

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

Student _____ Grade _____ Date _____
School _____ Examiner _____
Classroom Teacher _____ Classroom # _____ # of Sessions (at Exit) _____
Tutor _____ Receiving SPED Services? ☐ Multi-Language Learner? ☐

Passage Reading

G1-Oct G1- Mar G1- End G2-Mid /
G2-End G3 G4 /
G5 G6 /
G7 / G9 / G11 /
G8 G10 G12

Accuracy (%)

Self-Corrections

Rate (WPM)

Comp. (%)

READING LEVELS

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

Instructional Level			Independent Level	
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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 F – Field Version)

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		
1 m 3 s – 1 m 6 s	14		
1 m 7 s – 1 m 12 s	13		
1 m 13 s – 1 m 18 s	12		
1 m 19 sec – 1 m 25 s	11		
1 m 26 sec – 1 m 34 s	10		
1 m 35 sec – 1 m 45 s	9		
1 m 46 s - 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 F – Field Version)

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: _____%

Instruct. Criteria:	Go Back	Continue
Errors	≥ 11	≤ 10
	OR	AND
Time	≥ 3:24	≤ 2:31

Level: G1-End
(Form F – Field Version)

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.

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: _____%

*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.

Instruct. Criteria:	Go Back	Continue
Errors	≥ 11	≤ 10
	OR	AND
Time	≥ 2:32	≤ 1:40

Level: G2
(Form F – Field Version)

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

Initial Prompt: *This is a story about playing in a baseball game. The kid in the story wants to hit the ball with a bat (show swinging action) and will only get 3 chances — 3 strikes -- to hit the ball.*

I swung my bat at the baseball, but it zipped right by me! “Strike one,” called the man. I could feel my legs begin to shake!

Whiz! The ball went by me again, and I began to feel bad. “Strike two,” screamed the man.

I held the bat back because this time I would smack the ball! I would hit it right out of the park! I was so scared that I bit down on my lip. My knees shook and my hands grew wet. Swish! The ball came right over the plate.

Crack! I hit it a good one! /*

Then I ran like the wind. Everyone was yelling for me because I was now a baseball star.

*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 was the kid worried about? (*Fears he/she may strike out; might not hit the ball; team would lose*)
2. What happened to the kid’s body that showed the kid was scared? (*Bit his/her lip, knees shaking, hands wet*) (Need 2 of 3 for credit)
3. What happened on the kid’s last chance to hit the ball? (*The player hit the ball; became a baseball star; team won*)

Errors: _____

Self-Corrections: _____ (counted as errors)

Accuracy: _____%

Time: _____min. _____sec.

Rate: _____wpm

Comprehension: _____%

Instruct. Criteria:	Go Back	Continue
Errors	≥ 11	≤ 8
	OR	AND
Time	≥ 1:41	≤ 1:15

Level: G3
(Form F – Field Version)

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: _____%

Instruct. Criteria:	Go Back	Continue
Errors	≥ 9	≤ 7
	OR	AND
Time	≥ 1:16	≤ 1:03

Level: G4/5
(Form F – Field Version)

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

Initial Prompt: *In this story, Jody is worried about her horse.*

Jody was so worried that she had stayed in the barn all day to take care of her sick horse, Gabe. She thought his condition seemed to be growing worse. His breathing grew louder and harder.

At nightfall, Jody brought a blanket from the house so she could sleep near her beloved animal. In the middle of the night the wind whipped around the barn, rattling windows, and the barn door shook as if it would break into splinters. She had been so exhausted that she slept through all the noise.

When the dawn light poured through the windows, Jody /* stirred.

Bits of straw stuck in her hair and onto her wrinkled clothes. Where was the sound of the sickly breathing? She sat up with a jolt! Then she saw Gabe, healthy and strong, standing by the open door. To her surprise it looked like he was saying, "Let's go for a run!"

*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. Why was Jody worried about her horse? (*It was sick.*)
2. Why did Jody take a blanket to the barn? (*To sleep by the horse*)
3. What does this phrase "his condition seemed to be growing worse" mean? (*He was getting sicker; his health was getting worse; his breathing was getting louder/harder*)
4. What does the word dawn mean in the phrase, "the dawn light poured through the windows"? (*sunrise; the start of day*)
5. Do you think Jody's horse will be all right? Why? (*Gabe was standing; his breathing wasn't loud; he wanted to go for a run.*)

Errors: _____

Self-Corrections: _____(counted as errors)

Accuracy: _____%

Time: _____min. _____sec.

