

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

Level M

Reader's Name _____ Grade _____ Date _____

Excerpt from *Sugar Cakes Cyril* by Phyllis Gershator, pp. 13-17

Level M 414 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: "Cyril is seven years old and likes to help people, especially his mother. Cyril has a new baby sister and lives next door to Miss Elsie. 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 may 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.

Since Cyril was the big brother, he was supposed to be the Big Helper. But it seemed like he was always in the way. If he poured the milk, it spilled. If he shut the door, it slammed.

And now, when he handed his mother the baby powder, he dropped it, and the top fell off. The powder spilled out onto the floor. It puffed up into the air and made them all cough.

"Go outside, Cyril," his mother snapped.

"I thought I was your Big Helper."

"I don't need a helper right now," she said, coughing. She finished diapering (**100 words**) the baby and tried to clean up the powder with a damp rag. "Just go outside."

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

Cyril sat on the porch.

"I hate that baby," he said. "I hate Mommy. I'll show them. I'll never be a helper again."

Miss Elsie passed by. She was carrying two big shopping bags.

"Good morning, Cyril," she said.

"Good morning," he answered grumpily.

Miss Elsie stopped and put the bags down. "Oh, these bags are heavy," she said.

Cyril slowly walked over to Miss Elsie and picked up a bag. The bag was heavy! He hoped he wouldn't drop it. He looked inside. **(200 words)** Sugar. Four bags of sugar!

"I'm making sugar cakes today," Miss Elsie said. "I'm going to sell them in Market Square for the Food Fair next week.

"Would you like to help me make sugar cakes?"

Would he? Yes!

When they got to Miss Elsie's house, she took out two big iron pots from her cupboard and put them on the stove.

"Which kind do you like best, white sugar cakes or brown ones?" Miss Elsie asked Cyril.

"Both of them!"

"Good thing. We'll make brown ones and white ones, with coconut, of course."

Cyril helped Miss Elsie measure brown **(300 words)** sugar and water in one pot and white sugar and water in the other pot.

Miss Elsie peeled the brown skin off the coconut meat with a sharp knife, and Cyril grated it.

They put half the grated coconut into one pot and half into the other.

"It's time to add the flavoring, ginger root and orange peel," said Miss Elsie.

"Now the sugar has to cook, cook, cook, just so — not too wet and not too dry. You stir it up, Cyril, so it doesn't burn on the bottom."

Cyril stirred the sugar, and it didn't burn.

After the **(400 words)** sugar cooked for a long time, Miss Elsie tested it. It was just right. **(414 words)**

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> How does Cyril make a mess at the beginning of the story?	<i>"... by dropping the baby powder all over the floor ; dropping the baby powder and it flew into the air; spilling the milk when he pours it"</i>
2. <i>Literal:</i> What are some ways Cyril helps Miss Elsie make the sugar cakes?	<i>Any two or three of the following: "... measuring the sugar and water; grating the coconut; putting the ingredients into the pot; cooking everything in the pot; stirring the pot; stirring the sugar so it wouldn't burn"</i>
3. <i>Inferential:</i> Why do you think Cyril says that he hates the baby and his mommy?	<i>"... he is upset because he keeps messing up; he is mad that he got in trouble; he is frustrated because he was only trying to help; his mom yelled at him and spends a lot of time with the baby"</i>
4. <i>Inferential:</i> How do you think Cyril's feelings changed from the beginning to the end of the passage?	<i>"In the beginning he is sad or mad that his mother isn't paying attention to him and in the end he's happy because Miss Elise thinks he's a great helper; in the beginning he doesn't feel like a good helper but by the end he does; at first he felt like he did everything wrong and then he felt proud he helped his neighbor and his mom; at first he felt left out and not important when he tried to help with the baby and by the end he felt important because Miss Elsie gave him jobs he did well"</i>

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)

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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.

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