

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

Level Y

Reader's Name _____ Grade _____ Date _____

Excerpt from *A Corner of the Universe* by Ann M. Martin, pp. vii-xi

Level Y 1180 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: "You are about to read a story that takes place in the 1960's. A girl is sitting in her parlor (which is like a living room) and is watching home-made movies on a projector. 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.

Last summer, the summer I turned twelve, was the summer Adam came.

And forever after I will think of events as Before Adam and After Adam.

Tonight, which is several months After Adam, I finally have an evening alone.

I am sitting in our parlor, inspecting our home movies, which are lined up in a metal box. Each reel of film is carefully labeled. WEDDING DAY—1945. VISIT WITH HAYDEN—1947. HATTIE—1951. FOURTH OF JULY—1958. I look for the films from this summer. Dad has spliced them together onto a big reel labeled JUNE - JULY 1960. I hold **(100 words)** it in my hands, turn it over and over.

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

The evening is quiet. I feel like I am the only one at home, even though two of the rooms upstairs are occupied. I hear the clocks in Mr. Penny's room, and footsteps padding down the hall to the bathroom. The footsteps belong to Miss Hagerty, I'm sure of it. I know the routines of our boarders, and now is the hour when Miss Hagerty, who is past eighty, begins what she calls her nightly beauty

regime. Outside, a car glides down Grant Avenue, sending its headlights circling around the darkened **(200 words)** living room. It's warm for October, and so I have cracked one window open. I can smell leaves, hear a dog barking.

Mom and Dad have gone with Nana and Papa to some big dinner at the Present Day Club, their first true social event since Nana and Papa's party on that awful night in July. On this first night to myself, Dad has entrusted me with his movie projector and all the reels of film. I made popcorn and am eating it in the parlor where technically I am not supposed to eat anything, following the unfortunate deviled egg **(300 Words)** incident of 1958. Really, you can only see the edges of the stain, plus I'm twelve now, not some little ten-year-old. I would think the food ban could be lifted, since Dad feels that I am responsible enough to operate his movie equipment.

He said I could do everything myself this evening, and I have, without a single mistake or accident. I set up the screen at one end of the parlor. I lugged the projector out of the closet, hoisted it onto a table, and threaded it with a reel of film, making all the right loops. Turned on **(400 Words)** the projector, turned off the light, put the bowl of popcorn on a pot holder in my lap, and settled in to watch the film labeled HATTIE—1951. It's one of my favorites because my third birthday party is on it and I can watch our old cat Simon jump up on the dining room table and land in a dish of ice cream. Then I can play the film backward and watch Simon fly down to the floor and see all the splashes of ice cream slurp themselves back into the dish. I made Simon jump in and out several times before I watched the rest of the film. (509 Words)

But now I am holding the tin from this summer. I consider it for a long time before I take out the reel and fasten it to the side of the projector. I thread and loop and wind, doing everything by the light of a little reading lamp. When I finish, my hands are shaking. I draw in a deep breath, turn on the projector, turn off the light, sit back.

Well. There is Angel Valentine, the very first thing. She is standing on our front porch, waving at the camera. We have an awful lot of shots of people standing on our front porch, waving at the camera. That's because when Dad pulls out his camera and starts aiming it around, someone is bound to say, "Oh, Lord, not the movie camera. I don't know what to do!" And Dad always replies, "Well, how about if you just stand on the porch and wave?" So there is Angel waving. Pretty soon Miss Hagerty and Mr. Penny step out of the house and stand one on each side of Angel and they wave too.

And then later, on another day, in dimmer light, I see Nana and Papa standing on their own front porch, waving. They are dressed for a party. Papa is in his tux with shiny shoes, and Nana is wearing a long dress, all the way to her ankles, a shawl wrapped around her shoulders. I don't remember where they were going, dressed like that. But they are happy, smiling, their arms linked, Papa patting Nana's hand.

And then suddenly there is Adam. He won't smile or wave at the camera. He would never do anything you asked him to do when the movie camera was out. So he is standing in our yard tossing a baseball up and down, up and down. When the front door opens and Angel steps out, looking fresh and cool in a sleeveless summer dress, he drops the ball at his feet and stares at her as she waves at Dad, then sits on the porch swing and opens a book. I play the scene backward, then watch it again. Not for the entertainment value, but so I can see Adam once more.

Next comes the carnival. I sit up straighter. There's the Ferris wheel. Mom and I are riding it around and around, feeling awkward because Dad won't turn off the camera. We smile and smile and smile some more, huge smiles that eventually begin to look branded onto our faces. And there's the Fourth of July band concert, our picnic spread in front of us. Adam is eating in a machine-like way, refusing to look at the camera. Everyone else dutifully makes yummy motions, pats their stomachs, grins in Dad's direction. I let out a quiet burp, for Adam's benefit, which makes him laugh.

Finally there is my birthday party – the one Mom and Dad gave, not Adam's. Adam's was private. And it was a once-in-a-lifetime event. This party is the one we have every year. I look at the cake, the presents. No Simon now. He died when I was five, and we never got another pet. Everyone is laughing – Mom, Nana, Papa, Cookie, Miss Hagerty, Mr. Penny, Angel, me. Everyone except Adam, who is focused on the decorations on my cake. We don't know it yet, but this is the beginning of the sugar rose incident, and Adam is about to storm off and Dad is about to stop filming.

Presently the reel clicks to an end and the tail of the film flaps around. I turn the projector off and sit in the dark for a few moments, thinking about all those happy images. The smiling, the waving. I want to cry. My father's movies are great, but they don't begin to tell the story of the summer. What's left out is more important than what is there. Dad captured the good times, only the good times.

The parts he left out are what changed my life.

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> Who came to visit in the summer of 1960?	"...1960 was the summer that Adam came; Nana, Poppa, Nana, Angel, and Adam were all there"
2. <i>Inferential Question:</i> Based on what you read, what do you think happened last summer?	"...last summer a big and awful event took place involving the narrator and Adam, one that changed the narrator's life forever in some way; something called the "sugar rose incident," which sounds like some sort of problem"
3. <i>Inferential Question:</i> Do you think Adam is going to be important to the story? Why or why not?	"...Yes, because the girl telling the story talks about how she things of events as 'Before Adam' and 'After Adam'; there was an awful night in July, and now the only way to see Adam is to watch the movies, this story will be about whatever happened on that awful night and that Adam will be one of the main characters"
4. <i>Inferential Question:</i> The narrator says, "The parts he left out are what changed my life." What do you think she meant by this?	"...she means that the parts included on the film were only the happiest times, and the parts that were left out were the most difficult and unpleasant times like the sugar rose incident and whatever happened to Adam; the parts that aren't on the film were big and important to her because they were the difficult times, the times that shaped who she was; because so many parts are left out, Dad didn't capture who Adam really was, what he went through that summer, or what his relationship was like with the narrator."

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) Who came to visit in the summer of 1960?

2) Based on what you read, what do you think happened last summer?

3) Do you think Adam is going to be important to the story? Why or why not?

4) The narrator says, "The parts he left out are what changed my life." What do you think she meant by this?

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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.

*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.

Name:

Date:

Please answer the following questions in your own words. You may use extra paper if you need it.

Question #1: Who came to visit in the summer of 1960?

Question #2: Based on what you read, what do you think happened last summer?

Question #3: Do you think Adam is going to be important to the story? Why or why not?

Question #4: She says, "The parts he left out are what changed my life." What do you think she meant by this?
