

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

Level Z

Reader's Name _____ Grade _____ Date _____

Excerpt from *Jade Green: A Ghost Story* by Phyllis Reynolds Naylor, pp. 7-17

Set 2, Level Z 1,772 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:* "Judith Sparrow is an orphan. She is coming to live with her Uncle Geoffrey whom she met as a baby, but does not remember. Read to find out how her first day at Uncle Geoffrey's goes. 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 DRIVER HESITATED when we got to the front steps, setting my trunk down as though he would go no farther. As soon as I put one foot on the porch, however, the heavy oak door swung open, and I was immediately enveloped in the two round arms of Emma Hastings, the cook.

"Judith Sparrow, you are welcome here indeed!" she cried.

I would have replied in kind, but my head was pressed against her large bosom, crimping the rim of my bonnet. As soon as I righted myself, she led me into the hall, and the driver brought my **(100 words)** bags and boxes.

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

At Mrs. Hasting's instructions, he heaved and jockeyed my trunk up the stairs while I took off my bonnet and rearranged my dress. He seemed eager to leave, though, and as soon as he came down again and had been properly paid, I thanked him for his company and he went on his way.

Turning my attention to the interior of the house, I observed the high ceilings and the long flight of stairs leading to the floor above. The wainscoting and walls were of a deep brown, and the heavy velvet drapes at the windows a **(200 words)** pale rose. On either side of the great hall were paintings of the Sparrow family, my uncle's side. Uncle Geoffrey

and his deceased wife, both dressed in gray, were to the right, and my cousin Charles, their only son, on the left, in brown.

At that very moment there were footsteps on the stairs, and I looked up to see a man of sixty years coming down to meet me.

“She’s here!” cried Mrs. Hastings. “And what she has brought, sir, would hardly fill a closet. She’ll be no trouble at all.”

Uncle Geoffrey gave only the faintest smile. If **(300 words)** I had not been watching his mouth so closely, I might not even have recognized it as such, except that it so much resembled my late father’s.

Please see “Student Copy” for remainder of the text.

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> What conditions for living at Uncle Geoffrey's did Judith disobey?	"... She brought something green into the house even though she was told not to; She snuck in a green picture frame because it's special to her, but she knows that she is not allowed to have anything green in that house."
2. <i>Inferential Question:</i> In what ways does Uncle Geoffrey make Judith feel welcome or unwelcome?	"... Welcome – gives her a nice room in the house, has her bedroom all made up for her, tells her that she isn't expected to be a servant, invites her to join them at the table for family meals, he is there to greet her when she arrives; Unwelcome – seems cold to her when she arrives, tells her he is too busy to entertain her, asks her if she likes the room but doesn't ask her anything about herself or try to get to know her at all."
3. <i>Inferential Question:</i> What kind of person is Uncle Geoffrey? What in the story makes you think that?	"...He is a kind person for taking Judith in; sort of stand-offish; he doesn't seem very warm to Judith; generous; he doesn't expect Judith to work to earn her keep; mysterious; most uncles wouldn't greet their niece so coldly and wouldn't have strange rules about not having anything green; sort of dull; his whole house is brown, rose, gray and black."
4. <i>Inferential Question:</i> Mrs. Hastings says to Charles, "a bird in hand" when he talks about the prospect of the bookkeeping job. How does that saying fit with Judith's situation?	"... She sort of has to be thankful for what she has. This isn't the best place to live, but she says it is better than what a lot of girls had. When she hangs her dresses in the closet, she wonders how long she will be here. This house is her bird in the hand and she is trying to make the best of it instead of dreaming or trying for something else. She even tries to make sense of green being forbidden by saying that it is just a peculiarity of this family."

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) What conditions for living at Uncle Geoffrey's did Judith disobey?

2) In what ways does Uncle Geoffrey make Judith feel welcome or unwelcome?

3) What kind of person is Uncle Geoffrey? What in the story makes you think that?

4) Mrs. Hastings says to Charles, "a bird in hand" when he talks about the prospect of the bookkeeping job. How does that saying fit with Judith's situation?

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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: _____

**In writing, retell what you just read.
Be sure to retell the important parts, in the right order.**

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

1) What conditions for living at Uncle Geoffrey's did Judith disobey?

2) In what ways does Uncle Geoffrey make Judith feel welcome or unwelcome?

3) What kind of person is Uncle Geoffrey? What in the story makes you think that?

4) Mrs. Hastings says to Charles, "a bird in hand" when he talks about the prospect of the bookkeeping job. How does that saying fit with Judith's situation?
