

University of Utah Reading Clinic
 READING LEVEL ASSESSMENT-DEAF
 SUMMARY OF STUDENT'S PERFORMANCE

Name _____ Grade _____ Age _____ Date _____

Examiner _____ School _____

	"Flash" WORD RECOGNITION TEST https://itunes.apple.com/us/app/uurc-flash-assessment/id968535020?mt=8				ORAL READING					
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
	TIMED (%)	TIMED (%)	UNTIMED (%)	UNTIMED (%)	ACCURACY (%)	ACCURACY (%)	RATE (wpm)	RATE (wpm)	COMP (%)	COMP (%)
G1-Oct (Baby Bear)										
G1-March (Mouse Tales)										
G1-End (Frog & Toad)										
G2										
3										
4										
5										
6										
7										
8										

FUNCTIONAL READING LEVELS			
1-on-1 Tutorial Level		Beginning Word Study	

Findings and Recommendations:

University of Utah Reading Clinic
READING LEVEL ASSESSMENT
SUMMARY OF STUDENT'S PERFORMANCE

Student _____ Grade _____ Date _____
 School _____ Examiner _____
 Classroom Teacher _____ Classroom Number _____
 Tutor _____ Receiving _____ Number of _____
 SPED Services? _____ Sessions (at Exit) _____

Passage Reading

	G1-Oct	G1- Mar	G1- End	G2- Mid/ G2-End	3E / 3M / 3D	4E / 4M / 4D	5E / 5M / 5D	6E / 6M / 6D	7E / 7M / 7D	8E / 8M / 8D
Accuracy (%)	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
# Self-Corrections	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Rate (WPM)	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Comp. (%)	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

READING LEVELS				
* Instructional & Independent levels are the highest places where the student meets or exceeds accuracy <u>and</u> rate criteria				
Instructional Level			Independent Level	

Checked by: _____ Date: _____

On all passages:

The timer is started at the beginning of the passage and stopped when the student reaches the 100 word indicator (slash).

The student must read the entire passage to answer the comprehension questions.

Omissions, substitutions, insertions, and teacher helps (after waiting 3 sec.) are all considered errors.

On Grade 1 passages (G1-Oct, G1-Mar, and G1-End):

Self-corrections are NOT considered errors.

On Grade 2 - 6 passages:

Self-corrections ARE considered errors.

NOTE: Administrators of this instrument are required to purchase the following books:

Lobell, A. (1972). *Mouse Tales*. New York: HarperCollins (ISBN: 0-06-444013-3)

Lobell, A. (1979). *Days with Frog and Toad*. New York: HarperCollins (ISBN: 0-06-444058-3)

Randall, B. (1994). *Baby bear goes fishing*. Barrington, IL: Rigby PM (ISBN: 0-4350-6697-8)

Woods, M. L., & Moe, A. J. (2007). *Analytical reading inventory* (8th ed.). Upper Saddle River, New Jersey: Merrill, Pearson Prentice-Hall (ISBN: 0-13-172343-X or 0-13-156808-6)

Level – G1-Oct
(Form A – Deaf)

From Beverley Randell's, *Baby Bear Goes Fishing*. Copyright 1996, Rigby

Echo read (with pointing) title and title page.
Open to page 3. Echo read first sentence.

"I'm going ^fishing," said Father Bear.

Start timer.

* / "I ^like ^fishing, ^too," said Baby Bear. "I will go with you and help you." / %

If student makes 6 or more errors after timer starts, STOP [See scoring table for accuracy and rate. Score N/A for comp]. Otherwise, continue.
Good job. Keep going.

"You are [too ^little][to go] fishing," said Mother Bear. "I am **not** [too little,]" said Baby Bear. "I'm ^big."

Father Bear and Baby Bear [went down] to the river. "Come here, ^fish," said Baby / #

If student makes 10 or more total errors after timer starts, STOP [and use 50-Word-Only chart. Score N/A for comp]. Otherwise, continue.
Good job. Keep going.

Bear.

"[The fish] are not coming today," said Father Bear. Baby Bear [went on] fishing.

^"Look!" shouted Baby Bear. ^ "Fish! ^Fish! [Look at] my fish!"

Father Bear and Baby Bear went home with the ^ fish. "[Look at] my ^ fish!" said Baby Bear. "I'm not [too little][to go] fishing."

"I'm/ not [too little],"* said Baby Bear.

Comprehension Questions (ONLY ASK IF THE WHOLE STORY IS READ):

1. What did Baby Bear want to do? (*He wanted to go fishing or He wanted to catch a fish.*)
2. Why didn't Mother Bear want Baby Bear to go fishing? (*Because he is too little.*)
3. Who caught the fish? (*Baby Bear*)

Errors: _____

Self-Corrections: _____ (not counted as errors)

Accuracy: _____ %

Time: _____ min. _____ sec.

