

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

Level P

Reader's Name _____ Grade _____ Date _____
Excerpt from *The Sloppy Copy Slipup* by DyAnne DiSalvo pp. 2-5
Level P 440 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: Brian is a student who doesn't think he can write good stories. He tells a story about a fishing trip with his family when they are in a boat ready to fish with a bucket of "minnows" for bait. Minnows are little fish that bigger fish like to eat. People who fish call the minnows "bait." They put one on their hook, throw their fishing line into the water and wait for a bigger fish to bite the minnow on the hook. Read to find out what happens during the fishing trip and what happens when Brian goes back to school."

- 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 of the passage, record each miscue above the relevant word as the student reads. You may decide to hear and record miscues for an additional 100 words to get a better portrait of the student's oral reading. See Teacher Guidebook for specific recording practices, and for guidance on analyzing the student's miscues towards future instruction. Use the Accuracy Rate calculator at the end of the text excerpt to determine if this student's accuracy demonstrates independence at this level. Use the Oral Reading Fluency Scale to determine if this student is reading fluently at this level.

I personally do not mind writing. The problem is that I never have anything exciting to write about. Thinking up an idea is the hardest part for me. Anything I ever think about writing is either too long, too short, or too boring.

For example, why do the kids call me Big Hig? Simple. I am the biggest kid in our class and my name is Brian Higman. End of story.

And how about my family? Well, let's see. I have a mother named Florence. My pop's name is George. My older brother is Denny. My younger brother is Stevie. **(100 words)** And I have a dog named Patches. **(107 words)**

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

I guess I could try to write something about them. But that's where the long and boring part comes in.

Once I tried to write about a fishing trip we all went on. It was the day my pop decided we needed to spend some family time together. The sun was shining like pizza. My mother got two fishing poles from the basement and sponged off the cobwebs. Denny and I wrapped five peanut butter and jelly sandwiches in tinfoil. Stevie was in charge of packing the snacks. Pop piled everything, including us, into our Subaru station wagon and off we went. **(209 words)** Mom turned up the radio while Denny played an air guitar in the backseat. Stevie counted and recounted the number of cookies he had in his bag. "One plus two is three. Three plus one is four." I was relieved to know that my little brother did not have any ideas to supply us with any of his so-called entertainment.

When we got to the lake, we unpacked our stuff into the little boat we rented. Well no sooner did Pop finally ripple our canoe to what promised to be a good spot for fishing, when Stevie began to feel sorry for the minnows we were about to use for live bait. He patted his life jacket. "Don't worry fishies," Stevie said in his superhero voice, "I'll save you." Then he picked up the pail of minnows and emptied the entire bucket into the water, yelling, "Free the fishies! Free the fishies!" You can believe me or not, but this really happened. Who wants to hear a story like that? I didn't think it was very good.

So instead of handing it in to Miss Fromme, I gave her a blank piece of paper. That was the first time I got a red zero.

Miss Fromme says that it is good practice to be aware of the ordinary things that happen in your life and learn to write them down.

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> What story did Brian end up turning in to his teacher?	"He didn't turn in anything; A blank piece of paper; No story"
2. <i>Literal:</i> What did Stevie do with the minnows they wanted to use as bait?	"He dumped them in the water; He said Go fish, Go and threw them in the water; He set them free"
3. <i>Inferential:</i> How do you think Brian felt when Stevie ruined their fishing trip by throwing away the minnows they wanted to use as bait?	"Bad because then they couldn't go fishing; Angry that his brother did that; Annoyed and this is why he thinks it's not a good story"
4. <i>Inferential:</i> Do you think the fishing story would have been good enough for Brian to write and turn in? Why or why not?	"Yes because it's not boring – it's funny; Yes because it was interesting; Yes because the teacher said write from your life and this is from his life; No because it's too personal and embarrassing"

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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