

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

Level V

Reader's Name _____ Grade _____ Date _____
 Excerpt from *The Twenty-One Balloons* by William Pène du Bois, pp. 47-49
 Set 2, Level V 444 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: "Professor Sherman is an explorer who travels in a hot-air balloon called the *Globe*. Read to find out what happens when he begins a balloon trip near the city of San Francisco. 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 talk about the big or important things that happened in the story."

- 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.

When released, my balloon instantly and gracefully rose to a height of sixteen hundred feet, and kept this altitude as a swift wind carried me out over San Francisco and over the Pacific Ocean. Before taking off, I had lain down on my balloon mattress on the floor of my basket house and held tightly to two handles attached to the floor to bolster myself against the shock of a quick ascension. The first jolt was quite a large one, but as soon as the *Globe* reached its cruising altitude, which seemed to take only a minute or two, my (100 words) flying basket house was as calm and easy to move around in as if it were on the ground.

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

I swallowed several times to clear my ears because they felt stuffed up while the balloon was climbing fast. I got up off my mattress, straightened some books which had fallen from their shelves, and walked out on my porch to have a last look at San Francisco. It was a clear sunny afternoon, and I must say the city beneath me looked most beautiful. I noticed quite a few people looking up at me. Evidently the actual sight of my (**200 words**) giant balloon and basket house was considerably more exciting to see than pictured in the newspaper stories. I even noticed crowds of people running down the streets in the same direction that I was flying, so absorbed at looking up at me that they kept bumping into other people at street intersections. There was considerable confusion and even what appeared to me to be a street fight. This was most flattering.

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In less than ten minutes, I was out over water and watching the coastline disappear from view. Several sea gulls were following the Globe as it flew off over **(300 words)** the Pacific. Some of them rested occasionally on the balustrade around my porch, making my balloon descend a little; some of them rested on the silken surfaces of the balloon itself, which gave me some cause to worry. I knew the cloth, which was specially prepared and made to withstand tremendous punishment of all kinds, wouldn't be damaged by the gulls. But the sight of the birds, their sharp claws extended, coming in for a fast landing on my huge balloon, scared me to death.

Mariners have often told me that they consider sea gulls to be good luck and always feed them by throwing garbage overboard. I didn't have any garbage at that early stage of my trip and couldn't afford to spare any of my precious food for feeding birds so I had to risk misfortune and let the gulls go hungry.

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 does the narrator do before taking off in the hot air balloon?	"... he lies down on the bottom of the basket; lies on the mattress on the floor; lies down"
2. <i>Inferential:</i> What does the narrator teach the reader in this passage? What can we learn from reading this?	"... what it's like to look down at a city from above; how to conquer fears or face challenges; how preparation can help you take on new experiences"
3. <i>Inferential:</i> What makes you think the narrator might be going on a long trip?	"... there are books in his basket so he must be planning on reading them; he says goodbye to San Francisco; he says he doesn't have garbage at this stage, but that means he will later"
4. <i>Inferential:</i> Why is the narrator concerned about the sea gulls?	"... he sees their claws and thinks they will pop the balloon; he doesn't have food for the seagulls so maybe he will get bad luck"

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 does the narrator do before taking off in the hot air balloon?

- 2) What does the narrator teach the reader in this passage? What can we learn from reading this?

- 3) What makes you think the narrator might be going on a long trip?

- 4) Why is the narrator concerned about the sea gulls?

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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 does the narrator do before taking off in the hot air balloon?

2) What does the narrator teach the reader in this passage? What can we learn from reading this?

3) What makes you think the narrator might be going on a long trip?

4) Why is the narrator concerned about the sea gulls?