Rate: _____ wpm

Comprehension: _____ %

Student Read ONLY p.1 Scoring Table			
Time from */ to /%	WPM	# Errors from */ to /%	%
27 sec	33	6	60
28 sec	32	7	53
29 sec	31	8	47
30 sec	30	9	40
31 sec	29	10	33
32 sec	28	11	27
33 sec	27	12	20
34 – 35 sec	26	13	13
36 sec	25	14	7
37 – 38 sec	24	15	0
39 – 40 sec	23		
41 sec	22		
42 – 43 sec	21		
44 – 46 sec	20		
47 – 48 sec	19		
49 – 51 sec	18		
52 – 54 sec	17		
55 – 58 sec	16		
59 – 62 sec	15		
63 sec - 66 sec	14		
67 sec - 72 sec	13		
73 sec - 78 sec	12		
79 sec - 85 sec	11		
86 sec - 94 sec	10		
95 sec - 105 sec	9		
106 sec - 2 min	8		

Score 50-word section (* / to / #) using 50-Word-Only chart

Score 100-word section (* / to /*) using standard conversion chart

Continue Criteria

Errors ≤ 10
AND
Time ≤ 3:23

Level – G1-Mar
(Form A - Deaf)

From Arnold Lobel's *Mouse Tales*, pp 18-23.
Copyright 1972 by Arnold Lobel. Used by
permission of HarperCollins Publishers.

Initial Prompt: *Read this story about a mouse
and his mother who look at clouds.*

“Look!” said Mother. “We can see
pictures in the clouds.” The little mouse and his
mother saw many pictures in the clouds. They
saw a castle...a rabbit....a mouse.

“I am [going to][pick flowers],” said
Mother. “I will stay here and watch the clouds,”
said the little mouse.

The little mouse saw a big cloud in
the sky. [It grew bigger and bigger]. The cloud
became a cat. The cat came [nearer and nearer]
to the little mouse. “Help!” shouted the little
mouse, and he [ran to] his mother.

“There is a big cat in the sky!” cried /
the little mouse. “I am afraid!” Mother looked up at
the sky. “[Do not] be afraid,” she said. “See, the cat
has [turned back] into a cloud again.”

*Slash(/) indicates completion of 100 words. Oral reading
accuracy score derived from this 100-word sample. Student
must complete passage for comprehension questions that follow.

Comprehension Questions:

1. What were the little mouse and his mother
doing at the beginning of the story? (*They
were looking at clouds.*)
2. What pictures did they see in the clouds? (*A
castle; a rabbit; a mouse; a cat*) (Need 2 for
credit)
3. Why did the little mouse shout, “Help”? (*He
was scared by the cloud that looked like a
cat.*)

Errors: _____

Self-Corrections: _____ (not counted as errors)

Accuracy: _____%

Time: _____ min. _____ sec.

Rate: _____ wpm

Comprehension: _____%

Instructional Criteria:	Go Back	Continue
Errors	≥ 11	≤ 10
	OR	AND
Time	≥ 3:23	≤ 3:23

Level – G1-End
(Form A - Deaf)

From Arnold Lobel's *Days with Frog and Toad*, pp 52-55. Copyright 1979 by Arnold Lobel. Used by permission of HarperCollins Publishers.

Initial Prompt: *Find out what happens when Frog wants to be alone.*

Toad [went to] Frog's house. He found a note on the door. The note said, "Dear Toad, I am not at home. I [went out]. I want to be alone."

"Alone?" said Toad. "Frog has me for a friend. Why does he want to be alone?"

Toad [looked through the windows]. He [looked in] the garden. He did not see Frog.

Toad [went to] the woods. Frog was not there. He [went to] the meadow. Frog was not there. Toad [went down to] the river. There was Frog. He was sitting on an island by himself.

"^Poor Frog," said Toad. /* "He must be very sad. I will cheer him up."

*Slash(/) indicates completion of 100 words. Oral reading accuracy score derived from this 100-word sample. Student must complete passage for comprehension questions that follow.

Comprehension Questions:

1. At the beginning of the story, what did Toad find at Frog's house? (*A note*)
2. Tell me two places that Toad looked for Frog. (*Frog's house/window, the garden, the woods, the meadow, the river*)
3. When Toad found Frog, what did Toad decide to do? (*Cheer him up*)

Errors: _____

Self-Corrections: _____ (not counted as errors)

Accuracy: _____%

Time: _____ min. _____ sec.

Rate: _____ wpm

Comprehension: _____%

Instructional Criteria:	Go Back	Continue
Errors	≥ 11	≤ 10
	OR	AND
Time	≥ 2:31	≤ 2:31

Level – G2
(Form A - Deaf)

From Burns & Roe, *Informal reading inventory: Preprimer to twelfth* (6th ed.). Copyright 2002, Houghton Mifflin.

Initial Prompt: *Read this story to find out what a little boy did one day.*

Peter [lived in] a large brick house with his grandfather, [a cat], [a duck], and [a bird]. [All around][the house][there was][a wide] meadow.

Peter's grandfather [had often] told Peter about [the wolves][that lived][in the forest] beyond [the meadow]. They were large and gray and very, very mean.

"Don't go into [the meadow], Peter," Grandfather [would tell him]. "[A wolf] might [come out of][the forest]. [And then], Snap! [No more] Peter."

