

Billie Askew

ORAL READING ASSESSMENT

Procedures for Administration



Reading Recovery
Community

Table of Contents

Purpose.....	1
Rationale.....	1
Overview.....	1
References.....	1
Reminders of Important Procedures for Administration.....	2
Procedures for Administering Leveled Text Reading Passages.....	2
<i>Selecting a Starting Level</i>	2
<i>Moving Up the Leveled Scale</i>	3
<i>Moving Down the Leveled Scale</i>	3
Determining the Text Reading Level.....	4
Finding Three Levels of Difficulty.....	4
Observing Early Responses to Text.....	5
For the Children Selected.....	6
Procedures for Administering Leveled Text Reading Passages when Determining a Child’s Exit Designation.....	7
Standard Directions for Preparing and Administering the Leveled Text Reading Passages.....	9
Appendix 1: History and Development of Leveled Text Reading Passages for the United States.....	10
Appendix 2: Book Introductions for Leveled Text Reading Passages.....	11

Using the Billie Askew Oral Reading Assessment for Reading Recovery

Purpose

The purpose of the 2023 revision for the Administering Leveled Text Reading Passage document is to update consistent with the new Billie Askew Oral Reading Assessment Packet that was adopted by the North American Trainers Group in September 2023 which replaces the Scott Foresman Leveled Testing Packet.

Rationale

Leveled texts used with the Observations of Early Literacy Achievement (Clay, 2013) have been in place in the U.S. since the mid-1980s. The new leveled text assessment packet was updated based on a strong research design that included analysis for bias, diversity, and language.

Overview

No assessment instrument is ever perfect. The Billie Askew Oral Reading Text Assessment Packet was approved by the North American Trainers Organization to replace the Scott Foresman Leveled Texts. Some of the Scott Foresman texts are included in the Askew packet; however, they have changed level. No alternative passages are included in the new test packet. Printed on each book (either on the cover or inside the cover) is the text to be read, the introduction, the number of words in the selection, and the number of words missed to be found at the hard or frustration level.

References

Clay, M. M. (2016). *Literacy lessons designed for individuals*. Portsmouth, NH: Heinemann.

Clay, M. M. (2019). *An observation survey of early literacy achievement*. (4th ed.) Portsmouth, NH: Heinemann.

Reminders of Important Procedures for Administration

- Level 1 *A Bird Can Fly* and Level 2 *House Cleaning* are always administered together.
- At text levels 4 to 16 the teacher invites the child to look at the pictures before asking the child to read. Students are prompted to survey the pictures for the portion to be read at levels 18 to 24. While the child looks at the pictures, any responses should be accepted as given. Responses should not be added to or clarified. If the child does not talk about the pictures, the teacher should not prompt the child to respond. The title and introduction may be restated after the child has looked at the pictures.
- Book titles are used in the assessment text introductions as a matter of standardization, not to be generalized to introducing books during daily lessons.
- Have the child read the specified passage, including any subtitles.

Procedures for Administering Leveled Text Reading Passages

Selecting the Starting Level

- The teacher may begin with having the child read a familiar book to put the child at ease and establish rapport.
- Find out from the classroom teacher (K and/or 1st) the approximate level the child is reading for classroom instruction.
- Begin the text reading observation at the next lower level.
- For many children at the beginning of the school year, begin with Level 1 (*A Bird Can Fly*) and **always** administer Level 2 (*House Cleaning*). Both texts are administered as they give considerable information about the child's early control.
- Take a Record of the starting level passage.
- Score the Record to determine the number of errors to make a decision to move up or down the text passage levels.
- If the child is not successful reading Level 1 and Level 2 (90% or above) follow the directions for *Observing Early Responses to Text* on page 5 of this document.
- If the child is successful reading Level 2 (90% or above) follow the directions for *Moving Up the Leveled Scale* on page 3 of this document.

Moving Up the Leveled Scale

- If the Record is 90% or above, go to the next level or skip to a higher level if appropriate, i.e., the text was very easy.
- Continue moving up the levels (skipping levels if appropriate) until the child scores below 90% on two consecutive levels.
- If a level/s were skipped it may be necessary to go back down a level to determine three levels of text difficulty.
 - ex. level 12 easy, level 16 hard, go to level 14
 - ex. level 12 easy, level 16 easy, go to level 18

NOTE: Reading can be stopped after one level below 90% if the child is showing signs of frustration or the score is significantly below 90% with a loss of meaning and little or no self-correction. If the accuracy score is below but close to 90% with evidence of successful processing, continue testing until two levels are below 90%.

