

How to Administer Levels L-Z Text Assessment

1. ESTIMATE THE CHILD'S READING LEVEL

Estimate the child's independent reading level before beginning, so that you do not need to start from the beginning.

Some ways to estimate (you do not need to do all of these):

- Use last year's running records or assessment data and start from there.
- Ask the child to find a book in the classroom library that they feel is "just right" and ask them to read a short passage to you. Count the number of miscues. If it is over five words on a page, the level is most likely too difficult.

2. PREVIEW THE PASSAGE

What to look for: Note that the Teacher Copy and the Student Copy are different. The Teacher Copy is designed to make recording the child's reading, counting the number of words read, and taking notes easier. It is not meant for the child to read from. A number of factors on the Teacher Copy make the text more difficult for the child to read from, and would not give an accurate assessment of the child's reading. The child must read from the Student Copy.

The text on the Teacher Copy is marked with a word count every 100 words for the teacher's convenience. There is also a shaded area to the left for you to take notes regarding the child's fluency, expression and any thing else you might notice as the child reads.

Note that for level R and above the directions for asking the child to retell the passage include the option of asking the child to write the retelling.

The Student Copy is marked with a line at the end of the sentence containing the first 100 words, so that the child will not have to stop in the middle of a sentence to read silently. For levels R and above, the Student Copy includes an optional sheet for the child to write the retelling and answers to comprehension questions.

Preview the passage and comprehension questions on the Teacher Copy before you ask the child to read from the Student Copy.

Why are there two text sets?

- You should start with the texts from Set 1.
- If the child has read the text from Set 1 before, you should use the text from Set 2.
- You should start with the child's current independent level, meaning the child may have used Set 1 when the last time they were assessed.
- Remember, it is possible that last year's teacher may have used the text from Set 1 to find the child's level the previous year. It is also possible that the text was read aloud to the student or read at home.
- If you are interrupted in the midst of conducting the assessment, you may use the text from Set 2 to start fresh.

- If you find reason to doubt the results of your assessment from the text in Set 1, you may use the text in Set 2 as back up.
- Only use the text from Set 2 if necessary, so that the next time the child is assessed, there will still be a text at the child’s independent level that the child has not seen before.

3. INTRODUCE THE TEXT

Read the book introduction on the teacher copy of the assessment.

Example of a book introduction:

Book Introduction: *(Say this to the reader before he or she begins the student copy of the text)*
 “During a terrible rainstorm, Kate and her family hear a terrible crash. Please read aloud the first section. When you get to the line, you may read the rest silently. When you’re finished reading, I’ll ask you to retell what you read.”

4. RECORD THE CHILD’S MISCUES

When the child reads or says something other than what is on the page, it is important to record it. This is called a miscue. Included in this packet are a set of codes to use for different kinds of miscues (substitutions, repetitions, etc.) As the child reads from the Student Copy of the text, the teacher marks any miscues in the first 100 words by writing the child’s miscue above the text in the Teacher Copy. You can make additional notes during and after the child’s reading in the shaded area to the left of the text. After the child has made 5 miscues, you should ask the child to stop. Five miscues in the first 100 words means the text is too difficult.

Example:

Running Record: *For the first 100 words, record the reader’s miscues (or errors) above the word 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.*

el-ven/SC
mom
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Shortly after eleven o’clock, Kate and her mother heard an engine chugging

5. ASK THE CHILD TO READ THE REST SILENTLY

After the child has read 100 words aloud, the teacher may ask the child to read the rest silently. The teacher also has the option of allowing the child to continue reading aloud. As the child reads, you can make notes regarding the child’s reading behaviors in the shaded area to the left of the text on the Teacher Copy. (Some teachers start another assessment with a second child while the first child is reading silently. This is a time-saver.)

Note: The teacher copy is marked with word counts, after every 100 words. Please notice that you should wait until the end of a sentence before asking the child to read silently. The Student Copy is marked with a line at the end of the sentence after 100 words.

Example of Teacher Copy with 100 words marked and directions to read silently:

The crash woke the children. They watched silently (**100 words**) as Kate pulled on a jacket and an old straw hat. Then she lit her father's railroad lantern.

