

Teacher Copy: Assessment for Independent Reading Levels
Levels L-Z+ (Fiction/Narrative)

Level L

Reader's Name _____ Grade _____ Date _____
Excerpt from *Pickle Puss* by Patricia Reilly Giff, pp. 4-7
Set 2, Level L 246 words

Independent Level:
Yes No
Accuracy Rate _____%

Book Introduction: Say this to the reader before he or she begins reading the student copy of the text: "In this story a girl named Emily is looking for a good book to check out from the library when she meets a boy named Freddie who tries to help her. Please read aloud the first section. (*Point to the line on the student copy to show the child where the first section ends.*) After this part, you may read the rest silently. If you need to, you can reread the first part. When you are finished reading, I will ask you to retell or summarize what you have just read."

- During and after the Running Record, you may make these observations and notes to inform instruction:**
- Self-corrects;
 - Pauses while reading to think;
 - Uses more than one strategy to figure out unfamiliar words;
 - Miscues make sense;
 - Miscues fit the syntax or structure of the sentence;
 - Miscues look similar to words in the text;
 - Figures out the meaning of unfamiliar words—
if the child mispronounces a word during the running record, ask the child if they know the meaning of the word when they finish reading the excerpt.

Running Record: For the first 100 words, record the reader's miscues (or errors) above the words as he or she reads. Later, you may or may not code them, using miscue analysis (MSV). Stop when the child has made five miscues and go back to the previous level.

Just then Mrs. Baker came over. She smiled at them.
All her freckles crinkled up.
"I'm going to find a book," Emily told her. "A good one."
"Right," said Mrs. Baker. "I'll print your name on the chart.
Then every time you read a book, you'll get a sticker.
You can put it next to your name."
Emily went to the shelves. She pulled out a book. Five Children and It.
It was too fat.
"I read that book," said a boy.
Emily looked at him. He had a nice face.
He was the fifth-grade monitor in school.
"My name (**100 words**) is Freddie S.," he told her. "That's a good book."

***** (Reader may read silently from this point on) *****

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Emily looked down at the book.

It had about a skillion pages.

It would take forever to read.

“Well...” she said.

“Go ahead. Try it,” said Freddie.

“I guess so,” Emily said.

She went to Mrs. Baker’s desk.

Too bad she didn’t have a skinnier book.

She looked back.

Freddie was talking with his friend,

Edward.

Emily stuck the fat book on the book cart.

She grabbed another one.

It was much skinnier.

She gave it to Mrs. Baker.

Mrs. Baker checked it out.

“You like snakes?” she asked.

“Yuck,” **(200 words)** said Emily.

Then she looked at the book.

There was a snake on the cover.

It was the kind with the fat neck.

Its tooth was sticking out.

“I mean, I love them,” Emily said.

She grabbed the book.

She went out the door with Stacy.

(246 words)

Scoring the Running Record for Accuracy and Oral Reading Fluency

Total miscues including self-corrected: _____

Self-corrections: _____

Miscues reader did not self-correct: _____

Accuracy Rate: Circle the number of miscues per 100 words the reader did not self-correct.

100 Words	100%	99%	98%	97%	96%
	0 miscues	1 miscue	2 miscues	3 miscues	4 miscues
95%	94%	93%	92%	91%	90%
5 miscues	6 miscues	7 miscues	8 miscues	9 miscues	10 miscues

- 96%-100% = independent reading level of accuracy
- 90%-95% = instructional reading level of accuracy

Oral Reading Fluency Scale – Circle the Level that Best Describes the Student’s Oral Reading *Note: Oral Reading Fluency is not taken into account until Level K for determining reading level, though it should of course be considered and taught into at earlier levels.