[Even though] Peter [was not] [very big], he wasn't [afraid of] anything. So one morning he [got up] very early. Grandfather was still

asleep. /*

Peter took his popgun and went out through the garden gate. It was a very beautiful morning.

Comprehension Questions:

1. Who are the main characters in this story?
(*Peter and his grandfather*)
2. Why did Peter's grandfather tell him not to go into the meadow? (*A wolf might come out of the forest and kill Peter.*)
3. Why did Peter get up very early in the morning? (*To go out into the meadow OR to go find the wolf*)

Errors: _____

Self-Corrections: _____ (counted as errors)

Accuracy: _____%

Time: _____ min. _____ sec.

Rate: _____ wpm

Comprehension: _____%

Instructional Criteria:	Go Back	Continue
Errors	≥ 11	≤ 10
	OR	AND
Time	≥ 1:40	≤ 1:15

*Slash(/) indicates completion of 100 words. Oral reading accuracy score derived from this 100-word sample. Student must complete passage for comprehension questions that follow.

Level - 3
(Form A - Deaf)

From Woods & Moe, *Analytical reading inventory* (8th ed.). Copyright 2007, Merrill Prentice-Hall.

Initial Prompt: *This story is about a boy and his dog.*

[The sunlight] shined [into the mouth of the] cave [so Mark] could see easily [at first], but [the farther] he walked, [the darker] it ^grew. His dog, Boxer, [ran off][to explore][on his own].

Soon [it ^grew] so dark Mark could see nothing, but he could hear water [dripping off][the cave] walls. He touched [a wall] with his hand [to find] it cold and damp. Mark began [to ^grow] fearful, so he lit his candle and [held it high][to look around].

Suddenly, [the flame][went out]. He tried [to relight][the candle], but the first match [went/*

out! Finally, Mark's shaking hand held the lighted candle high. He heard a low growl near him and saw a pair of fierce, green eyes glowing in the dark! "Boxer!" he shouted. "Now I recognize those green eyes of yours! Let's get out of here!"

*Slash(/) indicates completion of 100 words. Oral reading accuracy score derived from this 100-word sample. Student must complete passage for comprehension questions that follow.

Comprehension Questions:

1. At the beginning of the story, what were Mark and Boxer doing? (*Exploring a cave.*)
2. When they first entered the cave, what did Boxer do? (*Ran off to explore on his own*)
3. What was it like inside the cave? (*Dark; cold; wet; damp*) (Need 2 for credit)
4. What did the "growling" and the "fierce, green eyes" turn out to be? (*Boxer*)
5. What does the word recognize mean in the phrase, "Now I recognize those green eyes of yours"? (*to see something that you know*)

Errors: _____

Self-Corrections: _____ (counted as errors)

Accuracy: _____%

Time: _____ min. _____ sec.

Rate: _____ wpm

Comprehension: _____%

Instructional Criteria:	Go Back	Continue
Errors	≥ 11	≤ 10
	OR	AND
Time	≥ 1:15	≤ 1:03

Level – 4
(Form A - Deaf)

From Woods & Moe, *Analytical reading inventory* (8th ed.). Copyright 2007, Merrill Prentice-Hall.

Initial Prompt: *This story is about three animals trying to find their way home.*

[The two] dogs and [the cat] were

^growing tired from their long journey. Now they [had to] ^cross [a river]. It was wide and

^deep, so they would [have to] swim across.

[The younger] dog [plunged into][the icy] water, [barking for the] others [to follow him]. [The older] dog [jumped into][the water]. He was weak and suffering [from pain], [but somehow] he ^managed [to struggle to][the opposite] ^bank.

[The poor] cat was ^left [all alone].

He was ^so [afraid that] he ran [up and down] [the ^bank][wailing with] fear. [The younger]

dog swam [back and forth]/* *trying to help.*

Finally, the cat jumped and began swimming near his friend. At that moment something bad happened. An old beaver dam from upstream broke. The water rushed downstream, hurling a large log toward the animals. It struck the cat and swept him helplessly away.

*Slash(/) indicates completion of 100 words. Oral reading accuracy score derived from this 100-word sample. Student must complete passage for comprehension questions that follow.

Comprehension Questions:

1. At the beginning of the story, what was the difficult thing the three animals had to do?
(*Cross a river.*)

2. What does the word wailing mean in the phrase, “wailing with fear”? (*Crying out; screaming; yowling*)

3. How did the younger dog help his friends?
(*He barked for his friends to follow. OR He swam back to help the cat and swam near him.*)

4. What does the word plunged mean in the phrase, “the younger dog plunged”? (*Jumped into the water*)

5. At the end of the story, what happened to the cat? (*It was swept down river because . . . a dam broke. OR It was hit by a log.*)

Errors: _____

Self-Corrections: _____ (counted as errors)

Accuracy: _____ %

Time: _____ min. _____ sec.

Rate: _____ wpm

Comprehension: _____ %

Instructional Criteria:	Go Back	Continue
Errors	≥ 11	≤ 5
	OR	AND
Time	≥ 1:03	≤ 1:00

Level - 5
(Form A - Deaf)

From Woods & Moe, *Analytical reading inventory* (8th ed.). Copyright 2007, Merrill Prentice-Hall.