Moving Down the Leveled Scale

- If the Record is well below 90%, go down several levels if possible.
- If the Record is below 90% at Level 1 *A Bird Can Fly* and/or Level 2 *House Cleaning* follow the directions for ***Observing Early Responses to Text***.



Determining the Text Reading Level

- By moving up or down the leveled text reading passages, determine the highest level read at 90% accuracy or above followed by **one or two** consecutive levels below 90% to establish the hard level. The instructional level is not determined until the hard level has been found.
- The child's highest text reading level at 90% or above should be entered as the level for IDEC data collection.
- The child's text reading level can be matched to a stanine group for comparison to the U.S. national stanines and to assist in selection of the lowest students for entering Reading Recovery.

NOTE: It is important that teachers take into consideration raw scores, lowest stanines, and the quality of student responses on **all** tasks of the *Observation Survey of Early Literacy Achievement* in order to select the lowest achieving first grade students. Input from the classroom teacher may also be a factor to consider in the selection of students.

At the end of a child's series of lessons or at the end of the year assessment it is critical to report:

- The highest level read at 90% or above accuracy for IDEC data collection for levels 1 to 24
- The level read at 95% or higher for IDEC data collection for levels 26, 28 and 30.

Assessment does not stop because a child has read the benchmark level for a school or system. Assessment stops at level 30 for a child who reads at higher levels.

Finding Three Levels of Text Difficulty

When using the Leveled Text Reading Passages for children selected for Reading Recovery it is necessary to determine three levels of text difficulty.

Research shows that children's learning is helped when we give them material at their personal instructional level. Recording their performance at three levels of text difficulty is the most reliable way to establish what level of text should be used for instruction.

- an easy text (95 to 100 percent accuracy)
- an instructional text (90 to 94 percent accuracy)
- a hard text (80 to 89 percent accuracy)

Clay, M. (2019) *An Observation Survey of Early Literacy Achievement*

Observing Early Responses to Text

If the child does not read Level 1 (*A Bird Can Fly*) and Level 2 (*House Cleaning*) at 90% or above:

- Select an appropriate Level 1 book from the Reading Recovery set of student books. An appropriate Level 1 book will have a complete sentence printed on one line of text. The one line of print will be on a separate page from the picture.
Some examples are: *Moms and Dad* (PM/Rigby), *Look at Lulu* (Pioneer Valley Books), *Bedtime for Carl* (Reading Reading Books)
- Teacher reads the entire book to the child, pointing under the words.
- Teacher asks the child to read the book. “*Now you read the story to me.*”
NOTE: The child is not told to point. Pointing would be an observed response.
- Take a Record on the first reading of the book.
- Make notes about any behaviors or responses to the text.

Successful reading (90% or above) of a Level 1 book, as outlined in the procedure above corresponds with stanine 2 in the adjusted stanine table. The raw score reported for data collection is zero (0).

If the child does not read the chosen Level 1 book successfully as described above, the child is stanine 1 on the adjusted stanine table and the raw score reported is zero (0). To gather further observations at this level, take a record on a dictated text using the following procedures:

- Have the child dictate a simple story. **NOTE:** It is important to tell the child that he is telling a story that he will later read.

Example: The teacher invites the child to tell a story or sentence based on the theme or a single picture from the previously read Level 1 book.

“*Tell me something your dad or mom can do.*” - **or** - “*Tell me where you like to play.*”

Then say, “*I’ll write it down and you can read it.*”

- Teacher writes the story using clear print and appropriate spacing.
- Teacher says each word as she or he writes it. Teacher: “*You read your story.*”
- Teacher takes a record and notes responses as the child reads back the story or sentence.

If the dictated text is not read at an easy or instructional level, or if you do not have three levels of text difficulty, consult and use Clay’s additional procedures outlined in *Literacy Lessons Designed for Individuals*, 2016, p. 32 & 33, under the topic heading **Encourage his participation in reading**. For additional resources check with your teacher leader.

For the Children Selected

It is critical to find three levels of text difficulty for all children selected for entry to Reading Recovery. The three levels should be determined before completing *An Observation Survey Summary Sheet*. Analysis of useful strategic activity on text and problem strategic activity on text should focus on text levels read at 90% or above.

