

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

Level R

Reader's Name _____ Grade _____ Date _____

Excerpt from *No More Magic* by Avi, pp. 20-22

Set 2, Level R 412 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:* "Chris's bike was stolen on Halloween night. Chris loved his bike, and he is working very hard to find it. He is hopeful because a man named Mr. Podler seems to have a clue. But Chris's parents have other thoughts. 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.*

I just didn't feel like doing anything much for the rest of the day. Mike went out with his friends so I stayed up in my room and played, building a neat castle and fighting a war with the plastic knights my mother had gotten for me. I made one Merlin The Magician. That was Saturday.

The next morning, Sunday, we had our usual family breakfast, about the only time the bunch of us get to sit down and take as long as we want. About halfway through my mother said, "I have an idea."

Now when she or my **(100 words)** father says that, that's not what they really mean.

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

It's their way of announcing they've decided something.

"Maybe we should get you another bike," she said. "Mr. Bullen is open on Sundays. I'm sure we could find one."

"What happens if he finds the one he lost?" asked Mike.

"I doubt very much if he will," my father said.

"Mr. Podler said he saw someone with it," I reminded him.

"We all know about Mr. Podler," was my father's answer to that. "Someday I'll tell you about the ghosts he saw in City Hall."

"Don't you want a bike?" my **(200 words)** mother asked.

Mike's question was the right one. "What happens if my old one turns up?" I asked.

"We'll worry about that if it happens," suggested my mom. "It's up to you. We can get one if you want."

"If I do get a new one, does that mean I have to stop looking for the old one?" I wanted to know.

"I don't see much point in looking," said my father. "But if you want to, there's no one saying you can't."

"Okay, I'll get one."

"I'll go with you," Mike said suddenly. "I need some radio parts."

It **(300 words)** was eleven when my mother, Mike with his radio parts box, and I got into the car and drove to Mr. Bullen's junk yard a little way out of town.

My mother has always had a particular liking for Mr. Bullen, and since she likes junk, it's not hard to see why. The lot is something kind of hard to describe. It has just about everything in the world piled up in heaps, piled up so much that it's hard to find anything. There are some sections, such as shutters, or bathtubs, but aside from those, you just have to **(400 words)** go looking and there are more hiding places there than anywhere else. **(412 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.

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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 do Chris's parents think will make Chris feel better about his lost bike ?	<i>"getting a new bike; getting another bike"</i>
2. <i>Inferential:</i> Chris' dad says, "We all know about Mr. Podler...Someday I'll tell you about the ghosts he saw in City Hall." What do you think he means by this?	<i>"... Mr. Podler doesn't always tell the truth; you can't trust him; he makes stuff up"</i>
3. <i>Inferential:</i> Will Chris stop looking for his old bike when he gets another? How do you know?	<i>"... no, because he keeps asking about his old bike; no because he thinks he might still find it; no, because he and his brother are still asking about it."</i>
4. <i>Inferential:</i> Do you think Chris will like a bike from Mr. Bullen's junk yard? Why or why not?	<i>"...no because he is still so interested in finding his old bike – he really only wants that one; no because the way the junk yard is described everything is so dirty and run down and Chris like things neat – like his toys in the beginning; yes because it says you can find anything at the junk yard, so there may be bikes there that he likes; yes because he says "OK, I'll get one." and a new bike is better than no bike."</i>

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) What do Chris's parents think will make Chris feel better about his lost bike?

2) Chris' dad says, "We all know about Mr. Podler...Someday I'll tell you about the ghosts he saw in City Hall." What do you think he means by this?

3) Will Chris stop looking for his old bike when he gets another? How do you know?

4) Do you think Chris will like a bike from Mr. Bullen's junk yard? Why or why not?

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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.

*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 at earlier levels.

Please answer these questions in your own words. You may use extra paper if you need it.

1) What do Chris's parents think will make Chris feel better about his lost bike?

2) Chris' dad says, "We all know about Mr. Podler...Someday I'll tell you about the ghosts he saw in City Hall." What do you think he means by this?

3) Will Chris stop looking for his old bike when he gets another? How do you know?

4) Do you think Chris will like a bike from Mr. Bullen's junk yard? Why or why not?