Initial Prompt: *This passage tells about an Olympic champion in a bicycle race.*

“[Look out],” Sheila Young thought as she saw her challenger’s bicycle come [too close]. “[Watch out] or you will foul me!”

[At that moment][a horrifying] thing happened [as she was bumped by another racer][at forty][miles an hour]. Sheila’s [bicycle crashed], and she [skidded on the surface of the track]. [From the wreck] she received a [nine-inch gash on her head].

[The judges ^ruled] [that the race] [should be] ^run again since a foul [had been made]. Sheila would not have enough time [to get her wound] stitched; still, she [didn’t want][to quit][the race] because/*

she could only think of winning.

“Just staple the cut together and bandage it,” she told the doctor. “I want to win this race!”

The doctor did as Sheila asked, and as she stood in silence while being treated, tears rolled down her face from the intense pain. Then, with a blood-stained bandage on her throbbing head, she pushed on to amaze the crowd with a sensational victory and a gold medal!

*Slash(/) indicates completion of 100 words. Oral reading accuracy score derived from this 100-word sample. Student must complete passage for comprehension questions that follow.

Comprehension Questions:

1. At the beginning of the story, what happened to Sheila Young? (*She crashed because another racer bumped into her.*)
2. What injury did Sheila receive in the crash? (*A cut/gash on her head*)
3. What did the judges decide about the race? (*There was a foul. The race would be run again.*)
4. What did Sheila ask the doctor to do when she found that the race was being run again? (*Just staple/stitch her cut and bandage it up.*)
5. What does the word intense mean in this phrase: “intense pain”? (*Extreme; very strong*)

Errors: _____

Self-Corrections: _____ (counted as errors)

Accuracy: _____%

Time: _____ min. _____ sec.

Rate: _____ wpm

Comprehension: _____%

Instructional Criteria:	Go Back	Continue
Errors	≥ 6	≤ 5
	OR	AND
Time	≥ 1:00	≤ 0:55

Level - 6
(Form A - Deaf)

From Woods & Moe, *Analytical reading inventory* (8th ed.). Copyright 2007, Merrill Prentice-Hall.

Initial Prompt: *Garrett Morgan was a black inventor who invented the traffic signal. This passage tells about another invention of his.*

[The explosion] was horrible that tragic day in Cleveland, Ohio, in 1916. Thirty-two men were ^trapped [in a tunnel] 250 feet below Lake Erie, and no one could enter the [smoke-filled atmosphere]. "Someone ^get Garrett Morgan [to help]!" shouted [a man]. "Morgan's breathing device is [the only] thing [that ^can] help rescue [the survivors]!"

Garrett Morgan and his brother quickly volunteered [to assist]. "My breathing device will save those victim's lives," Morgan announced [with confidence]. "I invented it ^so firemen ^can breathe ^when they enter [a burning] house [filled with suffocating gases]. We tested my device in an/*
air-tight tent that was filled with the foulest, thickest smoke. A man put my diver's helmet-like device with long breathing tubes running to the floor over his head, went into the tent, stayed twenty minutes, and emerged unharmed."

Then Morgan and his brother placed the devices over their heads and rushed into the death-trap tunnel. One by one they carried each man to the surface. Although not every life was spared, it was Morgan's invention, the first gas mask, that saved lives that day and in the years to come!

*Slash(/) indicates completion of 100 words. Oral reading accuracy score derived from this 100-word sample. Student must complete passage for comprehension questions that follow.

Comprehension Questions:

1. What problem did the group of 32 men face? *(They were trapped in a tunnel under Lake Erie.)*
2. What made rescuing the men in the tunnel difficult? *(It was filled with smoke.)*
3. What did Garrett Morgan invent in the story? *(Gas mask; breathing device)*
4. How did Morgan know the gas mask would work? *(A man stayed in a smoke-filled tent for 20 minutes. OR A man stayed in a room full of poisonous gas and was unharmed.)*
5. What does the word emerged mean in this phrase: "emerged unharmed"? *(Came out of)*

Errors: _____

Self-Corrections: _____ (counted as errors)

Accuracy: _____%

Time: _____ min. _____ sec.

Rate: _____ wpm

Comprehension: _____%

Instructional Criteria:	Go Back	Continue
Errors	≥ 6	≤ 5
	OR	AND
Time	≥ 0:55	≤ 0:50

Level - 7
(Form A - Deaf)

From Woods & Moe, *Analytical reading inventory* (8th ed.). Copyright 2007, Merrill Prentice-Hall.

Initial Prompt:

Find out what happens with this science project.

Janice wanted [to do] research ^on nutrition. She planned [to purchase] three guinea pigs and ^over [a two-month] period prepare meals containing different [amounts of] protein. One guinea pig would ^get [a diet] with protein-^rich foods, another ^got [the same] food plus protein supplements, and [the last] guinea pig would ^get minimal [amounts of] protein. She named [the three] laboratory animals ^after famous scholars: Plato, Socrates, and Da Vinci. "I'll ^gather data [by observing] [the quality of] their fur and [the energy level of] each research guinea pig. [The procedure] is ^sound and everything is scientifically factual!" ^After /*

[two weeks] something happened that didn't figure on the data chart. Plato, whose coat was getting thick and fluffy, liked to be petted; Socrates, whose coat was less thick and less fluffy, liked to cuddle; and poor little Da Vinci, whose coat was getting scraggly, liked his stomach scratched. Unexpectedly, this scientific experiment was turning from a data-gathering event into a labor of love.