Fluent	Level 4	Reads primarily in larger, meaningful phrase groups. Although some regressions, repetitions, and deviations from text may be present, these do not appear to detract from the overall structure of the text. Preservation of the author’s syntax is consistent. Most of the text is read with expressive interpretation. Pace is consistently conversational.
	Level 3	Reads primarily in three or four-word phrase groups. Some small groupings may be present. However, the majority of phrasing seems appropriate and preserves the syntax of the author. Some expressive interpretation is present; this may be inconsistent across the reading of the text. The pace is mixed: there is some faster and some slower reading.
Non fluent	Level 2	Reads primarily in two-word phrases with some three or four-word groupings. Some word-by-word reading may be present. Word groupings may seem awkward and unrelated to larger context of sentence or passage. Beginning a little expressive interpretation, frequently first seen when reading dialogue. The pace is somewhat slow.
	Level 1	Reads primarily word-by-word. Occasional two-word or three-word phrases may occur—but these are infrequent and/or they do not preserve meaningful syntax. No expressive interpretation. The pace is noticeably very slow.

Adapted from: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Oral Reading Study and Zutell and Rasinski’s Multidimensional Fluency Scales (Zutell, J., & Rasinski, T. V. (1991). Training teachers to attend to their students’ oral reading fluency. *Theory Into Practice*, 30, 211–217. Please refer to the *Benchmarks for Student Progress* for details regarding Oral Reading Rate.

Retell:

Say, "Please retell this story." Be sure to retell the important parts, and to tell them in order." Write notes regarding the student's retelling on the back of this page.

If the student has trouble getting started or says very little, you may use non-leading prompting. Examples of non-leading prompting include: What happened next? Can you say more? Did anything else happen? Make a note that you needed to prompt the student, as you will want to teach this student how to self-initiate more elaborated retells.

Use the Sample Student Responses to determine if the child's retelling and responses to the comprehension questions are acceptable. See scoring guidance for specifics regarding how to account for the retell and the responses to questions in determining a student's independent reading level.

Comprehension: Questions: If the student's retell did not include answers to the following questions, please ask any/all of the questions that were not addressed. There are many acceptable responses to each question, some of which are listed below. The reader's response is acceptable as long as it demonstrates an accurate understanding of the text. As the reader answers each question, be sure to record the response carefully.

Question	Sample Acceptable Responses
1. <i>Literal:</i> How can Emily get a sticker by her name on the chart?	"...If she reads a book;"
2. <i>Literal:</i> What book does Emily check out of the library?	"... a book about snakes; a snake book"
3. <i>Inferential:</i> Why do you think Emily swaps the books? (Note: if student does not understand "swaps" try repeating the question using "changes.")	"... she doesn't like fat books because they have a gazillion pages; she wants a skinnier book; the book Freddie recommended was too long"
4. <i>Inferential:</i> Why do you think Emily says "I love snakes!"?	"...she doesn't really like snakes, but she wanted a skinny book and the librarian would tell her to get another book; she's just pretending so she can keep the skinny book"

Notes on retelling (this may be a transcription or comments on students' ability to retell in order and prioritize the key story elements):

Student's replies to comprehension questions (if necessary because not addressed in retell):

1)

2)

3)

4)

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Final Score

Yes No Was the reader's accuracy rate at least 96%?

Yes No Did the student read with fluency? (a score of 3 or 4 on the Oral Reading Fluency Scale)*

Yes No Did the reader demonstrate literal and inferential comprehension through one of the following combinations of retell and responses:

- A clear, accurate retell that incorporates answers to three out of four comprehension questions. (This may be with or without non-leading prompting. See directions for retell for more about non-leading prompting).
- A mostly accurate retell PLUS acceptable responses to three out of four of the comprehension questions (answered or included in the retell). The retell need not be well-crafted or completely comprehensive, but if it indicates mostly inaccurate comprehension, try the next level down.

Is this the student's independent reading level?

- If you did NOT answer "yes" to all questions in this **Final Score** box, try an easier text. Keep moving to easier texts until you find the level at which you are able to answer "yes" to all questions in the **Final Score** box.
- If you answered "yes" to all questions in this **Final Score** box, the student is reading independently at this level. However, it is possible that the student may also read independently at a higher level. Keep moving to higher passages until you can no longer answer "yes" to all questions. The highest level for which you can answer "yes" for all questions is the student's independent reading level.

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