

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

Level 0

Reader's Name _____ Grade _____ Date _____

Excerpt from *The Kid in the Red Jacket* by Barbara Park, pp. 35-36

Level 0 340 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: "In this passage, a girl named Molly tries to befriend Howard, the narrator." 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.

"Hey! I got an idea!" offered Molly excitedly. "Why don't we go over to my house and sit there?"

It was like she hadn't even noticed that we weren't becoming friends. I shook my head and moved to the middle of the yard. Molly sat next to me and tried to grab my hand again. Then she wrinkled up her nose and grinned.

"I like you, Howard Jeeper," she said. "Do you like *me*?"

All of a sudden I just couldn't stand it anymore. That happens sometimes. You're going along, trying to put up with something, then all of a **(100 Words)** sudden it gets to you.

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

"Listen, I think you'd better go home now, okay?" I blurted. "I think I heard your mother calling."

Molly got a funny look on her face. "No, you didn't."

"Yes, I did!" I insisted, holding my hand up to my ear. "Listen. Didn't you hear her?"

Looking puzzled, Molly stared at me a second. Then suddenly her face seemed to lose its happiness.

“I didn’t hear my mommy calling,” she said in a small little voice. “And you didn’t either.”

“I did too,” I persisted. “I’m almost positive that I—”

“No, you didn’t!” Molly **(200 Words)** yelled, interrupting me. “You didn’t hear my mommy calling me because I don’t have a mommy anymore! She and my daddy got divorced from me! I just live with my nonny now!”

I didn’t know what to say.

“Oh,” I replied, finally.

Neither one of us spoke for a while. Then Molly took a deep breath, like she had been doing some serious thinking.

“My mommy might come get me someday, you know. Or maybe my daddy will....”

I was still feeling like a creep, so I just nodded. I probably should have said, “Sure, they will,” or something nice. **(300 Words)** But I didn’t.

“Well,” declared Molly, suddenly shaking her wild, frizzy hair all over the place. “I’m not going to think about that anymore. My nonny said I shouldn’t worry my pretty little head about it.”

“Okay,” I replied stupidly. **(340 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%
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> Where does Molly invite Howard to go?	<i>"...she invites him to sit at her house"</i>
2. <i>Literal:</i> Who does Molly live with and why?	<i>"... with her nonny (or grandmother) because her parents left her or divorced her"</i>
3. <i>Inferential:</i> Why do you think Howard pretends to hear Molly's mom calling her?	<i>"...he wants her to go away; he wants her to leave him alone and thinks he will make her go home; he didn't know that her mom doesn't live with her anymore"</i>
4. <i>Inferential:</i> How do Molly's feelings change from the beginning to the end of the passage? What specific details in the story make you think that?	<p><i>"...In the beginning Molly is feeling happy or excited about becoming friends with Howard. I know this because she invites him to her house and tries to hold his hand.</i></p> <p><i>By the end, Molly is feeling: sad because she realizes Howard doesn't want to be her friend; sad because she does not live with her parents anymore and misses them; angry because she realizes that Howard is trying to get rid of her</i></p> <p><i>I know this because the narrator says 'suddenly her face seemed to lose its happiness'; she starts talking in 'a small little voice' or 'she starts to yell and interrupt Howard"</i></p>

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)

2)

3)

4)

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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.

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