On the day the projects were due, Janice refused to set her cage on the counter. She wasn't about to place it near Jason Crawford's boa constrictor experiment. "I don't have any data and I don't have a final report!" she announced. "How can I experiment on my pets?"

*Slash(/) indicates completion of 100 words. Oral reading accuracy score derived from this 100-word sample. Student must complete passage for comprehension questions that follow.

Comprehension Questions:

1. What does the word procedure mean in the phrase, "the procedure is sound"? (*The way you do stuff.*)
2. What was Janice's science project? (*Nutrition/food for guinea pigs*) (Need both parts for credit)
3. What does the word minimal mean in the phrase, "would get minimal amounts of protein"? (*Very small amounts*)
4. Why didn't Janice want to set her experiment next to the boa constrictor's cage? (*She thought the snake would eat her guinea pigs.*)
5. What was Janice's final decision about her science project? (*She didn't go through with it. or She decided not to turn it in. or It was cruel.*)

Errors: _____

Self-Corrections: _____ (counted as errors)

Accuracy: _____ %

Time: _____ min. _____ sec.

Rate: _____ wpm

Comprehension: _____ %

Instructional Criteria:	Go Back	Continue
Errors	≥ 6	≤ 5
	OR	AND
Time	≥ 0:50	≤ 0:50

Level - 8
(Form A - Deaf)

From Woods & Moe, *Analytical reading inventory* (8th ed.). Copyright 2007, Merrill Prentice-Hall.

Initial Prompt:

[no prompt – timer does not start at beginning]

“Most ninth graders are a bundle of nerves on the first day of high school but not me!” Jack Gaither boasted to a group of fellow ninth graders. “I plan on being calm, cool, and collected!” he continued as he thumped his chest. “By the end of day one at Wheaton High School, I will be the most notorious ninth grader!”

**/[start timer] The week [^]before school started, Jack meticulously planned each detail. First, he imagined [the casual stroll] from [the school] bus; with [his head held up], he invented [a composed appearance]. [The most] difficult assignment, [however, would be][to [^]get] from his locker to class [within three minutes]. [Dealing with][the combination lock] [had to] [^]go flawlessly, so Jack rehearsed [how to] efficiently [spin the knob forward, backward, forward], then smugly [lift the latch], and gently [swing the door open]. “[The mission] [[^]can be] accomplished [in a minute] and [a half], leaving [plenty of] time [to nonchalantly saunter] into class!” He /*
knew his plan was absolutely comprehensive!*

On the first day of school, as Jack emerged from the bus, he tripped over his own feet and propelled forward, knocking three students into each other. Once inside, he lunged toward his locker, twirling the knob so fast that he absentmindedly forgot the combination. Finally, as he yanked the door open, it smacked him in the head. He hustled down the hallway, lowering his head to prevent anyone from noticing the lump that was welling up on his forehead. He edged through the classroom doorway and settled into a seat in the back row.

*Slash(/) indicates completion of 100 words. Oral reading accuracy score derived from this 100-word sample. Student must complete passage for comprehension questions that follow.

Comprehension Questions:

1. Describe one thing that Jack did to prepare for the first day of school. (*invented a way to walk into school from the bus or rehearsed opening the lock on his locker or planned every move*)
2. What does the word flawlessly mean in the phrase, “had to go flawlessly”? (*perfectly, no mistakes*)
3. What happened when Jack got off the bus on the first day of school? (*He tripped. or He knocked students into each other.*)
4. What does the word comprehensive mean in the phrase, “his plan was absolutely comprehensive”? (*complete, thorough*)
5. Why did Jack have a lump on his forehead? (*When he opened his locker door, it hit him on the forehead.*)

Errors: _____

Self-Corrections: _____ (counted as errors)

Accuracy: _____%

Time: _____ min. _____ sec.

Rate: _____ wpm

Comprehension: _____%

Instructional Criteria:	Go Back
Errors	≥ 6
	OR
Time	≥ 0:50

Peter lived in a large brick house with his grandfather, a cat, a duck, and a bird. All around the house there was a wide meadow.

Peter's grandfather had often told Peter about the wolves that lived in the forest beyond the meadow. They were large and gray and very, very mean.

"Don't go into the meadow, Peter," Grandfather would tell him. "A wolf might come out of the forest. And then, Snap! No more Peter."

Even though Peter was not very big, he wasn't afraid of anything. So one morning he got up very early. Grandfather was still asleep. Peter took his popgun and went out through the garden gate. It was a very beautiful morning.

The sunlight shined into the mouth of the cave so Mark could see easily at first, but the farther he walked, the darker it grew. His dog, Boxer, ran off to explore on his own.

