Level O

Reader's Name_____ **Grade**_____ **Date**_____

Excerpt from Mountain Bike Mania, by Angie Belcher, pp. 11-13

Set 1, Level O   301 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:* "In this passage, a boy named Joel sees a bike he would like to buy and his little sister, Ocean, helps him work toward getting it. Joel's bike is old. He needs a new bike to be able to keep up with the other boys at the bike track, especially a kid named Blake, who makes fun of Joel and his bike. In this scene, Joel is with his little sister, named Ocean. 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.*

The next morning, on the way to school, Joel and Ocean stopped outside Gravities Edge – the local bike shop. There in the window, gleaming under a dazzle of display lights, was a brand-new mountain bike.

"Wow, Ocean, check it out! I'd give anything to have a cool bike like that with front and back suspension, chrome-coated bars, and rocket sockets!"

"Just looks like a bike to me," she replied.

"If I had one of those, I could leave that Blake "The Brake" Bonnington in my dust. He wouldn't know what hit him!"

For the rest of the week, all Joel (100 words) could think about was mountain bikes.

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

Every afternoon, he stopped outside the bike shop and looked longingly in the window.

"Joel, you've got to stop dreaming about that bike and actually do something," Ocean coaxed. "I've got an idea. Why don't we set up a bike-cleaning stand at the track? You can clean off the muddy bikes, and I'll sell juice and cups of coffee. I could use Mom's thermos."

"But it would take months to get enough money," Joel sighed. "By that time, it will be gone."

"Well, you think of a better idea then!" Ocean replied.

The next **(200 words)** weekend, complete with buckets of soapy water, rags, juice, and coffee, Joel and Ocean set themselves up near the end of the track. Ocean had made a big sign that read: "Treat yourselves – have a drink while we clean your bike!"

Amused by the colorful sign, some of the older riders took advantage of the offer. By the end of the day, the children had cleaned ten bikes.

"Look at all this money, Joel. I guess that's a pretty good start to your bike fund," chirped Ocean brightly.

"Great," grumbled Joel. "I'll only need to clean about a hundred more **(300 words)** bikes!"

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. *Literal*: What do Joel and Ocean see in the store window?	*"… a brand new fancy bike; a bike with a lot of special things on it; a bike with things on it that would make him go really fast"*
2. *Literal*: What does Joel think will happen if he gets the bike he wants?	*"… it will make him better than the other kid; he will be able to ride faster; he will look cool"*
3. *Inferential*: How do you think Ocean probably feels about her brother Joel? What makes you think this?	*"… She loves him. She's not mean or bossing him around. She lets him take a look at the new bike. She has an idea to make the sale to get money for a new bike." "She wants to help him. She thinks of an idea to help him get the money for a bike."*
4. *Inferential*: In the passage, it says, "'Great,' grumbled Joel. 'I'll only need to clean about a hundred more bikes!'" What does Joel really mean here? Describe how he is feeling when he says this.	*"He is mad because it will take so long for him to get enough money."* *"He means that it's not nearly enough to buy a bike. He's disappointed."*

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)

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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course be considered and taught at earlier levels.