

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

Level T

Reader's Name _____ Grade _____ Date _____

Excerpt from *Going Solo* by Roald Dahl, pp. 41-42

Set 1, Level T 357 words

Independent Level:
Yes No

Accuracy Rate _____%

Book Introduction: Say this to the reader before he or she begins the student copy of the text: "Roald Dahl is the author of "Charlie and the Chocolate Factory," a popular children's book. You are going to read part of his autobiography – something that happened to him during World War II. He was stationed in East Africa, where snakes are common. 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 was walking across the grass towards the house and was about twenty yards away when I saw a large green snake go gliding straight up the veranda steps of Fuller's house and in through the open front door. The brilliant yellowy-green skin and its great size made me certain it was a green mamba, a creature almost as deadly as the black mamba, and for a few seconds I was so startled and dumbfounded and horrified that I froze to the spot. Then I pulled myself together and ran round to the back of the house shouting, 'Mr. Fuller! (100 words) Mr. Fuller!'

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

Mrs. Fuller popped her head out of an upstairs window. 'What on earth's the matter?' she said.

'You've got a large green mamba in your front room!' I shouted. 'I saw it go up the veranda steps and right in through the door!'

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'Fred!' Mrs. Fuller shouted, turning round. 'Fred! Come here!'

Freddy Fuller's round red face appeared at the window beside his wife.

'What's up?' he asked.

'There's a green mamba in your living-room!' I shouted.

Without hesitation and without wasting time with more questions, he said to me, 'Stay there. I'm going to lower the children **(200 words)** down to you one at a time.' He was completely cool and unruffled. He didn't even raise his voice.

A small girl was lowered down to me by her wrists and I was able to catch her easily by the legs. Then came a small boy. Then Freddy Fuller lowered his wife and I caught her by the waist and put her on the ground. Then came Fuller himself. He hung by his hands from the window-sill and when he let go he landed neatly on his two feet.

We stood in a little group on the grass at the **(300 words)** back of the house and I told Fuller exactly what I had seen.

The mother was holding the two children by the hand, one on each side of her. They didn't seem to be particularly alarmed.

'What happens now?' I asked.

'Go down to the road, all of you,' Fuller said. 'I'm off to fetch the snake-man.' **(357 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> What is the problem in this passage?	"... a big snake goes into the house; a green mamba is in the house; Roald Dahl has to help a family get away from a snake"
2. <i>Inferential:</i> "I saw a large green snake go gliding straight up the veranda steps of Fuller's house and in through the open front door." What are you picturing in this part?	"... the snake goes up the front porch; the snake is slithering up the steps into the house"
3. <i>Inferential:</i> Why did Mr. Fuller lower his family down out of the upstairs window instead of sending them out the front door?	"... because the snake went in the front door so was probably still in the downstairs of the house; so they didn't have to go past the snake in the house; so the snake wouldn't get them in the house"
4. <i>Inferential:</i> When it says that the family does not seem particularly alarmed, what does that make you think about the family? What else in the story supports your thinking?	"...They are used to dealing with snakes/it's not unusual for them where they live. Other supports:... Mr. Fuller knew what to do; there is a snake-man; they don't panic just keep cool and do what they need to."

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 is the problem in this passage?

2) "I saw a large green snake go gliding straight up the veranda steps of Fuller's house and in through the open front door." What are you picturing in this part?

3) Why did Mr. Fuller lower his family down out of the upstairs window instead of sending them out the front door?

4) When it says that the family does not seem particularly alarmed, what does that make you think about the family? What else in the story supports your thinking?

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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.

Name: _____ Date: _____

**In writing, retell what you just read.
Be sure to retell the important parts, in the right order.**

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

1) What is the problem in this passage?

2) "I saw a large green snake go gliding straight up the veranda steps of Fuller's house and in through the open front door." What are you picturing in this part?

3) Why did Mr. Fuller lower his family down out of the upstairs window instead of sending them out the front door?

4) When it says that the family does not seem particularly alarmed, what does that make you think about the family? What else in the story supports your thinking?