Soon it grew so dark Mark could see nothing, but he could hear water dripping off the cave walls. He touched a wall with his hand to find it cold and damp. Mark began to grow fearful, so he lit his candle and held it high to look around.

Suddenly, the flame went out. He tried to relight the candle, but the first match went out! Finally, Mark's shaking hand held the lighted candle high. He heard a low growl near him and saw a pair of fierce, green eyes glowing in the dark! "Boxer!" he shouted. "Now I recognize those green eyes of yours! Let's get out of here!"

The two dogs and the cat were growing tired from their long journey. Now they had to cross a river. It was wide and deep, so they would have to swim across.

The younger dog plunged into the icy water, barking for the others to follow him. The older dog jumped into the water. He was weak and suffering from pain, but somehow he managed to struggle to the opposite bank.

The poor cat was left all alone. He was so afraid that he ran up and down the bank wailing with fear. The younger dog swam back and forth trying to help. Finally, the cat jumped and began swimming near his friend.

At that moment something bad happened. An old beaver dam from upstream broke. The water rushed downstream, hurling a large log toward the animals. It struck the cat and swept him helplessly away.

“Look out,” Sheila Young thought as she saw her challenger’s bicycle come too close. “Watch out or you will foul me!”

At that moment a horrifying thing happened as she was bumped by another racer at forty miles an hour. Sheila’s bicycle crashed, and she skidded on the surface of the track. From the wreck she received a nine-inch gash on her head.

The judges ruled that the race should be run again since a foul had been made. Sheila would not have enough time to get her wound stitched; still, she didn’t want to quit the race because she could only think of winning.

“Just staple the cut together and bandage it,” she told the doctor. “I want to win this race!”

The doctor did as Sheila asked, and as she stood in silence while being treated, tears rolled down her face from the intense pain. Then, with a blood-stained bandage on her throbbing head, she pushed on to amaze the crowd with a sensational victory and a gold medal!

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Garrett Morgan and his brother quickly volunteered to assist. “My breathing device will save those victim’s lives,” Morgan announced with confidence. “I invented it so firemen can breathe when they enter a burning house filled with suffocating gases. We tested my device in an air-tight tent that was filled with the foulest, thickest smoke. A man put my diver’s helmet-like device with long breathing tubes running to the floor over his head, went into the tent, stayed twenty minutes, and emerged unharmed.”

Then Morgan and his brother placed the devices over their heads and rushed into the death-trap tunnel. One by one they carried each man to the surface. Although not every life was spared, it was Morgan’s invention, the first gas mask, that saved lives that day and in the years to come!

Janice wanted to do research on nutrition. She planned to purchase three guinea pigs and over a two-month period prepare meals containing different amounts of protein. One guinea pig would get a diet with protein-rich foods, another got the same food plus protein supplements, and the last guinea pig would get minimal amounts of protein. She named the three laboratory animals after famous scholars: Plato, Socrates, and Da Vinci. “I’ll gather data by observing the quality of their fur and the energy level of each research guinea pig. The procedure is sound and everything is scientifically factual!”

After two weeks something happened that didn’t figure on the data chart. Plato, whose coat was getting thick and fluffy, liked to be petted; Socrates, whose coat was less thick and less fluffy, liked to cuddle; and poor little Da Vinci, whose coat was getting scraggly, liked his stomach scratched. Unexpectedly, this scientific experiment was turning from a data-gathering event into a labor of love.

On the day the projects were due, Janice refused to set her cage on the counter. She wasn’t about to place it near Jason Crawford’s boa constrictor experiment. “I don’t have any data and I don’t have a final report!” she announced. “How can I experiment on my pets?”

“Most ninth graders are a bundle of nerves on the first day of high school but not me!” Jack Gaither boasted to a group of fellow ninth graders. “I plan on being calm, cool, and collected!” he continued as he thumped his chest. “By the end of day one at Wheaton High School, I will be the most notorious ninth grader!”

The week before school started, Jack meticulously planned each detail. First, he imagined the casual stroll from the school bus; with his head held up, he invented a composed appearance. The most difficult assignment, however, would be to get from his locker to class within three minutes. Dealing with the combination lock had to go flawlessly, so Jack rehearsed how to efficiently spin the knob forward, backward, forward, then smugly lift the latch, and gently swing the door open. “The mission can be accomplished in a minute and a half, leaving plenty of time to nonchalantly saunter into class!” He knew his plan was absolutely comprehensive!

On the first day of school, as Jack emerged from the bus, he tripped over his own feet and propelled forward, knocking three students into each other. Once inside, he lunged toward his locker, twirling the knob so fast that he absentmindedly forgot the combination. Finally, as he yanked the door open, it smacked him in the head. He hustled down the hallway, lowering his head to prevent anyone from noticing the lump that was welling up on his forehead. He edged through the classroom doorway and settled into a seat in the back row.