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

6. RETELLING

When the child is finished reading the passage, the teacher reads the directions from Literal & Inferential Retelling section of the Teacher Copy to the child. The child retells the excerpt.

Some tips for retelling:

- The child may look at the text as a reference while retelling if needed. However, the child should not retell verbatim from the text. If this happens, prompt the child to put it in his/her own words.
- If the child cannot retell the text in his/her own words, prompt them with the Comprehension Questions in the next section.
- If the child gives a very brief retelling, you may use prompts such as, "Anything else?" or, "Say more about that," or even, "Tell me all the big things that happened."
- Note whether the child's retelling was a literal retelling, or an inferential retelling.
- Most importantly, note whether the child's retelling expressed the main things that happened and gist of the text.
- As the child retells, note whether they answered any of the Comprehension Questions in their retelling. You do not need to ask the child the questions if the retelling already answered them.

Example of directions for retelling from the Teacher Copy:

Literal and Inferential Retelling

Say, "Retell the important parts of what you just read." Write notes regarding the student's retelling in this box and on the back of this page. If the reader has trouble getting started, prompt him/her to look at the text. Say, "What happened first?" Make a note that you prompted their retelling.

7. COMPREHENSION QUESTIONS

Only if the child's retelling did not already include the answers to the questions, does the teacher ask the child to answer the questions in the Comprehension Questions Section. The reader must answer at least three of these questions correctly, to determine if this is the child's independent reading level. Try an easier text if the child could not answer at least three of these questions correctly (including the information from the child's retelling).

Example of the Comprehension Questions Section:

Comprehension Questions Section: Listen to the reader's retelling for the following information and take note of the reader's answers, based on the retelling. If the retelling did not already contain the following information, ask the reader the remaining questions and take note of the answers.

1. *Literal Question:* What happened in the story to cause the terrible cracking sound?
2. *Literal Question:* Why does Kate feel she must do something?
3. *Inferential Question:* What kind of work does Kate's father do? Support your answer with evidence from the story.
4. *Inferential Question:* Why is it important to stop the "midnight express" train?

The reader must answer at least three of these questions in order to determine if this is the child's independent reading level. Try another text if the child could not answer at least three of these questions.

OPTIONAL WRITTEN RETELLING AND COMPREHENSION QUESTIONS

As an option, the teacher may give the directions for the written retelling and comprehension questions at levels R or above. If the child is writing the retelling, the teacher should stay nearby to observe the child. Stop the child if writing the retelling is

taking longer than giving the retelling aloud. If the writing appears to be taking longer than an oral retelling, the teacher may ask the child to retell the passage and answer the necessary comprehension questions aloud.

If the child's written retelling or answers to the comprehension questions are unsatisfactory, then the teacher should ask the child to explain their responses aloud and record the child's responses on the Teacher Copy. If the child is able to correctly answer the questions aloud, "count" those responses instead.

8. FINAL "SCORE"

Answer the four questions at the end of the assessment. The text is at the child's independent level only if the answer is yes to all four "Final Score" questions. Take into consideration that the text is only one short example of the kind of text the child will encounter at this level. The teacher may decide to use another text for additional assessment. If you find it necessary to do multiple running records with the child, you may consider meeting with the child more than once, even several times, rather than conducting them all in one sitting.

It is important to note that you should find the child's highest independent level. Continue trying more difficult texts until you have found the highest level the child can read independently.

Example of Final Score Questions:

| | | <i>Final Score</i> | |
|--|-----------|---|---|
| <i>Yes</i> | <i>No</i> | <i>Was the reader's accuracy rate at least 96%?</i> | <i>If the answer is "Yes" to all four questions, this is the child's independent reading level.</i> |
| <i>Yes</i> | <i>No</i> | <i>Did the reader read with fluency?</i> | |
| <i>Yes</i> | <i>No</i> | <i>Did the reader answer at least three comprehension questions in the Comprehension Questions Section correctly?</i> | |
| <i>Yes</i> | <i>No</i> | <i>Did the retelling express the important things that happened in the text?</i> | |
| * Continue trying more difficult texts until you have found the child's highest independent level. * | | | |