Rate: _____wpm

Comprehension: _____%

Instruct. Criteria:	Go Back	Continue
Errors	≥ 8	≤ 6
	OR	AND
Time	≥ 1:04	≤ 0:54

Level: G6/7/8
(Form F – Field Version)

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

Initial Prompt: *This passage is about a black surgeon and a medical emergency.*

It was a hot and humid July day in Chicago in 1893. Tempers flared, and a fight in a saloon ended in a stabbing. “James Cornish has been stabbed in the chest!” shouted one horrified bystander. “Rush him to Provident Hospital, immediately!”

Cornish arrived at the hospital with a one-inch knife wound dangerously near his heart. Dr. Daniel Hale Williams was called in to operate.

After an examination, Williams found that the knife had indeed cut the heart as well as the sac around the heart, so he knew he had to work swiftly. In those days chest surgery /* was rarely attempted because blood transfusions and antibiotics were unknown. Open heart surgery was an invitation to death. “Would infection set in and kill the patient? Should I risk my reputation?” Williams must have been thinking. The atmosphere in the operating room was tense as six other physicians prepared to observe this daring surgery.

Fifty-one days after Cornish came to the hospital a dying man, he was discharged a well man! In fact, he lived for fifty years after his surgery and even outlived Dr. Daniel Hale Williams by twelve years.

*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 James Cornish? (*He was stabbed in the chest.*)
2. What did Dr. Williams find out when he examined the wound? (*The knife had cut the heart and the sac around the heart.*)
3. Why was chest surgery so risky at this time? (*No antibiotics **OR** No blood transfusions.*)
4. What does the word discharged mean in the phrase, “He was discharged a well man”? (*Let go; released*)
5. How long did Cornish live after his surgery? (*Fifty years*)

Errors: _____

Self-Corrections: _____(counted as errors)

Accuracy: _____%

Time: _____min. _____sec.

Rate: _____wpm

Comprehension: _____%

Instruct. Criteria:	Go Back	Continue
Errors	≥ 6	≤ 5
	OR	AND
Time	≥ 0:55	≤ 0:46

Level: G9/10
(Form C – Clinic Version)

Initial Prompt: *[no prompt]*

Painfully shy, Jeffrey Vargus practically had to force himself off the school bus. “One step forward,” he muttered in an attempt to convince himself to take on this momentous responsibility, “then eleven steps homeward where I can be stress-free working on my computer!” The problem of being a new student and having to make new acquaintances weighed heavily on his mind. Why did his parents have to move to a new town just as he was entering the ninth grade? Obviously reluctant, he trudged along at a less than enthusiastic pace toward the front door of Comstock High School.

/*

Other students poured around him as if they were hurrying toward the building like a bunch of kids scampering toward ice cream and cake. “Every single student in the school knows everybody else, and nobody knows me, not a solitary soul!” Sweat began to drip from his forehead, causing his thick, dark-rimmed glasses to slide down his nose. “I’m returning home this instant,” his head bellowed out the words, but not one came from his mouth. Suddenly, without warning, he spun around, thinking perhaps he’d escape into thin air. He dropped the book that had been tucked between his arm and chest like a security blanket. It smacked to the sidewalk, and he leaned forward to capture it from trampling feet.

*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 is Jeffrey Vargus doing in this story? (*Going to a new school*)
2. Why is he nervous? (*Doesn’t know anyone*)
3. What does the word acquaintances mean in the phrase, “having to make new acquaintances”? (*People you know*)
4. Why is Jeffrey attending a new school? (*His parents moved*)
5. What does the phrase “Obviously reluctant” mean in this text? (*Can see he doesn’t want to do it*)

Errors: _____

Self-Corrections: _____(counted as errors)

Accuracy: _____%

Time: _____min. _____sec.

Rate: _____wpm

Comprehension: _____%

Instruct. Criteria:	Go Back	Continue
Errors	≥ 6	≤ 5
	OR	AND
Time	≥ 0:47	≤ 0:41

Level: G11/12
(Form C – Clinic Version)

Initial Prompt: *[no prompt]*

“Once this corner was the neighborhood garbage dump!” Malinda Futrell said as she briskly swung open the chain-link gate leading to an urban garden situated on the corner of Sixth Street and Avenue B in New York City.

To a passerby this luscious corner of green, thriving amid city air laden with exhaust fumes, cement dust, and general urban pollution, is an unexpected sight. Yet the sunlight that squeezes between the towering apartment buildings casts the gift of light on flourishing plots of vegetables, flowers, and fruit. Here, 105 enthusiastic neighborhood urban gardeners cultivate the soil and create a /*

touch of rural life amid the noise and bustle of city life.