If three levels of text difficulty cannot be established additional samples of text reading should be observed in order to be able to analyze useful and problem strategies on text. See **Encourage his participation in reading** (Clay, 2016, *Literacy Lessons Designed for Individuals*, p. 32 & 33).



Procedures for Administering Leveled Text Reading Passages When Determining a Child's Exit Designation

During their spring meeting in 2020, the North American trainers approved the document, *U.S. Exit Status Categories for Reading Recovery and Descubriendo la Lectura Students*.



Teachers should rely on Chapter 7, **Discontinuing individual lessons**, from *Literacy Lessons Designed for Individuals* (2nd Ed.) (2016) along with *U.S. Exit Status Categories* in order to determine the child's exit designation.

The following reminders align with the documents cited above:

- A teacher trained in administering the tasks of the *Observation Survey* (other than the child's own Reading Recovery teacher) should administer the *Observation Survey of Early Literacy Achievement* for each child at the time an exit designation is called for.
- All tasks of the *Observation Survey* are administered to the child.
- Before beginning administering the leveled text passages, allow the child to read familiar text from his lessons to help determine fluency and phrasing. Select titles from the child's lessons or from a text previously read at the instructional level from the classroom reading group. The teacher takes a record and notes on the form how the reading sounds. The reading of familiar text should give a sample of text reading in the child's easy range.
- Use the leveled text reading passages to obtain samples of reading unseen text using the standard introductions printed on the books. Follow the directions for **Moving up (or Down) the Leveled Scale** on page 3 in this document. The teacher may want to begin at a level which should be easy for the child before skipping up the levels to determine the highest instructional level (90% or above for level 1 to 24; 95% for levels 26, 28, and 30) and the subsequent hard level.

- At text levels 4 to 16 the teacher invites the child to look at the pictures before asking the child to read. Students are prompted to survey the pictures for the portion to be read at levels 18 to 30. While the child looks at the pictures, any responses should be accepted as given. Responses should not be added to or clarified. If the child does not talk about the pictures, the teacher should not prompt the child to respond. The title and introduction may be restated after the child has looked through the pictures.
- Find three levels of text difficulty for each child in order to make an appropriate exit designation.
- The teacher must continue moving up the levels (skipping levels if appropriate) until the child scores below 90% for levels 1 to 24 and 95% for levels 26, 28 and 30.
- If the accuracy score is below but close to 90% with evidence of successful processing, continue assessing until two consecutive levels are below 90%. Reading can be stopped after one level below 90% if the child is showing signs of frustration or the score is significantly below 90% with a loss of meaning or little or no self-correction.
- For text levels 26, 28, and 30, the child must earn 95% or higher in order to move up to the subsequent level. Administration of text reading passages stops at level 30.
- District or building benchmark levels should **never** be used to determine when the administration of leveled text reading stops.
- The highest level read at 90% or above for levels 1 to 24 and 95% for levels 26, 28 and 30 is reported for “exit’ and “year- end” IDEC data collection.



Standard Directions for Preparing and Administering the Leveled Text Reading Passages

- Organize all books and materials to assemble the text reading passages.
- Identify the location of introductions and level information on the front cover or inside front cover, and adhere to the directions for each book:

E = errors:

- The number of errors made that result in a score below 90% for Levels 1 to 24 (hard).
- For levels 26, 28 and 30, the indicated number of errors represent a score below 95% (hard).

RW = running words: The total number of words in the book or passage to be read.

- Become familiar with the stories, the directions for the book introductions and the stopping point for levels where the complete story is not read.
- Be sure to note and follow all directions on when to read or point and read as the books are introduced. (See notes for each book introduction.) The following levels require the teacher to read and/or point to a portion of the text:

Level 1: *A Bird Can Fly*

Level 4: *At the Zoo*

Level 2: *House Cleaning*

Level 6: *A Bird and a Hippo*

Level 3: *Hats*

- Text used below Level 1 should follow the directions for **Observing Early Responses to Text** on page 5 of this document.
- The teacher should always read the title and the introduction to each story. **The child is not required to read the title.**
- At text levels 4 to 16 the teacher invites the child to look at the pictures before asking the child to read. Students are prompted to survey the pictures for the portion to be read at levels 18 to 30. While the child looks at the pictures, any responses should be accepted as given. Responses should not be added to or clarified. If the child does not talk about the pictures, the teacher should not prompt the child to respond. The title and introduction may be restated after the child has looked through the pictures.

