district on assessment, student literacy behaviors, responsive teaching, and evidence of learning from *The Fountas & Pinnell Literacy Continuum* to determine appropriate assessment and learning goals for your students. We encourage you to visit www.fountasandpinnell.com for additional resources, and discussion around assessment and related literacy topics.



DEDICATED TO TEACHERS

800.225.5800 | www.heinemann.com