Accuracy %		
# of Errors	# Correct	Percentage
0	100	100%
1	99	99%
2	98	98%
3	97	97%
4	96	96%
5	95	95%
6	94	94%
7	93	93%
8	92	92%
9	91	91%
10	90	90%
11	89	89%
12	88	88%
13	87	87%
14	86	86%
15	85	85%
16	84	84%
17	83	83%
18	82	82%
19	81	81%
20	80	80%
21	79	79%
22	78	78%
23	77	77%
24	76	76%
25	75	75%
26	74	74%
27	73	73%
28	72	72%
29	71	71%
30	70	70%
31	69	69%
32	68	68%
33	67	67%
34	66	66%
35	65	65%

Comprehension % (3 questions)		
# of Errors	# Correct	Percentage
0	3	100%
1	2	67%
2	1	33%
3	0	0%

Comprehension % (5 questions)		
# of Errors	# Correct	Percentage
0	5	100%
1	4	80%
2	3	60%
3	2	40%
4	1	20%
5	0	0%

READING RATE (for 100 words)

Time Taken	WPM	Time Taken	WPM	Time Taken	WPM
30 sec	200	1 min	100	2 min 7 sec - 2 min 9 sec	47
31 sec	194	1 min 1 sec	98	2 min 10 sec - 2 min 11 sec	46
32 sec	188	1 min 2 sec	97	2 min 12 sec - 2 min 14 sec	45
33 sec	182	1 min 3 sec	95	2 min 15 sec - 2 min 17 sec	44
34 sec	176	1 min 4 sec	94	2 min 18 sec - 2 min 21 sec	43
35 sec	171	1 min 5 sec	92	2 min 22 sec - 2 min 24 sec	42
36 sec	167	1 min 6 sec	91	2 min 25 sec - 2 min 28 sec	41
37 sec	162	1 min 7 sec	90	2 min 29 sec - 2 min 31 sec	40
38 sec	158	1 min 8 sec	88	2 min 32 sec - 2 min 35 sec	39
39 sec	154	1 min 9 sec	87	2 min 36 sec - 2 min 40 sec	38
40 sec	150	1 min 10 sec	86	2 min 41 sec - 2 min 44 sec	37
41 sec	146	1 min 11 sec	85	2 min 45 sec - 2 min 49 sec	36
42 sec	143	1 min 12 sec	83	2 min 50 sec - 2 min 53 sec	35
43 sec	140	1 min 13 sec	82	2 min 54 sec - 2 min 59 sec	34
44 sec	136	1 min 14 sec	81	3 min - 3 min 4 sec	33
45 sec	133	1 min 15 sec	80	3 min 5 sec - 3 min 10 sec	32
46 sec	130	1 min 16 sec	79	3 min 11 sec - 3 min 16 sec	31
47 sec	128	1 min 17 sec	78	3 min 17 sec - 3 min 23 sec	30
48 sec	125	1 min 18 sec	77	3 min 24 sec - 3 min 30 sec	29
49 sec	122	1 min 19 sec	76	3 min 31 sec - 3 min 38 sec	28
50 sec	120	1 min 20 sec	75	3 min 39 sec - 3 min 46 sec	27
51 sec	118	1 min 21 sec	74	3 min 47 sec - 3 min 55 sec	26
52 sec	115	1 min 22 sec	73	3 min 56 sec - 4 min 4 sec	25
53 sec	113	1 min 23 sec	72	4 min 5 sec - 4 min 15 sec	24
54 sec	111	1 min 24 sec - 1 min 25 sec	71	4 min 16 sec - 4 min 26 sec	23
55 sec	109	1 min 26 sec	70	4 min 27 sec - 4 min 39 sec	22
56 sec	107	1 min 27 sec	69	4 min 40 sec - 4 min 52 sec	21
57 sec	105	1 min 28 sec	68	4 min 53 sec - 5 min 7 sec	20
58 sec	103	1 min 29 sec - 1 min 30 sec	67	5 min 8 sec - 5 min 24 sec	19
59 sec	102	1 min 31 sec	66	5 min 25 sec - 5 min 42 sec	18
		1 min 32 sec - 1 min 33 sec	65	5 min 43 sec - 6 min 3 sec	17
		1 min 34 sec	64	6 min 4 sec - 6 min 27 sec	16
		1 min 35 sec - 1 min 36 sec	63	6 min 28 sec - 6 min 53 sec	15
		1 min 37 sec	62	6 min 54 sec - 7 min 24 sec	14
		1 min 38 sec - 1 min 39 sec	61	7 min 25 sec - 8 min	13
		1 min 40 sec	60	8 min 1 sec - 8 min 41 sec	12
		1 min 41 sec - 1 min 42 sec	59	8 min 42 sec - 9 min 31 sec	11
		1 min 43 sec - 1 min 44 sec	58	9 min 32 sec - 10 min 31 sec	10
		1 min 45 sec - 1 min 46 sec	57	10 min 32 sec - 11 min 45 sec	9
		1 min 47 sec - 1 min 48 sec	56	11 min 46 sec - 13 min 20 sec	8
		1 min 49 sec - 1 min 50 sec	55	13 min 21 sec - 15 min 23 sec	7
		1 min 51 sec - 1 min 52 sec	54	15 min 24 sec - 18 min 10 sec	6
		1 min 53 sec - 1 min 54 sec	53	18 min 11 sec - 22 min 13 sec	5
		1 min 55 sec - 1 min 56 sec	52	22 min 14 sec - 28 min 34 sec	4
		1 min 57 sec - 1 min 58 sec	51	28 min 35 sec - 40 min	3
		1 min 59 sec - 2 min 1 sec	50	40 min 1 sec - 1 hr 6 min 40 sec	2
		2 min 2 sec - 2 min 3 sec	49	1 hr 6 min 41 sec - 3 hr 20 min	1
		2 min 4 sec - 2 min 6 sec	48	> 3 hr 20 min	0