Appendix 1: History and Development of Leveled Text Passages for the United States

In New Zealand, leveled reading materials used in classroom instruction were established as benchmarks of progress in text reading. The first text passages used in 1984-85 in the USA were selected passages from the basal series that was then used in the Columbus Public Schools classrooms: Ginn Reading Program published by Ginn and Company, copyright 1982. Under the guidance of Marie Clay and Barbara Watson, narrative story passages of appropriate lengths and story structure episodes were selected for the text reading assessment of the Observation Survey. The Ginn publishing company provided the readability ratings they had used in designing their basal series to Clay, Watson, and the Ohio State University trainer in training, Gay Su Pinnell.

As Reading Recovery was implemented in other school districts and data were collected on student progress in reading, it became necessary to develop standard passages for text reading that were independent of classroom instructional materials and were easily available. In 1986 the first attempt to compile a set of independent passages was completed. The majority of the passages in the set were selected and leveled from the paper books published by Scott, Foresman and Company, copyright 1979, 1971. In subsequent years extensive field testing and analyses were completed to establish the reliability of the increments of difficulty for the Scott, Foresman passages up through level 24.

A trade book, *Where's Spot*, by Eric Hill, published by G.P. Putnam's Sons, Copyright 1980 was used for observation of student responses to print below Level 1 in text reading and passages from Level 26 through Level 34 continued to be selections from the Ginn basal series.

The long-term development of the leveled text passages and the standard book introductions for each passage were completed in 1990. These leveled passages served as a standard way to report text reading progress for data collection and for analyzing progress in reading at many levels: student, classroom, school, district, site, state, and national.

In 2005 new United States norms were established for all tasks of *An Observation Survey of Early Literacy Achievement* (Clay, 2002). Minor changes were made that only affected the lowest level passages used for selection of students for entry into Reading Recovery at the beginning of the school year. Clay worked with a committee of trainers to designate procedures for administering text reading for children who did not read level 1 or level 2 above 90%.

Text reading is one part of the set of literacy tasks included in *An Observation Survey of Early Literacy Achievement*, (Clay, 2002). The intent is not just to assess the child reading level but to observe children in a systematic way as they respond to the complete set of literacy tasks. The Leveled Text Reading Passages provide a standard way to report data on each student's progress in reading passages along a gradient of difficulty. The information teachers obtain by administering the Leveled Text Reading Passages helps them analyze a child's processing and responses to print. The teachers' observations and analyses help them determine instructional needs and how to foster accelerated progress in reading.

Appendix 2: Book Introductions for Leveled Text Reading Passages

E = errors: The number of errors made that result in a hard score.

(below 90% - Levels 1 to 24)

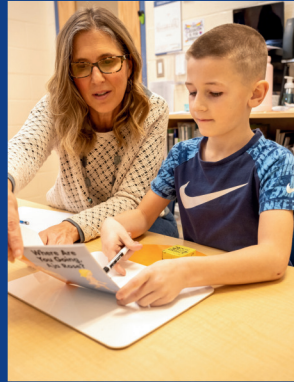
(below 95% - Levels 26, 28, and 30)

RW = running words: The total number of words in the book or passage to be read.

<p>A Bird Can Fly</p> <p>Level 1 E: 2 RW: 16</p>	<p>The title of this book is A Bird Can Fly. This book is about things people and animals both can do. I'll read the first two pages, then you can read to see what else people and animals can do.</p> <p style="text-align: center;">Tester reads all of pages 2 and 3. On pages 4, 5 & 6, the tester points to and reads the first line and asks the child to read the 2nd line. The child reads all of page 7.</p>
<p>House Cleaning</p> <p>Level 2 E: 4 RW: 29</p>	<p>The title of this book is House Cleaning. In this book, Tom is cleaning his room and putting things in his toy box. I'll read the first two pages and then you will read to see what else Tom puts in the box.</p> <p style="text-align: center;">Tester reads pages 2 & 4, and then says, "Now you read."</p>
<p>Hats</p> <p>Level 3 E: 3 RW: 22</p>	<p>The title of this book is Hats. This story is about people's hats. The hats are different colors. I'll read the first page and then you can help.</p> <p style="text-align: center;">Tester reads page 2. On pages 3-6, the tester points to and reads the first two words and the child reads the rest of the line. On page 7, the tester points to and reads only the word, "Now" and has the child read the rest alone.</p>
<p>At the Zoo</p> <p>Level 4 E: 8 RW: 67</p>	<p>The title of this book is At the Zoo. This is a story about a boy and girl who go to the zoo. They look at many animals. I'll start and then you can read the rest.</p> <p style="text-align: center;">Tester reads page 2. On page 3, the tester points and reads the first line and then says, "Now you read."</p>
<p>Can You Play?</p> <p>Level 5 E: 6 RW: 48</p>	<p>The title of this book is Can You Play? Pat wants to play but no one will play with her. Read to see who finally says, "Yes".</p>