Several years ago, Joannee Freedom, now one of the neighborhood’s avid gardeners, noticed a tomato plant growing amid the mounds of trash, “How could a small plant survive those wretched conditions?” she wondered. “I was so intrigued that I trudged through the rubbish, brushed the debris from the remarkable specimen, and built a small protective brick wall around it! Then within a short period of time, another neighbor noticed the extraordinary plant. The next thing I knew, he’d cleared a small plot and planted his own garden.”

*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 is an urban garden? (*A garden growing in a city*)
2. How did the urban garden get started? (JoAnn saw a tomato plant growing in the trash.)
3. What does the word flourishing mean in the phrase “flourishing plots of vegetables”? (*Growing well*)
4. Identify **two** things that make the garden an unexpected site in New York City? (*Surrounded by exhaust fumes; cement dust; pollution; garbage; debris*)
5. What does the word debris mean in the phrase “brushed the debris from the remarkable specimen”? (*Garbage*)

Errors: _____

Self-Corrections: _____(counted as errors)

Accuracy: _____%

Time: _____min. _____sec.

Rate: _____wpm

Comprehension: _____%

Instruct. Criteria:	Go Back
Errors	≥ 6
	OR
Time	≥ 0:42

I swung my bat at the baseball, but it zipped right by me! “Strike one,” called the man. I could feel my legs begin to shake!

Whiz! The ball went by me again, and I began to feel bad. “Strike two,” screamed the man.

I held the bat back because this time I would smack the ball! I would hit it right out of the park! I was so scared that I bit down on my lip. My knees shook and my hands grew wet. Swish! The ball came right over the plate. Crack! I hit it a good one! Then I ran like the wind. Everyone was yelling for me because I was now a baseball star.

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6/7/8F

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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) p.1

Passage Level	Placement Acc. (%)	Placement Rate (WPM)	Independent Acc. (%)	Independent Rate (WPM)	Passage Used
G1-September	40	≥ 15 (N/A if Acc. < 60%)	40	≥ 15 (N/A if Acc. < 60%)	Baby Bear
G1-October	85	≥ 20	85	≥ 20	
G1-December	90	≥ 25	90	≥ 25	
G1-March	90	≥ 30	90	≥ 30	Mouse Tales p.
G1-End	90	≥ 40	90	≥ 50	Frog & Toad p.
G2-Mid (G2-Jan. for grads.)	90	≥ 60	93	≥ 65	Whiz
G2-End	90	≥ 80	96	≥ 90	
3E (G3-Early)	92	≥ 80	95	≥ 80	Mark & Boxer
3M (G3-Mid)	93	≥ 90	96	≥ 90	
3D (G3-End)	94	≥ 100	97	≥ 110	
4E (G4-Early)	93	≥ 95	96	≥ 95	Jody's Horse
4M (G4-Mid)	94	≥ 100	97	≥ 105	
4D (G4-End)	95	≥ 105	98	≥ 115	
5E (G5-Early)	95	≥ 110	98	≥ 125	
5M (G5-Mid)	96	≥ 115	98	≥ 127	
5D (G5-End)	97	≥ 120	99	≥ 130	

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

UURC Fluency Criteria -- Reading Level Assessment (RLA) p.2

Passage Level	Placement Acc. (%)	Placement Rate (WPM)	Independent Acc. (%)	Independent Rate (WPM)	Passage Used
6E (G6-Early)	94	≥ 110	97	≥ 125	James Cornish
6M (G6-Mid)	94	≥ 113	97	≥ 128	
6D (G6-End)	96	≥ 117	98	≥ 131	
7E (G7-Early)	96	≥ 120	98	≥ 135	
7M (G7-Mid)	96	≥ 123	98	≥ 141	
7D (G7-End)	96	≥ 127	98	≥ 145	
8E (G8-Early)	97	≥ 130	98	≥ 148	
8M (G8-Mid)	97	≥ 135	98	≥ 151	
8D (G8-End)	97	≥ 140	99	≥ 154	
9E (G9-Early)	95	≥ 130	97	≥ 145	New School
9M (G9-Mid)	95	≥ 135	97	≥ 149	
9D (G9-End)	95	≥ 140	97	≥ 153	
10E (G10-Early)	96	≥ 145	98	≥ 157	
10M (G10-Mid)	96	≥ 150	98	≥ 161	
10D (G10-End)	96	≥ 155	98	≥ 165	
11E (G11-Early)	95	≥ 145	97	≥ 155	Urban Garden
11M (G11-Mid)	95	≥ 148	97	≥ 158	
11D (G11-End)	95	≥ 151	97	≥ 161	
12E (G12-Early)	96	≥ 154	98	≥ 164	
12M (G12-Mid)	96	≥ 157	98	≥ 167	
12D (G12-End)	96	≥ 160	98	≥ 170	

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