READING RATE (for 50 words)

<u>Time Taken</u>	<u>WPM</u>	<u>Time Taken</u>	<u>WPM</u>	<u>Accuracy %</u>		
< 1 min	>50	1 min 36 sec - 1 min 38 sec	31	<u># of Errors</u>	<u># Correct</u>	<u>Percentage</u>
1 min	50	1 min 39 sec - 1 min 41 sec	30	0	50	100%
1 min 1 sec	49	1 min 42 sec - 1 min 45 sec	29	1	49	98%
1 min 2 sec - 1 min 3 sec	48	1 min 46 sec - 1 min 49 sec	28	2	48	96%
1 min 4 sec	47	1 min 50 sec - 1 min 53 sec	27	3	47	94%
1 min 5 sec	46	1 min 54 sec - 1 min 57 sec	26	4	46	92%
1 min 6 sec - 1 min 7 sec	45	1 min 58 sec - 2 min 2 sec	25	5	45	90%
1 min 8 sec	44	2 min 3 sec - 2 min 7 sec	24	6	44	88%
1 min 9 sec - 1 min 10 sec	43	2 min 8 sec - 2 min 13 sec	23	7	43	86%
1 min 11 sec - 1 min 12 sec	42	2 min 14 sec - 2 min 19 sec	22	8	42	84%
1 min 13 sec - 1 min 14 sec	41	2 min 20 sec - 2 min 26 sec	21	9	41	82%
1 min 15 sec	40	2 min 27 sec - 2 min 33 sec	20	10	40	80%
1 min 16 sec - 1 min 17 sec	39	2 min 34 sec - 2 min 42 sec	19	11	39	78%
1 min 18 sec - 1 min 20 sec	38	2 min 43 sec - 2 min 51 sec	18	12	38	76%
1 min 21 sec - 1 min 22 sec	37	2 min 52 sec - 3 min 1 sec	17	13	37	74%
1 min 23 sec - 1 min 24 sec	36	3 min 2 sec - 3 min 13 sec	16	14	36	72%
1 min 25 sec - 1 min 26 sec	35	3 min 14 sec - 3 min 26 sec	15	15	35	70%
1 min 27 sec - 1 min 29 sec	34	3 min 27 sec - 3 min 42 sec	14	16	34	68%
1 min 30 sec - 1 min 32 sec	33	3 min 43 sec - 4 min	13	17	33	66%
1 min 33 sec - 1 min 35 sec	32	> 4 min	< 13	18	32	64%

For 50-Word Selection ONLY

UURC Fluency Criteria -- Reading Level Assessment (RLA)

Passage Level	Instructional Acc. (%)	Instructional Rate (WPM)	Independent Acc. (%)	Independent Rate (WPM)	Passage Used
K-End	N/A	N/A	N/A	N/A	The Ghost
G1-October (ES5)	85	≥ 20	85	≥ 20	Baby Bear
G1-March	90	≥ 30	90	≥ 30	Mouse Tales p. 8
G1-End	90	≥ 40	90	≥ 50	Frog & Toad p. 52
G2-Mid	90	≥ 60	93	≥ 65	Whiz
G2-End	90	≥ 80	93	≥ 90	
3E (G3-Early)	90	≥ 80	93	≥ 80	Mark & Boxer
3M (G3-Mid)	90	≥ 90	95	≥ 90	
3D (G3-End)	90	≥ 100	95	≥ 110	
4E (G4-Early)	90	≥ 95	95	≥ 95	Incredible Journey
4M (G4-Mid)	95	≥ 105	97	≥ 110	
4D (G4-End)	95	≥ 110	97	≥ 120	
5E (G5-Early)	95	≥ 100	97	≥ 110	Sheila Young
5M (G5-Mid)	95	≥ 110	97	≥ 125	
5D (G5-End)	95	≥ 120	97	≥ 130	
6E (G6-Early)	95	≥ 110	97	≥ 125	Garrett Morgan
6M (G6-Mid)	95	≥ 120	97	≥ 140	
6D (G6-End)	95	≥ 130	97	≥ 150	
7E (G7-Early)	95	≥ 120	97	≥ 130	Janice
7M (G7-Mid)	95	≥ 130	97	≥ 135	
7D (G7-End)	95	≥ 140	97	≥ 150	
8E (G8-Early)	95	≥ 120	97	≥ 135	First Day
8M (G8-Mid)	95	≥ 130	97	≥ 145	
8D (G8-End)	95	≥ 140	97	≥ 150	

* Instructional & Independent levels are the highest places where the student meets or exceeds accuracy and rate criteria.