

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

Level T

Reader's Name \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

Excerpt from *The Good Liar* by Gregory Maguire, pp. 17-19

Level T 396 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: "This is the story of a French family in the year 1940. In this passage, Rene, Pierre, and Marcel, the youngest children in the family, are on their way home from getting milk with their dog, named Mirabeau. 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 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 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.

Coming back one evening from the farm where we went to get milk, Pierre, René, and I began to run. Mirabeau pranced alongside us, yapping her delight. Pierre swung the milk pail around in a circle, and the milk stayed inside. This seemed a miracle to me!

"How does it do that?" I asked. I was too young to understand the force of centrifugal motion. "Let me try."

"You're too small," said René.

"Oh, let him try," said Pierre, peering at me kindly through his spectacles. (He had inherited them from the village doctor when the doctor died. It had **(100 words)** been hoped that seeing better might make him a little smarter, but that hope was soon dashed.

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

"He'll get us into trouble," said René.

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I was too small to get up enough speed to swing the milk pail. When Pierre let me try, the milk went slopping out over the road, splashing the dark wild weeds with dripping mustaches. I remember the milk even dotting the fretwork of a spider's web with tiny pearly drops, small as bugs' teeth.

This was a serious loss. There wasn't enough milk to waste in accidents, nor money for replacing it. Especially since our **(200 words)** father was away. Legally, it was all my fault; *I* had spilled the milk. Luckily, as the youngest I should get the lightest punishment. But Pierre and René felt bad. After all, *they* had swung the pail first. *They* had urged me to take a try. We chattered in fear, the threat of our angry mother more real and terrible to us than the threat of the approaching German army. Would it be possible to avoid punishment altogether?

"Think, René," commanded Pierre, who had draped his arm on my shoulder to cheer me up. He was strong and good to **(300 words)** me.

René thought. Then we made a detour. When we arrived back in our kitchen, we had a milk pail filled with opening iris blossoms. "Look," we chorused with our fake enthusiasm, "look what the nuns gave us!"

"Where's our milk?" asked Maman suspiciously.

"Oh, Mother Superior saw us on the road and begged us to give her the milk!" René was glib as a mockingbird. "They had a very, very, *very* sick nun who needed fresh milk right away. The mother superior gave us flowers from her garden to thank us for our Christian charity!" **(396 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.

<b>Fluent</b>	<b>Level 4</b>	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.
	<b>Level 3</b>	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.
<b>Non fluent</b>	<b>Level 2</b>	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.
	<b>Level 1</b>	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> Why was it a serious problem that the milk was spilled?	“... there wasn’t enough milk to be able to waste some; the family didn’t have enough money to buy more; they knew their mother would yell at them for wasting the milk”
2. <i>Inferential:</i> When Marcel sees Pierre swing the pail of milk he says it seemed like a miracle. What does Marcel mean when he says, “I was too young to understand the force of centrifugal motion”?	“... Marcel didn’t understand what centrifugal force could do milk; Marcel didn’t know that it wasn’t a miracle or magic but something scientific that kept the milk from coming out of the bucket; Marcel didn’t realize that because he was so little, the milk would probably spill when he tried to spin the bucket of milk”
3. <i>Inferential:</i> Why do you think the boys made up a story and lied instead of telling Maman the truth?	“... they didn’t want to tell Maman that they had played around and spilled all the milk; they were probably scared they were going to be punished by their mother; they were too scared of their mom to tell the truth”
4. <i>Inferential:</i> How do you think René felt after he lied to Maman? What makes you think this?	“... he lied pretty easily, so I think he may have felt proud that he was able to save them from getting in trouble; he may feel worried that he’ll get caught lying if Maman talks to Mother Superior and says something about the flowers; he may be scared of getting in even more trouble for lying; he felt happy and relieved to get away with spilling the milk”

**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) Why was it a serious problem that the milk was spilled?

2) When Marcel sees Pierre swing the pail of milk he says it seemed like a miracle. What does Marcel mean when he says, "I was too young to understand the force of centrifugal motion"?

3) Why do you think the boys made up a story and lied instead of telling Maman the truth?

4) How do you think René felt after he lied to Maman? What makes you think this?

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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 the important parts of what you just read.*

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**Name:**

**Date:**

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

*Question #1:* Why was it a serious problem that the milk was spilled?

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*Question #2:* When Marcel sees Pierre swing the pail of milk he says it seemed like a miracle. What does Marcel mean when he says, "I was too young to understand the force of centrifugal motion"?

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*Question #3:* Why do you think the boys made up a story and lied instead of telling Maman the truth?

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*Question #4:* How do you think René felt after he lied to Maman? What makes you think this?

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