

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

Level X

Reader's Name _____ Grade _____ Date _____

Excerpt from you don't know me, by David Klass, pp. 87-93

Set 2, Level X 1,293 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: "John doesn't like school much. He calls it "anti-school," and he calls his math class "anti-math. Read to find out what happens the next day in school. 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 am afraid as I walk to school. Every time I see a member of the secret sorority of pretty fourteen-year-old girls I look the other way.

I walk past Billy Beezer's house and see no sign of him. Besides his being suspended and grounded, it would not surprise me if Mr. and Mrs. Beezer have also chained him up in the basement. They have high hopes for their young Beezer. They believe that he will graduate first in his class from our anti-school, go to Harvard, become President, and also discover a cure for old age.

They cannot have **(100 words)** been too thrilled about his egg-roll-stealing caper.

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

I believe that the full wrath of the disappointed Beezer parents had descended on my friend who is not a friend. I look for his face in the window, but the curtains have all been pulled closed as if out of a deep sense of shame.

I arrive at school two minutes early. My locker is on the third floor, in a fairly remote corner. I turn the dial on the combination lock three to the left, four to the right, five to the left, but there are no hopeful clicks and the **(200 words)** door remains sealed tight. This does not surprise me. My locker does not work the way other lockers do. It is not at all impressed by correct combinations. My locker is far tougher and meaner than that.

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I do not dial the combination again right away. "Open up," I whisper. "I am in no mood for this today. If you give me trouble, you will regret it."

My locker does not respond, because it has no mouth, but what it is thinking is, "Take your best shot, doofus. My grandfather was a vault at Fort Knox and I don't open (**300 words**) for the likes of you."

I kick my locker so hard that I dent it. It is possible that I also fracture several of my toes. I begin to hop around in pain. And then I lower my injured foot and the pain vanishes because I see Glory Hallelujah herself in all her glory walking toward me, and she looks relatively happy, although she appears slightly baffled at something she has just seen. "Are you okay?" she asks.

"Oh, yes," I say, suddenly dizzy as the full force of her bright blue eyes is turned in my direction. Forgive me (**400 words**) for being dramatic, but it is like standing on a high hill, looking into a sunrise. "Fine," I gasp, "just fine."

Please see "Student Copy" for the remainder of the text.

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 Question:</i> In what way does the author show that John is shy? Please name at least two ways.	<i>[any two or more:] "he looks away whenever he sees a pretty girl; he has trouble finding words to talk; he gets giddy talking to Glory; he nods when she asks if he is shy"</i>
2. <i>Inferential Question:</i> "The lights of the universe blink on and off. Matter and antimatter nearly come together. She is smiling at me. At me!" What does the narrator mean when he says "The lights of the universe blink on and off."?	<i>"...he is surprised and confused that she is smiling at him; it doesn't seem possible that she can be smiling at him; this goes against everything he thought; this is so huge for him it's like the universe is changing"</i>
3. <i>Inferential Question:</i> Why does John say that he kicked his locker because he was practicing a soccer move?	<i>"...because that sounds way cooler than kicking your locker because it won't open; because he doesn't want to be embarrassed in front of a girl he likes"</i>
4. <i>Inferential Question:</i> The locker appears in the beginning and the end of the story. How do the narrator's feelings about the locker connect to his feelings about Glory at the beginning and the end of the story?	<i>"...with the locker, it's kind of just try it and you will be fine – that's like talking to Glory; at first he thinks his locker is impossible, like he thinks talking to a pretty girl is impossible but by the end both are possible; the locker finally opens just like finally he is able to talk to a girl"</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) In what way does the author show that John is shy? Please name at least two ways.

- 2) "The lights of the universe blink on and off. Matter and antimatter nearly come together. She is smiling at me. *At me!*" What does the narrator mean when he says "The lights of the universe blink on and off."?

- 3) Why does John say that he kicked his locker because he was practicing a soccer move?

- 4) The locker appears in the beginning and the end of the story. How do the narrator's feelings about the locker connect to his feelings about Glory at the beginning and the end of the story?

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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: <ul style="list-style-type: none">• 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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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) In what way does the author show that John is shy? Please name at least two ways.

2) “The lights of the universe blink on and off. Matter and antimatter nearly come together. She is smiling at me. *At me!*” What does the narrator mean when he says “The lights of the universe blink on and off.”?

3) Why does John say that he kicked his locker because he was practicing a soccer move?

4) The locker appears in the beginning and the end of the story. How do the narrator’s feelings about the locker connect to his feelings about Glory at the beginning and the end of the story?
