

Reader's Name _____ Grade _____ Date _____

Excerpt from *Old People, Frogs and Albert* by Nancy Hope Wilson

Level Q 560 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 part of the story, Albert's teacher, Ms. Dali, is talking to the class about Mr. Spear, a man who comes to school to listen to the students read. 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.

A few weeks later, in the middle of November, Ms. Dali announced, "Good news!" She waited till everyone was paying attention. Then she said, "Mr. Spear is out of the hospital."

Albert felt something jump inside his chest. "When's he coming back? Today?"

Ms. Dali didn't hear him, because everyone was asking questions all at once.

"One at a time," she said, and called on Safa.

"Can he talk now?" Safa asked.

"A little, but he isn't walking much yet. He's using a wheelchair."

Albert had put his hand up, but now he took it down. He held his breath (100 words) and let other kids ask the questions.

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

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

Level Q

Ms. Dali explained that Mr. Spear wouldn't be coming to school—not right away. He was much better, but he still needed lots of help and care. He couldn't live alone anymore. "At least he'll be living nearby," she said, "right up the street at the Pine Manor Nursing Home."

"Great!" Tiffany burst out. "Can we go visit?"

Albert looked out the window. He could still hear Ms. Dali's voice, but something louder was rushing in his head. Pine Manor. Mr. Spear was in Pine Manor. Albert squeezed his eyes shut. He hoped Ms. Dali would stop talking soon. **(199 words)** He hoped kids would stop asking questions. He wanted to do a hard math paper or something. He didn't want to think about Mr. Spear in Pine Manor.

"Albert?"

Ms. Dali was looking at him as if waiting for an answer.

"What?"

"Would you like to see Mr. Spear?"

Albert's mouth felt dry. He could see Tiffany smiling from the front of the room. "Sure," he said. Of *course* he wanted to see Mr. Spear. He wanted to see Mr. Spear walk into the room right now, his hair combed slick and his glasses pushing up into his eyebrows.

"Well," Ms. Dali said. "If you both want to, I guess we could do that."

Do what? Albert wondered, but Ms. Dali went right on.

"I'll call your parents during recess," she said.

She was calling kids' parents?

Ms. Dali handed out a math paper. "This one's tricky," she said, "so pay attention."

Albert had to wait till recess to ask someone what was going on. Safa was standing alone by the school wall, hunched over against the cold wind. Albert went up to him.

"Hi," Safa said.

"Hi."

“Cold.”

“Yeah.”

“Too bad about Mr. Spear.”

“Yeah.”

“He was kind of your friend, right?”

“Yeah.”

Safa was quiet for a minute. Albert took a breath, then came right out with his question.

“Why’s Ms. Dali calling our parents?”

“Not *our* parents,” Safa said. “*Your* parents. Yours and Tiffany’s. You were the only ones who said you wanted to go.”

“Go where?”

Safa looked at him. “Weren’t you listening?”

“Not exactly.”

“You’re going to visit Mr. Spear.”

“But he’s in...” Albert didn’t finish.

“Yeah. That Pine Grove place, or whatever. You walk by it, right? So does Tiffany. Ms. Dali said she’d walk up there with you.”

Albert looked hard at the ground. “When?”

“Right after school—today.” Albert kept looking at the ground. “That’s why she’s calling now,” Safa said. He was silent for a minute. Then he gave Albert a soft punch on the arm. “Hey, you want to get into that kickball game?”

Albert hardly heard him. “Sure,” he said. “Why not?”

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> Why can't Mr. Spear come back to school?	"He's in a wheelchair; he's still too sick; he has to get better in a nursing home"
2. <i>Literal:</i> How will Albert get to see Mr. Spear, since Mr. Spear can't come to the school?	"The teacher said they can visit him in the nursing home; they can go see him at Pine Manor; Albert will get to go to him."
3. <i>Inferential:</i> At first, Albert is excited to hear that Mr. Spear is out of the hospital, but then his feelings change. Why do you think his feelings change?	"He doesn't like to think of Mr. Spear in a place for sick people; he realizes Mr. Spear is in a wheelchair and that's not good; he wishes Mr. Spear was all better"
4. <i>Inferential:</i> Twice in this passage, Albert has a hard time hearing what's going on. Why do you think this happens to Albert sometimes?	"When he is upset he starts thinking too much about it and he doesn't pay attention to what's really going on." "He's so worried about Mr. Spear that it's all he can think about."

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)

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

Level Q

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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