<p>A Bird and a Hippo Level 6 E: 11 RW: 100</p>	<p>The title of this book is A Bird and a Hippo. In this story a hippo thinks she can do anything a bird can do. I'll read the first page and you can read the rest.</p> <p style="text-align: center;">Tester reads page 2, and the student reads the rest.</p>
<p>Kites Level 7 E: 4 RW: 32</p>	<p>The title of this book is Kites. Kites can look like many things. Read to find out what these kites look like.</p>
<p>The Boat Ride Level 8 E: 8 RW: 71</p>	<p>The title of this book is The Boat Ride. In this story, a fox went for a boat ride in a pond. Read to see how a turtle and a bar of soap saved the day.</p>
<p>A Day in the Sun Level 9 E: 12 RW: 105</p>	<p>The title of this book is A Day in the Sun. Sunny the cat was sleeping in the sun. No one could wake him up. Read to see what finally woke Sunny up.</p>
<p>In the Woods Level 10 E: 12 RW: 107</p>	<p>The title of this book is In the Woods. Harry and his Dad went for a walk in the woods. They find an unusual insect. Read to find out what it is.</p>
<p>John and His Drum Level 12 E: 17 RW: 160</p>	<p>The title of this book is John and his Drum. John had a drum and wanted to find a place to play his drum. Read to find out how John found just the right place.</p>
<p>Monkeys Level 14 E: 7 RW: 62</p>	<p>The title of this book is Monkeys. Read to find out how monkeys live in the jungle.</p>
<p>Tents Level 16 E: 19 RW: 173</p>	<p>The title of this book is Tents. One day Dan and Carl made a tent in the yard. Dad said they could sleep in the tent. Read to find out what happened when it started to rain.</p>

<p>The Little Knight Level 18 E: 34 RW: 323</p>	<p>The title of this book is The Little Knight. A king sends a little knight to do something about a dragon who roars and doesn't let the king and queen sleep at night. Let's read to see what the little knight does with the dragon.</p> <p style="text-align: center;">Read to the end of page 15.</p>
<p>Donald's Garden Level 20 E: 22 RW: 202</p>	<p>The title of this book is Donald's Garden. In this book Donald buys some seeds to grow lettuce in his garden. Let's read to find out what happens to the lettuce.</p> <p style="text-align: center;">Read to the end of page 5.</p>
<p>The Three Princesses Level 22 E: 16 RW: 149</p>	<p>The title of this book is The Three Princesses. The queen sent her daughters out into the world to find their own paths in life. Read the first part of this story to find out how the princesses were different.</p> <p style="text-align: center;">Stop reading at the bottom of page 5.</p>
<p>Breakdown Level 24 E: 19 RW: 179</p>	<p>The title of this story is Breakdown. Jake and his mom were going to the store but the car wouldn't start. They called Matthew, the tow truck driver to help. He couldn't fix the car, so he had to hook it up to his tow truck. Read to find out how he did it.</p> <p style="text-align: center;">Read all of page 3.</p>
<p>Our Blue Planet Level 26 E: 18 RW: 312</p>	<p>The title of this story is Our Blue Planet. Our planet is called 'blue' because most of its surface is covered with water. Read to find out about different forms of water.</p> <p style="text-align: center;">Read pages 6-7, including the subtitles.</p>
<p>Llamas Level 28 E: 11 RW: 187</p>	<p>The title of this story is Llamas. Read to find out some facts about llamas.</p> <p style="text-align: center;">On page 4 read the section, What is Special About Llama feet? Read all of page 5, What is Special About Llama hair? Skip page 6 and read page 7, What Do Llamas Eat? Include subtitles with each.</p>
<p>Broken Wing Level 30 E: 15 RW: 272</p>	<p>The title of this book is Broken Wing. Hew and his grandfather went out on the loch, which is a lake, to fish. Read to see who grandfather wanted Hew to meet.</p> <p style="text-align: center;">Read Page 3.</p>



Reading Recovery Community

Reading Recovery® is a trademarked intervention through the United States Patent and Trademark Office.

© 2024. All rights reserved.

