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

Level P

Reader's Name_____ Grade_____ Date_____	Independent Level:
Excerpt: Justin and the Best Biscuits in the World, **by Mildred Pitts Walter, pp. 4-6** **Set 2, Level P 295 words**	**Yes No** **Accuracy Rate_____%**

Book Introduction: *Say this to the reader before he or she begins reading the student copy of the text:* Justin has just arrived home from playing basketball and walks into the house to find his mother and two sisters, Evelyn and Hadiya. Read to find out about the interactions of the members of this family and how they make you feel about Justin. 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 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.*

"So it's about time you got home," Evelyn said. She took charge while their mama worked each day.

Justin spread his legs as if to take a firm stand. He hated Evelyn being the boss. He stared ahead and said nothing.

"See how he acts, Mama," Evelyn said. "He's that way all the time."

"Aw, Evelyn," Hadiya said, to protect Justin.

He liked Hadiya. Everyone said they looked alike: both dark, tall, and thin. Hadiya, two years older than Justin and three years younger than Evelyn, was the tallest. At ten years old, Justin was already almost as tall as Evelyn.

(100 words)

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

Evelyn went on, "He gets in here just before you every day, Mama. And he does nothing around here."

Justin lowered his eyes but still said nothing.

"And you ought to see his room. Like Grandpa's pig pen," Evelyn said.

Hadiya giggled. Justin cut his eyes on her. She retreated to set the table.

Finally Mama said, "Justin, where have you been?"

"At the playground," he answered.

"Every day, Mama. That's all he does."

"All right, Evelyn, I'll handle it," Mama said.

"But you always say you'll handle it and Justin gets away with murder," Evelyn said.

"That's enough, Evelyn." (**200 words**) Mama increased her firmness.

Justin smiled inside, glad his mother had rescued him as she always did. He looked at Evelyn as if to say, *You know I'm her favorite*. Then he felt put out with himself for getting home too late to help with the groceries. He had let his mother down. He waited for her to say something about his being late.

His mama said nothing as she took lettuce, tomatoes, cucumbers, and sprouts from the refrigerator to make a salad for dinner. Justin still waited. Finally she said, "Go wash up."

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% 0 miscues	99% 1 miscue	98% 2 miscues	97% 3 miscues	96% 4 miscues
95% 5 miscues	94% 6 miscues	93% 7 miscues	92% 8 miscues	91% 9 miscues	90% 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 are some of the complaints Evelyn has about Justin?	*"His room is dirty and he doesn't do anything around the house and he goes to the playground. That's all he does."* *"He doesn't help out – he is getting home too late."*
2. *Literal*: Which sister, Evelyn or Hadiya, does Justin like the best? Why?	*"He likes Hadiya the best because… she is nice to him; because people say they look alike; because she defends him when Evelyn yells at him; because Evelyn's too bossy"*
3. Inferential: How do you think Mama is feeling at the end of the passage? What makes you think that?	*"Annoyed at Evelyn because she says for her to stop talking"* *"Annoyed at Justin because he's not helping – she stands up for him but then doesn't really talk to him and tells him to go wash up "*
4. *Inferential*: Evelyn told her mother she lets Justin get away with murder? Do you think Evelyn is right? Why or why not?	*"She's just exaggerating. Mom is letting him get away with doing nothing, and he is just being himself. Evelyn wants the mother to punish Justin."* *"Yes because the mother stands up for him even though what Evelyn is saying is true. And then the mother doesn't say anything and doesn't make her help him with the groceries."*

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.

<u>Is this the student's independent reading level?</u>

- If you did <u>NOT</u> 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.